Report on Government Services 2025

Child care, education and training (part B)

The Productivity Commission acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to their Cultures, Country and Elders past and present.

Report on Government Services 2025
PART B: RELEASED ON 11 FEBRUARY 2025

Produced by the Productivity Commission for the Steering Committee for Review of Government Service Provision. The content for this PDF is generated from the online, interactive publication. Data below are the most recent at the time of preparing the report. In some cases, charts and tables may present data for a single jurisdiction. To access data for all jurisdictions and the most current data available, go to: www.pc.gov.au/rogs

B Child care, education and training

Data downloads

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

Child care, education and training data tables (XLSX 39.3 KB)

Child care, education and training dataset (CSV 60.0 KB)

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

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

Main aims of services within the sector

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

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

The education and training system

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

Early childhood education and care (ECEC) ›

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

- **Total government real recurrent expenditure** on ECEC services was **$17.9 billion** in 2023-24.
- **14,732** Australian Government child care subsidy (CCS) approved **child care services** in Australia in 2024[1].

- **13,284** ECEC services delivered preschool programs in 2023, of which **67.6%** were within a centre based day care.
- **1,423,979 (34.5%)** of **children aged 0–12 years attending** CCS approved child care services in 2024[1].
- **560,384 children aged 3–6 years** were enrolled in a preschool program in 2023.

School education 〉

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

- **Total government real recurrent expenditure** on school services was **$85.9 billion** in 2022-23.
- **9,629 schools** in Australia in 2023 – **69.7%** were government-owned and managed.
- **4.1 million full time equivalent students** enrolled in school in 2023 – 63.9% in government schools and 36.1% in non-government schools.

Vocational education and training (VET) 〉

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

- **Total government real recurrent expenditure** on VET services was **$8.1 billion** in 2023.
- **1,285 RTOs** delivered **government-funded nationally recognised training** in Australia in 2023 (35.6% of all RTOs delivering nationally recognised training).
- **Over 1.2 million students** participated in **government-funded VET in 2023** – majority in Certificate III or IV qualifications (802,000).

Higher education

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

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

Government expenditure in the sector

Total government recurrent expenditure for **ECEC**, **School education** and **VET** services for the latest years covered in this report was **$112.0 billion.** For the **2022-23** financial year (the most recent financial year for which data are available across all sections) this represented around **28.8% of total government expenditure** covered in this report.

For higher education, expenditure data are not collected for this report. According to the ABS's Government Finance Statistics (GFS) report, the total operating expenditure on university education was $33.7 billion in 2022-23 (ABS unpublished).

Flows in the sector

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

Figure B.1 Outline of the Australian child care, education and training system[a,b,c]
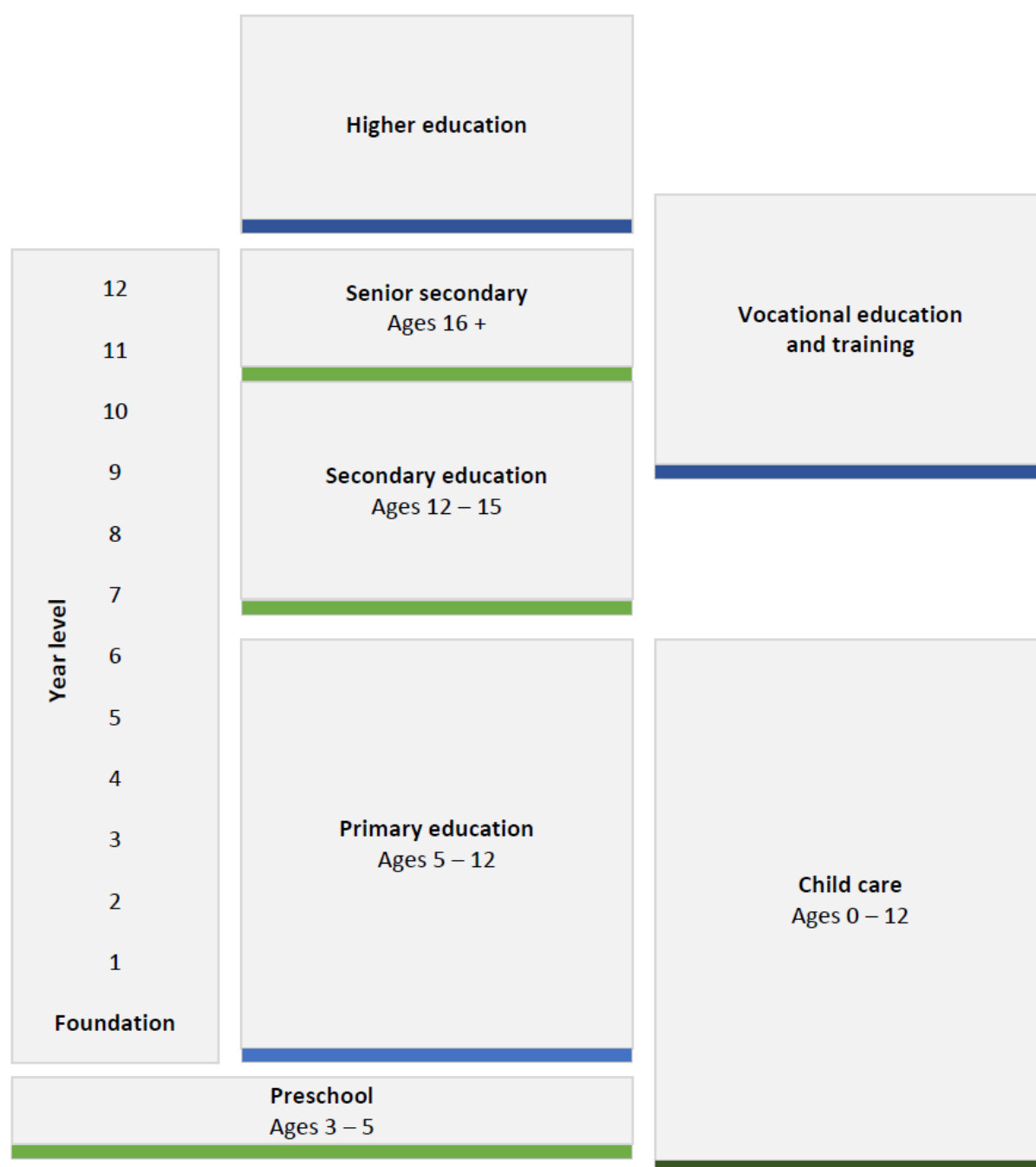
a There are different starting ages and names for preschool (refer to section 3, table 3.1) and school education (refer to section 4, context) across jurisdictions. **b** Since 2022, Year 7 has been the first year of secondary schooling in all states and territories in Australia. **c** Providers can deliver qualifications in more than one sector, all subject to meeting the relevant quality assurance requirements.

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

Sector-wide data

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

- Participation in education and training – proportion of people aged 15–64 years participating in education and training.
- Achievement of foundation skills – the literacy, numeracy and digital literacy skill levels of Australian adults.
- Attainment of qualifications – proportion of people aged 20–64 years with qualifications at Certificate III level or above.

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

Participation in education and training

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

- Nationally in 2024, **62.4%** of people aged **15–24 years** participated in education and training (82.3% of people aged 15–19 years and 44.0% of people aged 20–24 years), compared to 7.6% of people aged 25–64 years (figure B.2).

Select jurisdiction:
Aust

Not enrolled
School level study
Certificate I or II or nfd
Certificate III or IV
Advanced diploma or diploma
Bachelor degree or above
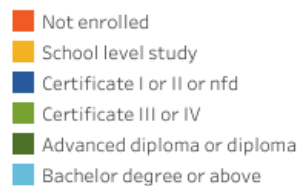
Figure B.2 **Participation in education and training**
By level of study, by age group, 2024, Aust (a)
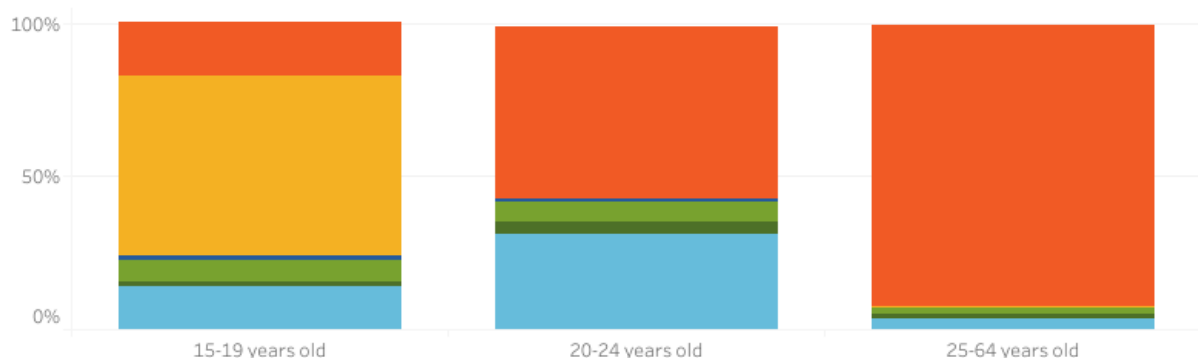
Source: table BA.1
nfd = not further defined.

(a) Totals may not sum to 100% due to rounding and/or unpublished data. Refer to relevant data table for information on caveats and non-publication of data.

Data tables are referenced above by a 'BA' prefix and all data (footnotes and data sources) is available for download above (both in Excel and CSV format).

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- In 2024, **11.7%** of people aged **20–64 years** were studying towards a non-school qualification (table BA.2).

Achievement of foundation skills

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

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

Attainment of qualifications

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

- Nationally in 2024, **66.1%** of people aged **20–64 years** had a qualification at the **Certificate level III or above** (figure B.3).

Select year(s):
Multiple values

Select jurisdiction:
Aust

Select age group:
All

Figure B.3 20–64 year olds with qualifications at Certificate level III or above
By age group, by year, Aust
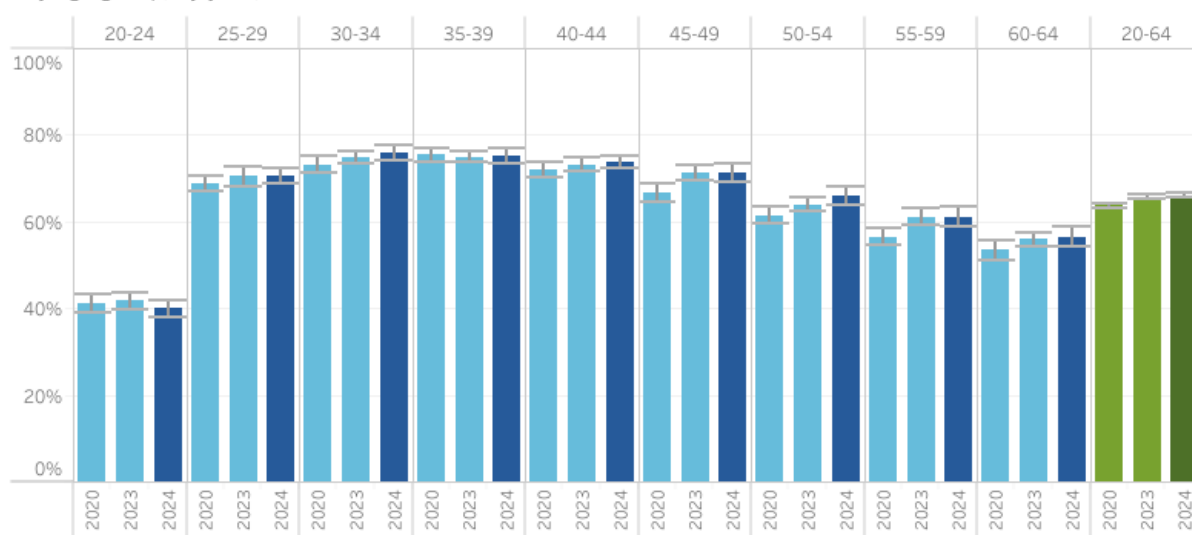
Source: table BA.3

Data tables are referenced above by a 'BA' prefix and all data (footnotes and data sources) is available for download above (both in Excel and CSV format).

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Performance outcomes summary

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

3 Early childhood education and care

- **Over the last ten years, more children have been attending child care services that are approved by the Australian Government for financial support to eligible families.**
  In 2024[1], the attendance rates at child care services was:
    – over one-third (34.5%) for all children aged 0–12 years, compared to 30.4% in 2015
    – even higher for children aged 0–5 years at over half (50.4%), up from 42.0% in 2015.

- **Enrolments in preschool programs in the state-specific year before full-time schooling (YBFS) has fluctuated over the last several years.** The state-specific YBFS definition takes into account the preschool and school age entry provisions of each state or territory.
  In 2023, of children in the state-specific YBFS:
    – 89.2% were enrolled in preschool program, up from 84.7% in 2020 but down from 92.4% in 2016.

- **The CCS has significantly reduced out-of-pocket costs for families, particularly at the lower income levels.**
  In 2024[1], the out-of-pocket costs (as a proportion of weekly disposable income) for families with gross annual income of up to $215,000 with one child in 30 hours of child care:
    – for centre based day care was, on average, 3.8% after CCS, down from 21.6% before CCS
    – for family day care was, on average, 3.7% after CCS, down from 20.9% before CCS
    – fell for both centre based day care and family day care, after CCS, from an average 5.7% in 2023. These further reductions were due to changes made to CCS introduced in July 2023[2].

More information: section 3 Early childhood education and care (ECEC)

4 School education

- **Over the last nine years, student attendance rates in all Year levels have fallen.**
  In 2024, student attendance rates for Years 1 to 10:
    – were 88.3% in all schools, down from 92.6% in 2015
    – decreased by a larger amount in government schools (−4.9 percentage points) compared to non-government schools (−3.2 percentage points) over the nine-year period.

- **Recent assessment results indicate that Australian student outcomes have generally remained steady:**
  - Nationally, 2024 National Assessment Program – Literacy and Numeracy (NAPLAN) results were similar to the results in 2023. In 2024, the proportion of students achieving '*Exceeding*' or '*Strong*' proficiency levels ranged from:
    - in reading – 63.0% for Year 9 students to 71.3% for Year 5 students
    - in writing – 61.0% for Year 9 students to 76.8% for Year 3 students
    - in numeracy – around 63% for Year 3 and Year 9 students to 67.8% for Year 5 students.

  - Results from the 2023 National Assessment Program (NAP) – Science Literacy assessment show the proficiency standard was attained by:
    - 57% of Year 6 students, statistically similar to 58% in 2018
    - 54% of Year 10 students, statistically similar to 50% in 2018.

  - Nationally the Trends in International Mathematics and Science Study (TIMSS) 2023 results show the proportion of students who achieved at or above the national proficient standard was:
    - for the mathematical assessment – 71.9% for Year 4 students and 64.1% for Year 8 students, statistically unchanged from the 2019 results
    - for the science assessment – 83.3% for Year 4 students (significantly higher than 78.3% in 2019) and 69.8% for Year 8 students (significantly lower than 74.2% in 2019).

- **The proportion of school leavers aged 15–24 years who are fully engaged in work or study the following year has fallen in recent years.**
  - In 2024, 63.9% of school leavers were fully engaged, down from 74.6% in 2021.
  - School leavers who had completed Year 12 were more likely to be fully engaged in work or study (68.7%) than those who had completed Year 11 and below (52.6%).

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

5 Vocational education and training

- **The number of government-funded qualification completions has fallen over the last four years.**
  In 2023, there were over 322,800 government-funded VET qualifications completed:
  - this is equivalent to a rate of 18.7 completions per 1,000 people aged 15–64 years, a decrease of 7.9% from 2019 (20.3 completions per 1,000 people)
  - 19,600 of these qualifications were completed by Aboriginal and Torres Strait Islander people (31.0 completions per 1,000 people).

- **Employer and student satisfaction with VET provide an indication of whether the national training system is meeting the needs of students, employers and industry. Over the last four years, student satisfaction has slightly increased whereas employer satisfaction has decreased.**
  In 2023, the proportion of:
  – government-funded VET qualification completers satisfied with the overall quality of their training was 89.1%, slightly higher than 2019 (88.6%)
  – employers satisfied with all forms of VET engagement was 66.4%, down from 69.2% in 2019.

- **Over the last few years, more qualification completers achieved their main reason for training and had improved employment and further study outcomes.**
  In 2023, the proportion of government-funded VET qualification completers:
  – who achieved their main reason for training was 88.2%, up from 82.1% in 2019
  – aged 20–64 years who:
    – improved their employment status was 72.3%, up from 64.7% in 2019
    – were employed and/or in further study after training was 88.9%, up from 84.4% in 2019.

  More information:

References

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

Footnotes

1. Data for 2024 related to Australian Government CCS approved child care services are for the March quarter.
2. More information on the changes to the Child Care Subsidy from July 2023 is available at:
   https://www.education.gov.au/early-childhood/resources/changes-child-care-subsidy-fact-sheet ☑.

Report on Government Services 2025
PART B, SECTION 3: RELEASED ON 11 FEBRUARY 2025

3 Early childhood education and care

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

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

Data downloads

3 ECEC services data tables (XLSX 496.8 KB)

3 ECEC services dataset (CSV 1.5 MB)

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

Guide: How to find what you need in RoGS (PDF 288.5 KB)

Context

Objectives for ECEC services

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

- are high quality, affordable, flexible and can be sustainably implemented across a range of settings

- are delivered in a safe, nurturing and inclusive environment

- target improved access for, and participation by, Aboriginal and Torres Strait Islander, vulnerable and disadvantaged children.

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

Service overview

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

- *Child care services* – provide education and care services to children aged 0–12 years including the following service types: centre based day care; family day care; outside school hours care (OSHC); and other care. 'Explanatory material' tab includes definitions.

- *Preschool services* – are services that deliver a preschool program. A 'preschool program' is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full-time schooling (table 3.1).

Table 3.1 Preschool programs in Australia, 2024

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

a In New South Wales, all licensed children's services for under 6-year-olds (who have not commenced kindergarten) are required to offer programs that meet children's educational and developmental needs. **b** In Victoria, children aged 3 years can participate in kindergarten services in the year prior to YBFS. **c** South Australia provides early access to department funded preschool for children who are Aboriginal and Torres Strait Islander or under the Guardianship of the Minister after their third birthday. South Australia implemented a mid-year intake into preschool in Term 3 2023. Caution should be used in interpreting state-specific YBFS estimates for South Australia as the data has not been adjusted for YBFS mid-year intake enrolments. The compulsory school starting age in South Australia is 6 years at the oldest. **d** In the Northern Territory, children living in very remote areas can attend preschool from the age of 3 years. Parents may accompany their child and remain with them at each preschool session if they choose.

Source: ABS 2024; state and territory governments (unpublished).

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

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

Roles and responsibilities

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

- paying the Child Care Subsidy (CCS)[1] which is generally paid directly to child care providers. The types of child care for which families receive subsidised care are in table 3.2

- providing funding to state and territory governments to support the achievement of reforms to improve preschool participation and outcomes, through the *Preschool Reform Agreement* (PRA)

- providing operational and capital funding to some providers.

Table 3.2 Summary of ECEC service funding by Australian, state and territory governments, 2023-24

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

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

✓ Government provides funding to at least one of these services.
✘ Government does not provide funding to any of these services.

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

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

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

- funding and/or providing preschool services and, in some cases, providing funding to child care services (including some that also receive Australian Government funding)

- providing funding to support the implementation of the PRA

- regulating approved services under the National Quality Framework (NQF) and licensing and/or registering child care services not approved under the NQF

- implementing strategies to improve the quality of ECEC programs

- providing curriculum, information, support, advice, and training and development to ECEC providers.

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

1. The CCS replaced the Child Care Benefit and Child Care Rebate from 2 July 2018. The Child Care Subsidy System (CCSS) was introduced to manage the payment and administration of the CCS and is the source of the data. There are some changes to reporting under the CCSS. In particular, the introduction of new categories centre based day care (a consolidation of long day care and occasional care previously reported separately) and outside school hours care (a consolidation of outside school hours care and vacation care previously reported separately) and no longer separately identifying Budget Based Funded services.

Funding

Total Australian, state and territory real government recurrent and capital expenditure on ECEC services was $18.2 billion in 2023-24, an increase of 17.4% from 2022-23 (table 3A.1). Australian Government expenditure accounted for $14.2 billion (77.9%) and state and territory government expenditure $4.0 billion, with preschool services accounting for 83.9% of the state and territory government expenditure (figure 3.1).

Australian Government expenditure of $473.8 million allocated to state and territory governments in 2023-24 through the PRA (table 3A.4) is included under state and territory government expenditure.

Select year(s):
Multiple values

■ Child care services
■ Preschool services

Figure 3.1 **Recurrent and capital expenditure**
Australian, state and territory government, by ECEC services (2023-24 dollars) (a)
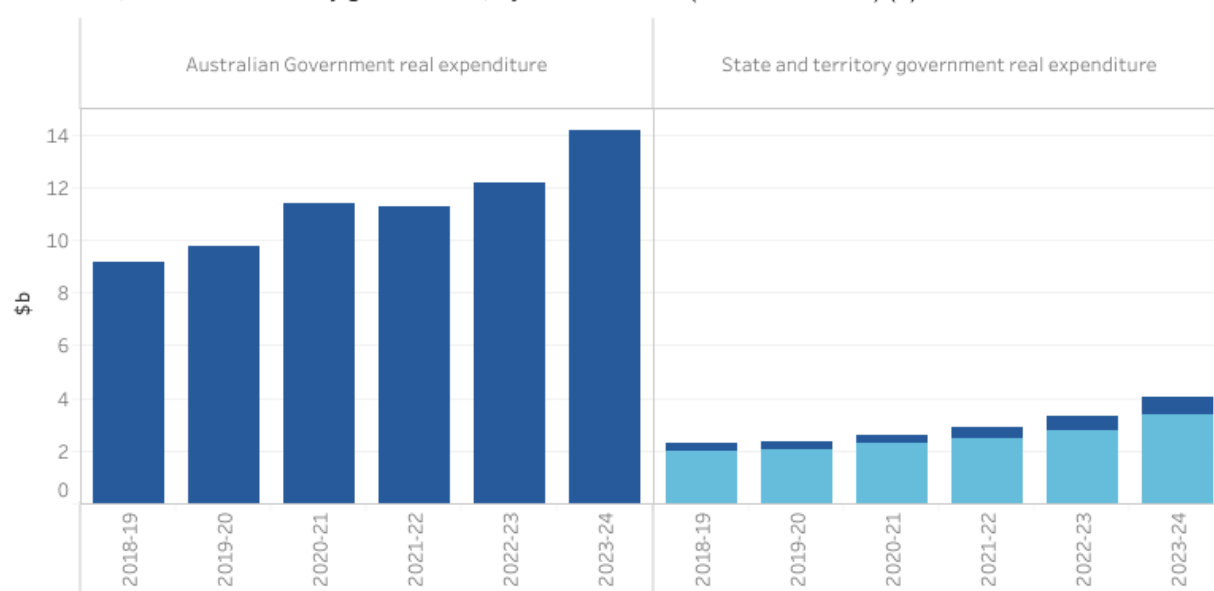
Source: tables 3A.2 & 3A.3

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

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).

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Size and scope

Services delivering ECEC

In 2024[2], there were 14,732 Australian Government CCS approved child care services in Australia (table 3.3). Some child care services do not receive Australian Government funding and are funded by state and territory governments only or do not receive any government funding.

Table 3.3 **Australian Government CCS approved child care services**
By service type, by jurisdiction, 2024

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care	%	67.8	55.7	67.5	60.5	55.4	53.2	63.3	65.5	62.9
Family day care	%	2.1	3.1	3.0	2.3	1.4	2.3	2.0	2.3	2.5
Outside School Hours Care (OSHC)	%	29.8	40.9	29.2	37.0	42.7	44.5	34.4	32.2	34.3
In home care	%	np	np	np	np	np	np	np	np	0.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Australian Government CCS approved child care services	no.	5,267	3,610	2,790	1,403	917	263	305	177	14,732
State and territory government (only) funded child care service	no.	na	–	21	2	127	10	..	1	161

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

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

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).

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In 2023, there were 13,284 ECEC services in Australia delivering preschool programs (table 3.4). Of these services, 8,986 (67.6%) were delivered from centre based day care and the remainder (32.4%) were delivered from stand-alone preschool services or preschool services attached to a school.

Table 3.4 **Preschool programs**

By service delivery setting and management type, by jurisdiction, 2023

				NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Within a preschool service	Government		%	3.7	8.4	8.2	39.1	39.5	43.9	29.2	50.2	15.0
	Non-government	Community	%	14.8	25.9	15.1	–	0.3	–	–	–	13.7
		Private	%	0.1	0.2	–	–	–	–	–	–	0.1
		Non-government school	%	0.5	2.4	2.3	14.6	2.2	15.8	1.1	2.2	3.7
	Total		%	19.0	36.9	25.6	53.7	42.1	59.6	30.3	52.4	32.4
Within centre based day care	Government		%	5.1	3.6	0.9	0.9	7.0	3.5	1.1	5.2	3.4
	Non-government		%	75.9	59.5	73.5	45.4	50.9	36.8	68.6	42.4	64.2
	Total		%	81.0	63.1	74.4	46.3	57.9	40.4	69.7	47.6	67.6
Within a preschool service			no.	805	1,160	629	937	362	204	80	121	4,298
Within centre based day care			no.	3,434	1,987	1,828	807	498	138	184	110	8,986
All ECEC services with a preschool program			no.	4,239	3,147	2,457	1,744	860	342	264	231	13,284

Source: table 3A.7

– Nil or rounded to zero.

Data tables are referenced above by a '3A' prefix and all data (footnotes and data sources) is available for download above (in Excel and CSV format).

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Children using ECEC

In 2024[3], 1,423,979 of children aged 0–12 years (34.5%) attended Australian Government CCS approved child care services, equivalent to the proportion in 2023 (table 3A.8). More than 50% of children aged 0–5 years were attending approved child care services; the highest proportion in the past ten years. The majority of children aged 0–12 years were attending centre based care services (59.8%), followed by OSHC (39.7%) and family day care (5.2%) (table 3A.9).

In 2023, 560,384 children were enrolled in a preschool program, which includes children attending a preschool program for 3-year-olds (table 3A.10)[4]. Of these children, 285,218 were enrolled in a preschool program in the state-specific year before full-time schooling (YBFS) (table 3A.11). The total enrolment figure provides an estimate of service activity, while the state-specific YBFS enrolment figure provides an estimate of the cohort for whom the year of preschool is in the year before they are anticipated to attend full-time school.

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

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2. Data for 2024 related to Australian Government CCS approved child care services is for the March quarter.

3. Data for 2024 related to Australian Government CCS approved child care services is for the March quarter.

4. Data reported for 3-year-olds enrolled in a preschool program may be incomplete due to different reporting arrangements in each jurisdiction.

Indicator framework

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

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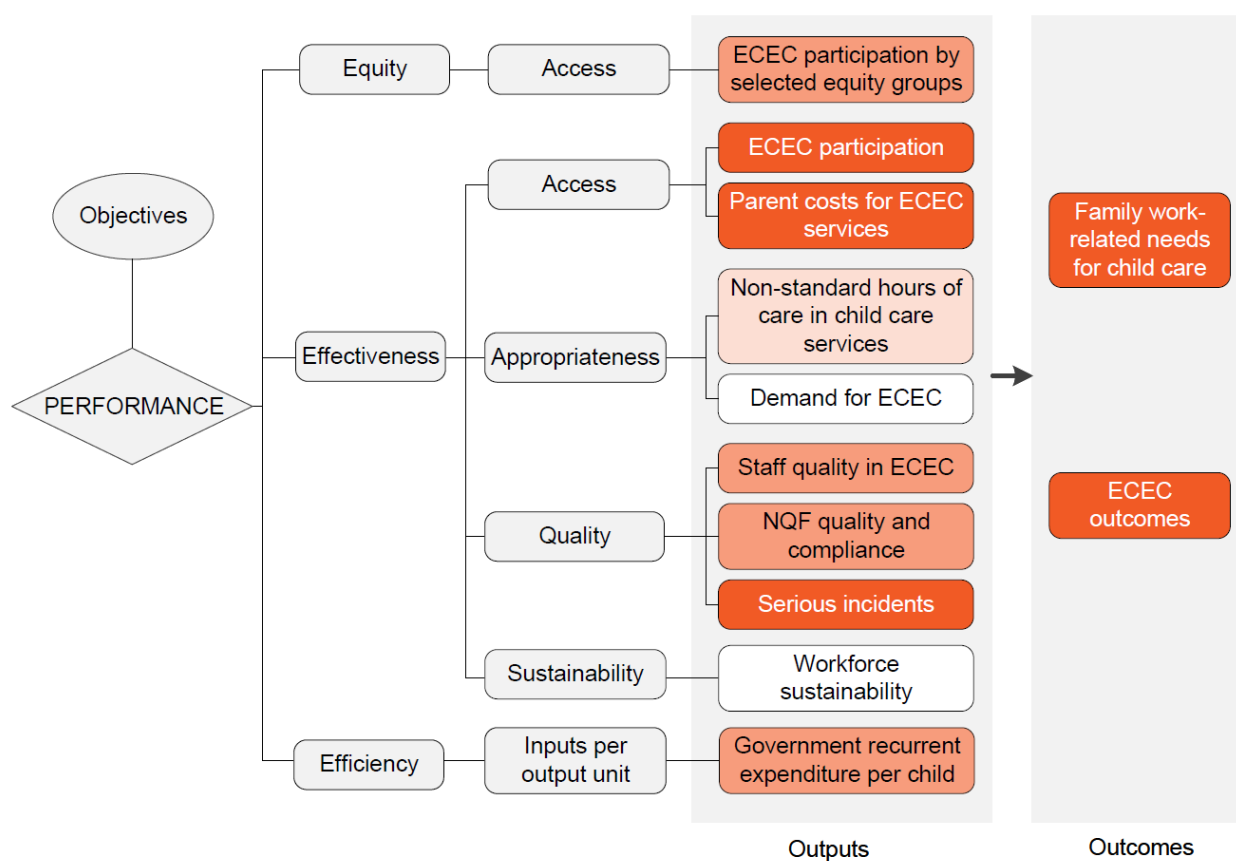
Improvements to performance reporting for ECEC services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

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

Key to indicators*

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

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

- ECEC participation by selected equity groups – most recent data for at least one measure is comparable and complete

Effectiveness – Access

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

- Parent costs for ECEC services – most recent data for all measures is comparable and complete

Effectiveness – Appropriateness

- Non-standard hours of care in child care services – most recent data for all measures is either not comparable and/or not complete

- Demand for ECEC – no data reported and/or no measures yet developed

Effectiveness – Quality

- Staff quality in ECEC – most recent data for at least one measure is comparable and complete

- NQF quality and compliance – most recent data for at least one measure is comparable or complete

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

Effectiveness – Sustainability

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

Efficiency – Inputs per output unit

- Government recurrent expenditure per child – most recent data for at least one measure is comparable and complete

Outcomes

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

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

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

Indicator results

An overview of the ECEC services performance indicator results is presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of ECEC services.

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

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

1. ECEC participation by selected equity groups

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

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

- Children using child care – the proportion of children enrolled in Australian Government CCS approved child care services who are from selected equity groups, compared with their representation in the community, for those aged 0–5, 6–12 and 0–12 years

- Preschool program participation – the proportion of children enrolled in a preschool program in the state-specific YBFS who are from selected equity groups, compared with the representation of these groups in the community for those aged 4–5 years. This measure is also reported for children aged 3–5 years.

Selected equity groups include children:

- who are Aboriginal and Torres Strait Islander

- from non-English speaking backgrounds (NESB)

- from regional and remote areas

- from low-income families (measure 1 only), or from low socio-economic areas (measure 2 only). A low socio-economic area is defined for measure 2 to be children residing in an area with a Socio-economic Indexes for Areas Index of Relative Socio-economic Disadvantage quintile of 1

- with disability.

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

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

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

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

Select year(s):
Multiple values

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

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

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

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

Aboriginal and Torres Strait Islander children, 0-5 years old, by jurisdiction, by year (a), (b)
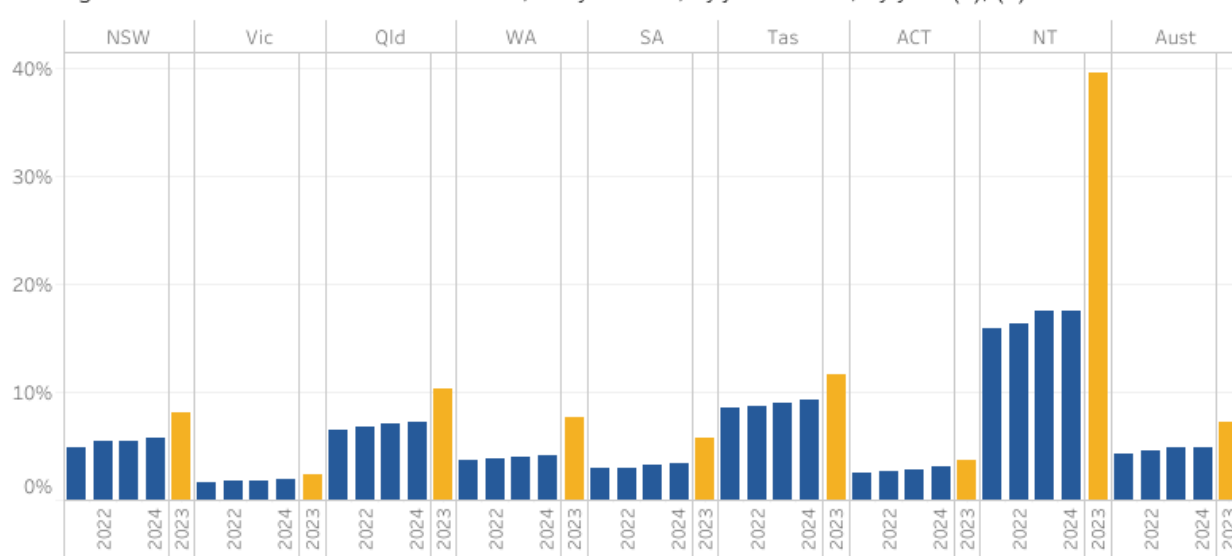
Source: table 3A.15

(a) For children from remote and very remote areas: Victorian data is nil for representation in the community and proportion in child care services. There are no remote or very remote areas in the ACT. (b) Refer to data tables 3A.15 for information on non-publication of data on selected equity groups for individual jurisdictions.

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

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

Data is not complete for the current reporting period for NESB. All required 2023 NESB data is not available for Western Australia and the Northern Territory.

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

- ■ Proportion of all children in preschool programs
- ■ Representation in the community, at 30 June

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

Aboriginal and Torres Strait Islander children, by jurisdiction, by year (a), (b)
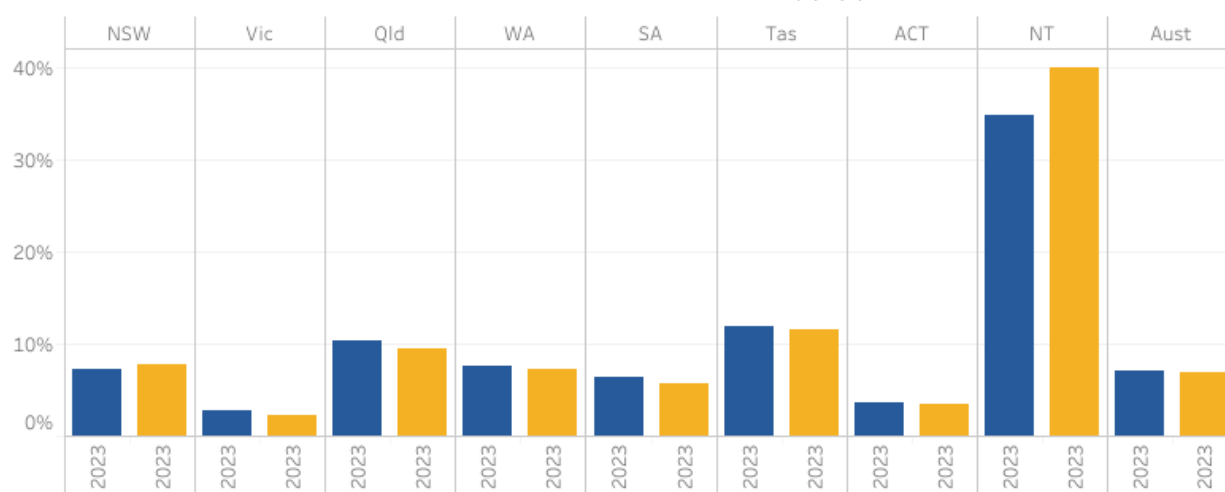
Source: table 3A.16

(a) For children from remote and very remote areas: Victorian data is nil for representation in the community. There are no remote or very remote areas in the ACT. (b) Refer to data table 3A.16 for information on non-publication of data on selected equity groups for individual jurisdictions.

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> For children aged 3–5 years, participation of selected equity groups in a preschool program is lower than their representation in the community, except for children from regional areas (table 3A.17).

2. ECEC participation

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

'ECEC participation' is defined by two measures:

- Children using child care – the proportion of children who are enrolled in Australian Government CCS approved child care services by age group (0–5, 6–12 and 0–12 years)

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

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

Nationally in the March quarter 2024, 34.5% of children aged 0–12 years attended Australian Government CCS approved child care, up from 30.4% in 2015. In 2024, attendance by children aged 0–5 years was 50.4% compared with 21.9% of children aged 6–12 years (figure 3.3a).

Nationally in 2024, average hours of attendance per child was 33.8 hours per week for centre based day care and 25.2 hours per week for family day care, but considerably less for OSHC at 10.1 hours per week (table 3A.18).

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

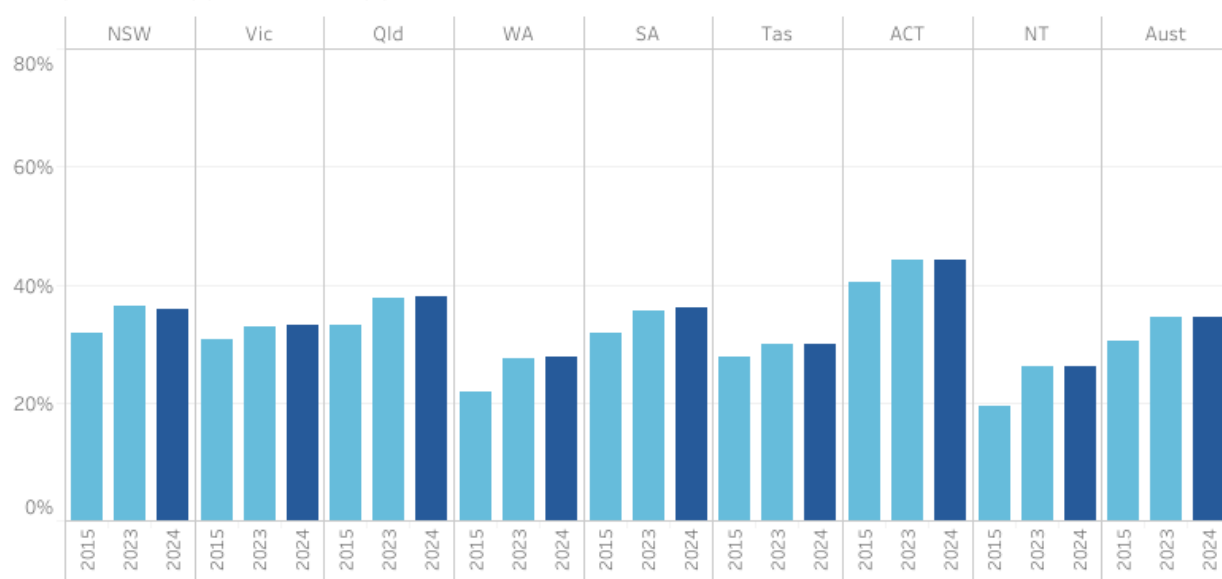🟧 Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

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

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

Source: table 3A.8

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Nationally in 2023, 89.2% of children were enrolled in a preschool program in the state-specific YBFS, similar to 89.1% in 2022 (figure 3.3b).

To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period or be absent due to illness or extended holiday leave and expected to return. State and territory data is based on the location of the child's residence.

In 2023, Aboriginal and Torres Strait Islander children had a higher enrolment rate in a preschool program in the state-specific YBFS (101.4%[5]) compared to all children (tables 3A.11 and 3A.19). This trend has been consistent over the last five years. The majority of all children and Aboriginal

and Torres Strait Islander children enrolled in a preschool program aged in the state-specific YBFS were enrolled for at least 15 hours per week (97.4% and 97.3% respectively) (tables 3A.20 and 3A.21).

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

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

Select year(s):
Multiple values

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

Figure 3.3b Measure 2: **Proportion of children enrolled in a preschool program in the state-specific YBFS**
By sector, by jurisdiction, by year (a)
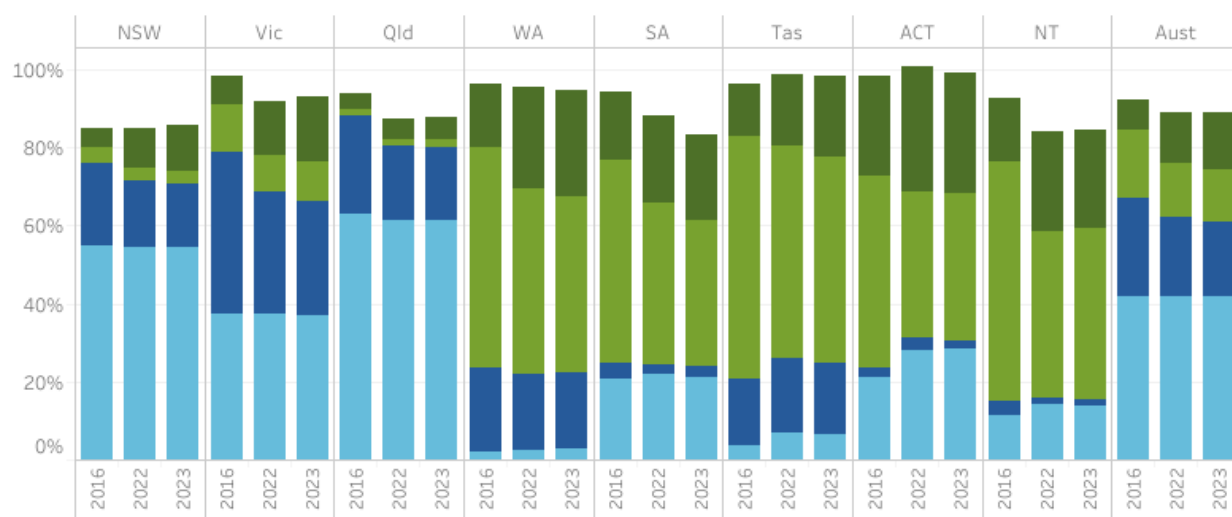
Source: table 3A.11

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

5. Enrolment proportion exceeds 100% due to the numerator and denominator being from different sources.

3. Parent costs for ECEC services

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

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

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

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

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

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

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

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

The median weekly cost for 50 hours of care in 2024 was higher for centre based day care ($668) than for family day care ($618) (figure 3.4a). Median weekly costs differ across remoteness areas. In 2024, the median weekly cost of centre based day care in major cities and inner regional areas ($670) was higher than in outer regional and remote areas ($638) (table 3A.22).

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

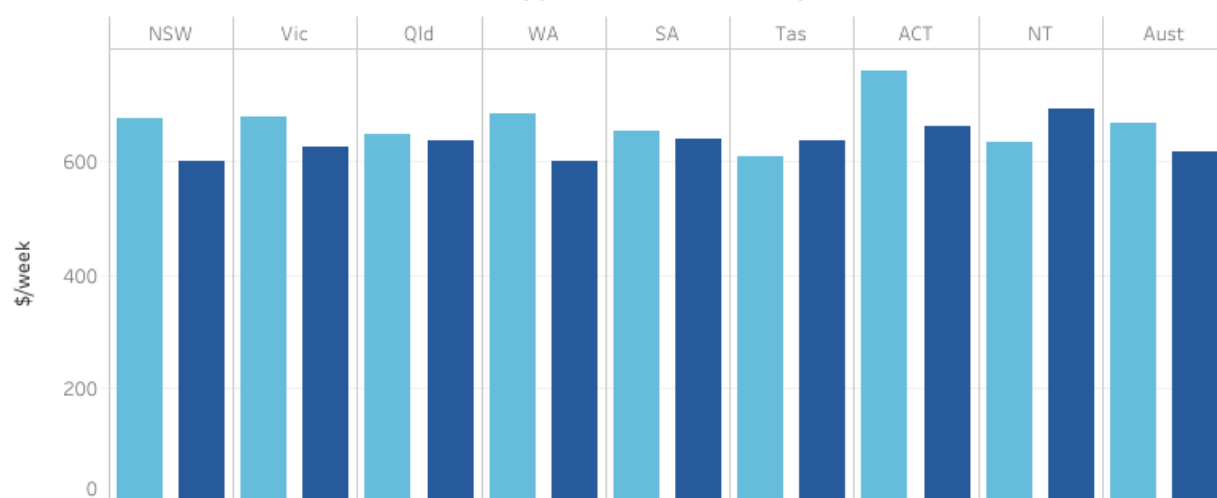■ Data is complete (subject to caveats) for the current reporting period.

Select year:
2024

■ Centre based day care
■ Family day care

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

By selected service type, by jurisdiction, 2024 ($/week, 2023-24 dollars)

Source: table 3A.22

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From July 2023, there were changes made to the child care subsidy[6] to further reduce the out-of-pocket costs for families with one child in 30 hours of child care for all family income categories. These reductions were further expanded for families with more than one child aged 5 years or under. Compared to previous years, the subsidies had a greater impact (as a proportion of family income) for lower income families, reducing the variation in the child care costs across income categories (table 3A.23).

> In the March quarter 2024, after subsidies, the out-of-pocket costs for families with one child in 30 hours of child care, as a proportion of weekly disposable income in centre based day care decreased across all eligible income categories compared to the same quarter in 2023. After subsidies, out-of-pocket costs had decreased the most for families with a gross income of around $155,000 to $175,000 compared to the other income levels (figure 3.4b). Similar out-of-pocket cost reductions were seen in families accessing family day care.

> Nationally in the March quarter 2024, after subsidies, the out-of-pocket costs for families with two children (aged 5 years or under) in 30 hours of child care, as a proportion of weekly disposable income, were similar in centre based day care and family day care (table 3A.23).

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

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

Select year:
2024

Select family income:
$75,000

Select service type:
⦿ Centre based day care
◯ Family day care

**Select number of children in care:**
⦿ One child in care
◯ Two children (aged 5 years or under) in care

■ Before Child Care Subsidy   ■ After Child Care Subsidy

Figure 3.4b Measure 2: **Out-of-pocket costs of child care for families with one child or two children (aged 5 years or under) in 30 hours child care, as a proportion of weekly disposable income**
One child in care, gross family income of $75,000, by jurisdiction, 2024 (a)
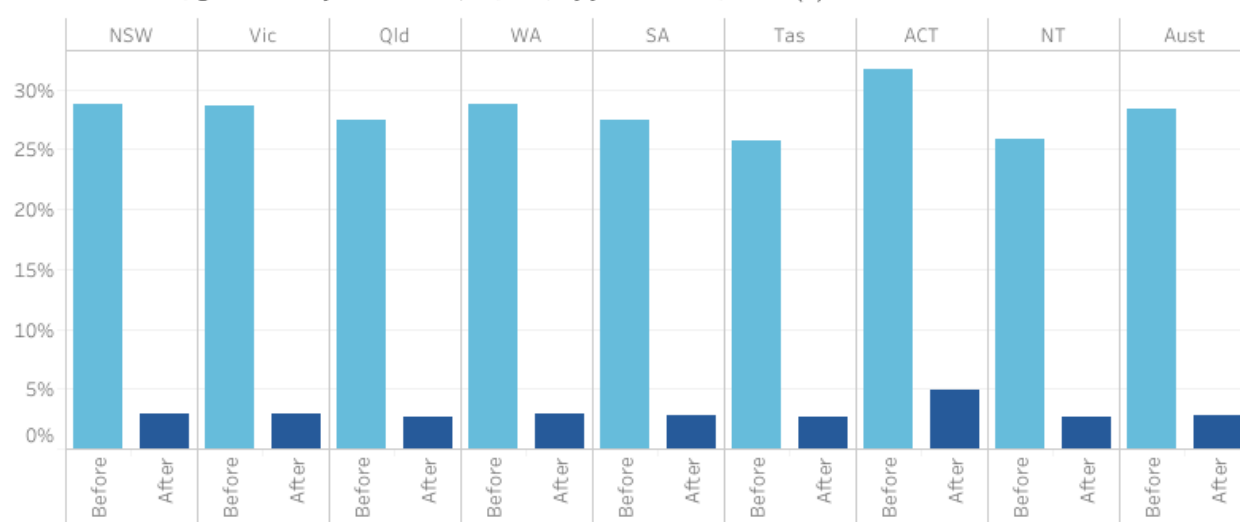
Source: table 3A.23

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

❖ +ableau

> Nationally, the median cost per hour for a preschool program (after subsidies) per child was $1.91 in 2023, down from $3.01 in 2022 (figure 3.4c). Median hourly costs differ across remoteness areas. In 2023, the median hourly cost of preschool programs (after subsidies) in major cities was $2.28, compared to $1.24 in inner and outer regional areas (table 3A.25).

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

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

Select year(s):
Multiple values

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

Figure 3.4c Measure 3: **Median hourly cost of a preschool program (after subsidies) per child enrolled aged 4-5 years (2022-23 dollars)**

All with a preschool program, by jurisdiction, by year
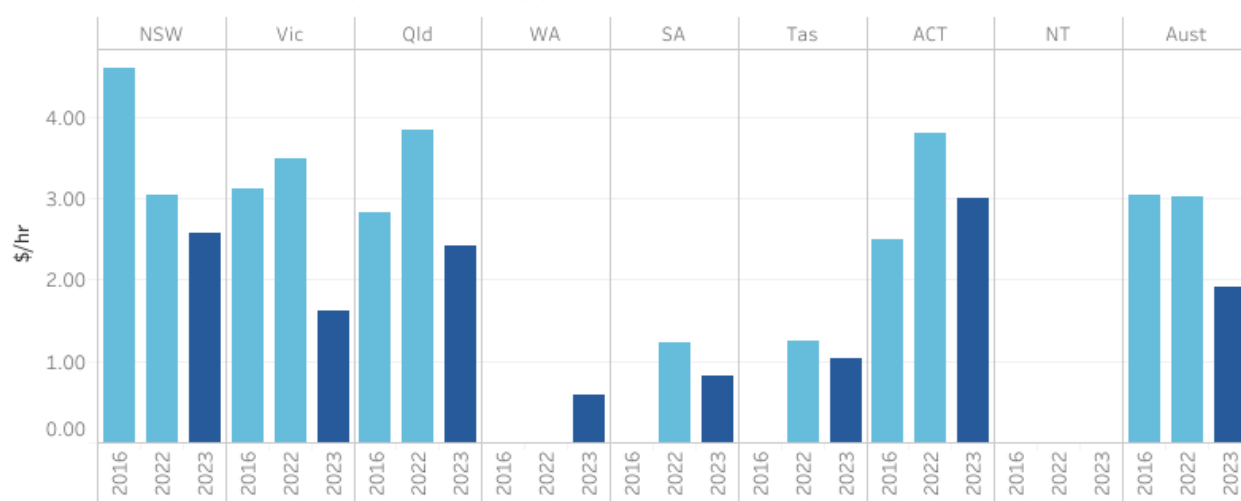
Source: table 3A.24

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6. More information on the changes to the Child Care Subsidy from July 2023 is available at:
https://www.education.gov.au/early-childhood/resources/changes-child-care-subsidy-fact-sheet ◱.

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

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

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

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

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

In the March quarter 2024, 43.2% of all CCS approved child care services provided non-standard hours of care, with 41.5% providing care before 7am on weekdays. In this quarter, 67.6% of in-home care services provided non-standard hours of care, followed by family day care (57.2%), OSHC (43.1%) and 42.5% of centre based day care services (table 3.5). This is an increase across all service types since 2020.

Data is comparable (subject to caveats) across jurisdictions but not over time (data from 2018 onwards is not comparable to earlier years). Data collected from the Child Care Subsidy System (CCSS) is not comparable with earlier years data under the Child Care Management System (CCMS).

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

Select year:
2024

Table 3.5 **Proportion of Australian Government CCS approved child care services that are available during non-standard hours**
By service type, by jurisdiction, 2024 (a)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Centre based day care	%	17.5	52.5	75.8	55.3	58.2	27.1	6.3	19.3	42.5
Family day care	%	50.9	54.5	68.2	43.8	92.3	83.3	40.0	50.0	57.2
OSHC	%	36.0	34.0	71.3	57.1	45.6	14.3	5.4	30.0	43.1
In home care	%	54.5	71.4	87.5	66.7	50.0	–	100.0	–	67.6
Total services	%	23.6	45.5	74.3	55.7	53.8	23.8	6.9	23.3	43.2

Source: table 3A.26
na Not available. .. Not applicable. – Nil or rounded to zero.

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

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5. Demand for ECEC

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

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

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

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

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

6. Staff quality in ECEC

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

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

- The proportion of paid primary contact staff employed by Australian Government CCS approved child care services with a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience.

- The proportion of teachers accessible to preschool programs (across all ECEC services) who are at least three year university trained and early childhood qualified.

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

In 2021, 82.1% of the 183,315 paid primary contact staff employed by Australian Government CCS approved child care services had a relevant formal qualification (at or above Certificate level III), or three or more years of relevant experience (figure 3.5a). Of all paid primary contact staff, 11.5% held a Bachelor degree or above, 38.1% held a Diploma or Advanced Diploma, and 26.4% held a Certificate III or IV (table 3A.27).
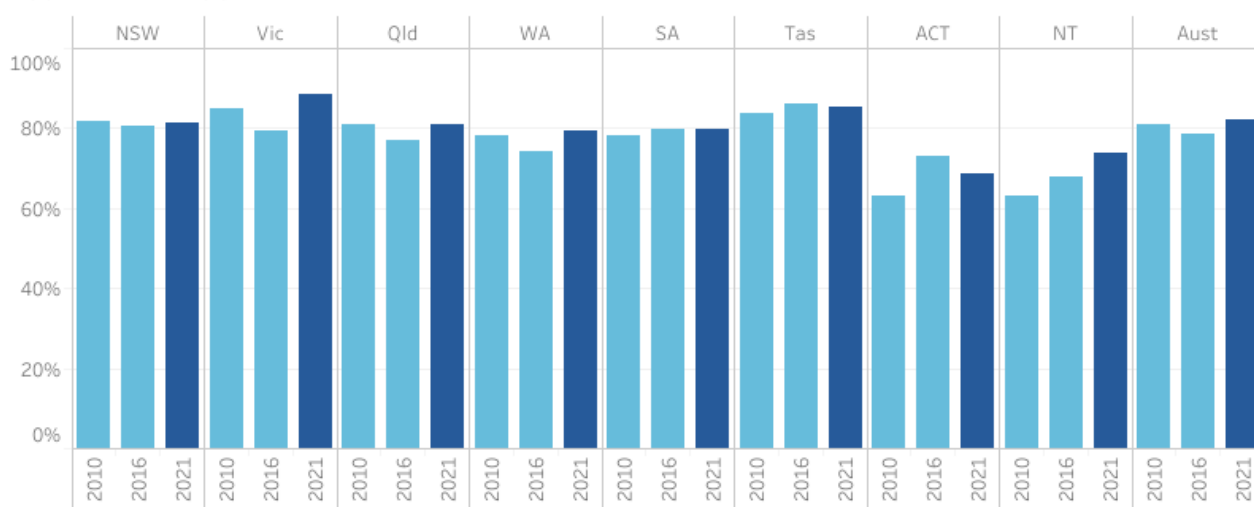
Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

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


Source: table 3A.27

⁂ +ableau

In 2021, 64.7% of the 35,462 teachers delivering preschool programs were at least three-year university trained and early childhood qualified (figure 3.5b). Over half (53.2%) of teachers delivering preschool programs were four-year university trained or above and early childhood qualified (table 3A.28).

Data is not comparable across jurisdictions.

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

Figure 3.5b Measure 2: **Teachers delivering preschool programs**
Total with at least three-year university trained and early childhood qualified, by jurisdiction, 2021

Source: table 3A.28
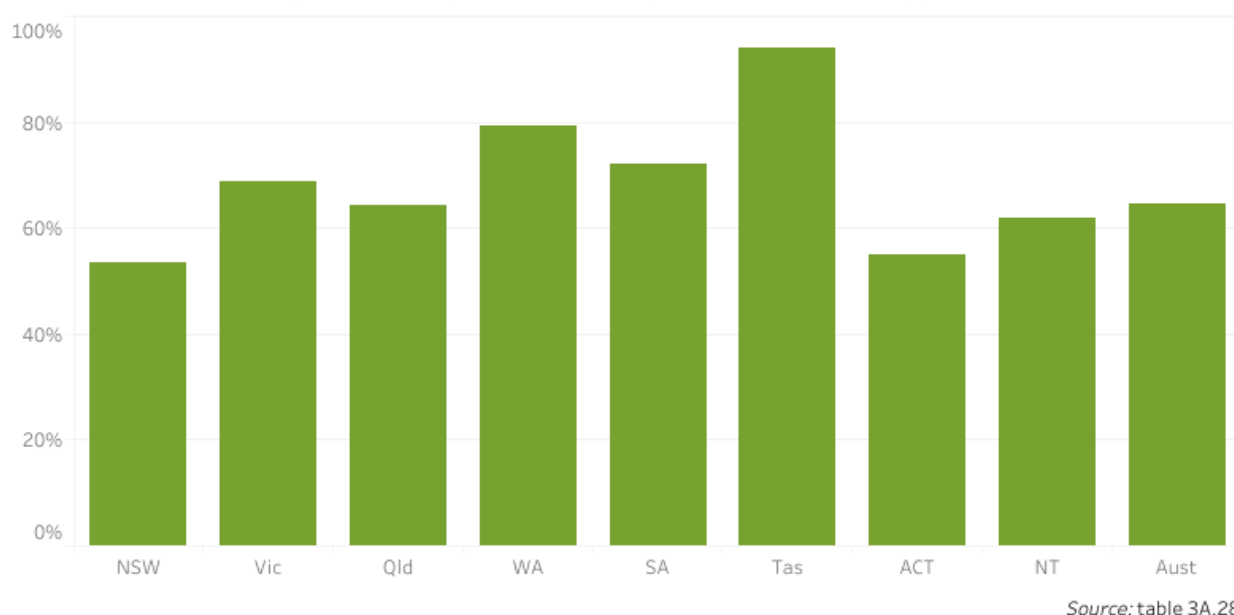
tableau

7. NQF quality and compliance

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

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

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

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

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

- Confirmed breaches – defined as the number of confirmed breaches by NQF approved services, per 100 NQF approved services.

  A confirmed breach is when a regulatory authority finds that a provider, nominated supervisor or family day care educator has failed to abide by relevant legislation, regulations or conditions at an NQF approved service.

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

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

The majority of ECEC services are approved and regulated under the NQF, including child care services (centre based day care, family day care, vacation care and OSHC) and preschool services. As at 30 June 2024, there were 17,705 NQF approved ECEC services nationally – up from 17,322 in 2023 (table 3A.29). Some ECEC services are licensed and/or registered to operate by state and territory governments, but are not approved under the NQF, including occasional care and mobile preschools (state and territory governments, unpublished).

At 30 June 2024, 91.0% of NQF approved services had received a quality rating, with 23.1% of services assessed or reassessed in the previous 12 months (table 3A.29). Overall, 91.2% of centre based day care services and 85.6% of family day care services have received a quality rating.

> At 30 June 2024, of the NQF approved services that had been rated, 90.0% achieved the NQS (67.8% met, 22.1% exceeded, and 0.2% were excellent) – up from 89.1% in the previous 12 months (figure 3.6).

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

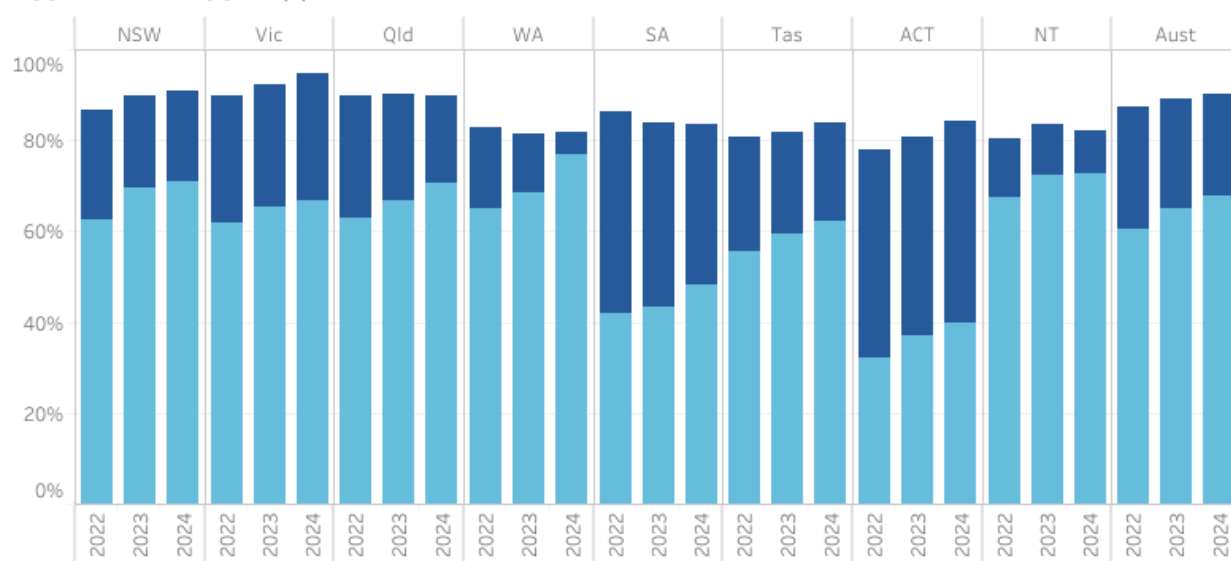■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

■ Exceeding NQS (including Excellent)
■ Meeting NQS

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

Source: table 3A.30

(a) 'Exceeding NQS (including excellent)' data is not able to be calculated for 2015 as data for excellent is not available.

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The proportion of NQF approved services with a rating level that achieved the NQS was highest for quality areas 6 (Collaborative partnerships with families and communities – 98.3%), 5 (relationships with children – 97.8%), 4 (staffing arrangements – 97.2%) and 3 (physical environment – 97.1%). The quality area with the lowest proportion of services that achieved the NQS was quality area 1 (educational program and practice – 93.0%) (table 3A.31).

Nationally in 2023-24, there were 200.8 confirmed breaches per 100 NQF approved services, up from 192.6 in the previous year. The highest rate was for family day care (488.7 breaches per 100 services), followed by centre based day care services with 254.0 breaches (table 3.6a).

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

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

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

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

Select jurisdiction (applies to table 3.6b):
NSW

Table 3.6a *National* (a)

	2016-17	2022-23	2023-24
Centre based day care		237.0	254.0
Vacation care		3.0	2.9
OSHC		119.1	129.5
Other care		1.5	0.7
Preschool		58.6	56.1
Family day care		629.9	488.7
All service types	97.9	192.6	200.8

Source: table 3A.32

Table 3.6b *NSW* (a)

	2016-17	2022-23	2023-24
Centre based day care		328.3	373.0
Vacation care		4.8	5.1
OSHC		186.1	197.7
Other care		–	–
Preschool		121.9	115.2
Family day care		1,528.2	1,232.8
All service types	71.0	303.1	325.3

Source: table 3A.32

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

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

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8. Serious incidents

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

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

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

Serious incidents includes any incidents: involving the death of a child; involving serious injury or trauma to, or illness of, a child; where the attendance of emergency services was sought (or ought reasonably to have been sought); and where a child has been locked in or out, removed from the premises in contravention of regulations, or is unaccounted for. More information on 'serious incidents' is in the 'Explanatory material' tab.

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

> Nationally in 2023-24, there were 148.1 serious incidents per 100 NQF approved services, up from 139.4 in 2022-23 (figure 3.7). The majority of incidents involved serious injury or trauma to, or illness of, a child (77.4% of all serious incidents) followed by incidents where the attendance of emergency services was sought (or ought reasonably to have been sought) (12.5%) (table 3A.33).

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

■ Data is complete (subject to caveats) for the current reporting period.
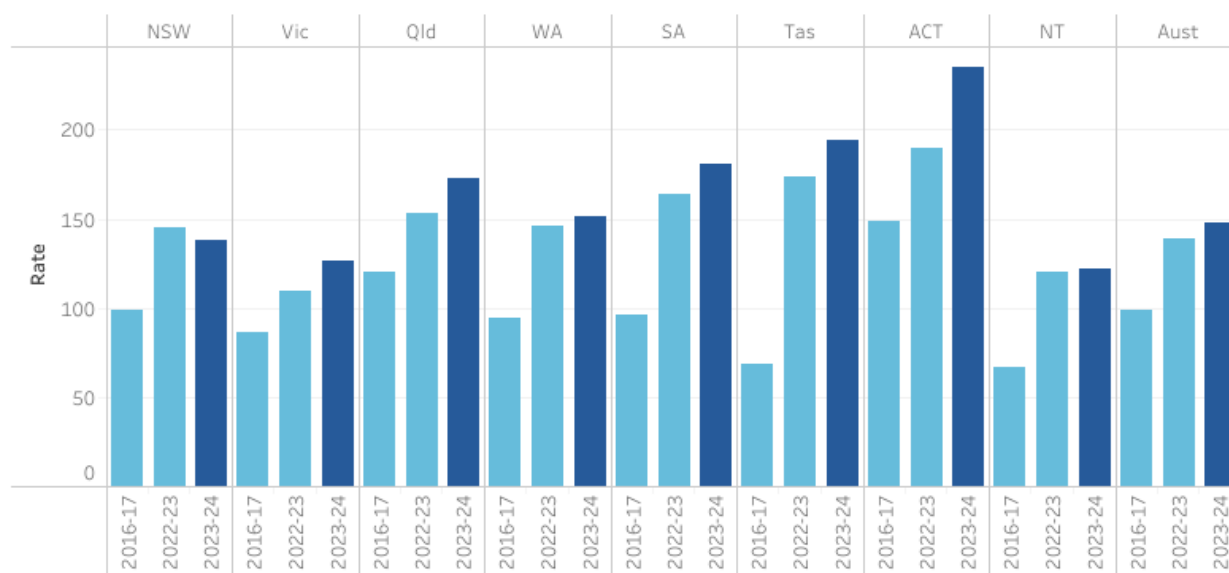
Select year(s):
Multiple values

Select service type:
○ Centre based day care
○ Vacation care
○ Family day care
○ OSHC
○ Other care
○ Preschool
● All service types

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

Source: table 3A.33

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

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9. Workforce sustainability

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

ECEC workforce sustainability relates to the capacity of the ECEC workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for ECEC services.

This indicator is currently under development for reporting in the future.

10. Government recurrent expenditure per child

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

Government recurrent expenditure per child is defined by two measures:

- Total government recurrent expenditure on ECEC per child in ECEC – the combined Australian Government and state and territory government recurrent expenditure on ECEC per child in ECEC (children in child care and preschool services).

- Australian Government recurrent expenditure per child attending CCS approved child care – the Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCS approved child care services.

Efficiency data should be interpreted with care because:

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

- differences in reported efficiency results across jurisdictions can reflect differences in definitions and counting and reporting rules.

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

> In 2023-24, combined Australian Government and state and territory government real recurrent expenditure on ECEC services per child in ECEC was $11,384, up from $9,764 (16.6%) in 2022-23 (figure 3.8a).

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

Data is complete (subject to caveats) for the current reporting period.
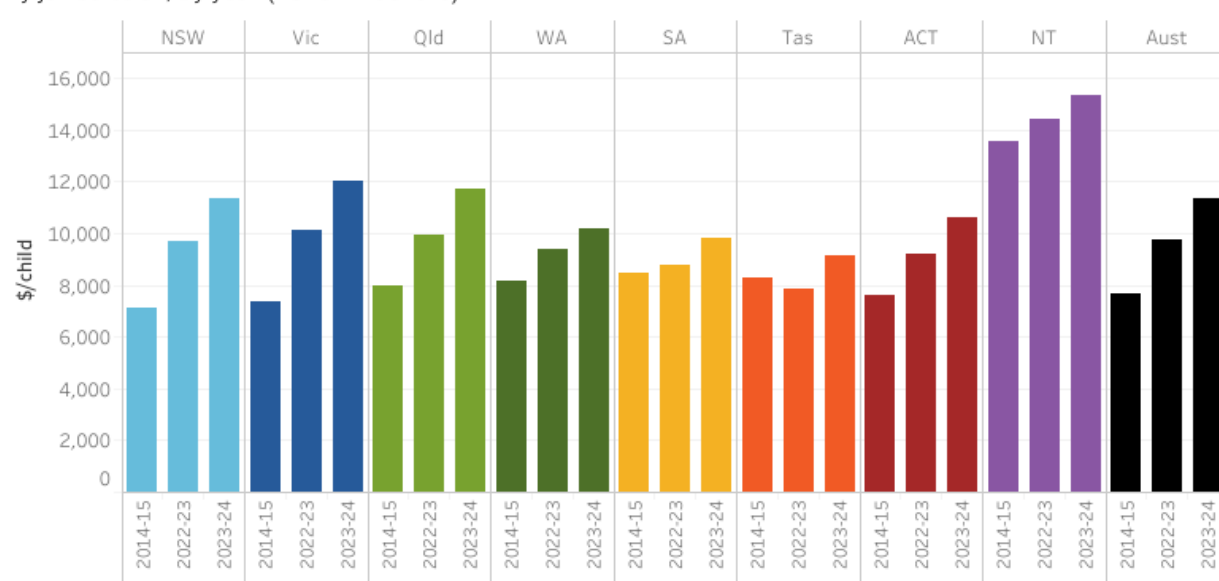
Select year(s):
Multiple values

■ NSW   ■ Vic   ■ Qld   ■ WA   ■ SA   ■ Tas   ■ ACT   ■ NT   ■ Aust

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

By jurisdiction, by year (2023-24 dollars)

Source: table 3A.34

Contextual data on the combined government recurrent expenditure on ECEC per child aged 0–12 years in the community is in table 3A.35.

> Australian Government real recurrent expenditure per child attending CCS approved child care services was $9,935 in 2023-24, up from $8,575 (15.9%) in 2022-23 (figure 3.8b).

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

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

Select year(s):
Multiple values

Figure 3.8b Measure 2: **Australian Government recurrent expenditure on child care services per child aged 0-12 years attending CCS approved child care services**
By jurisdiction, by year (2023-24 dollars)
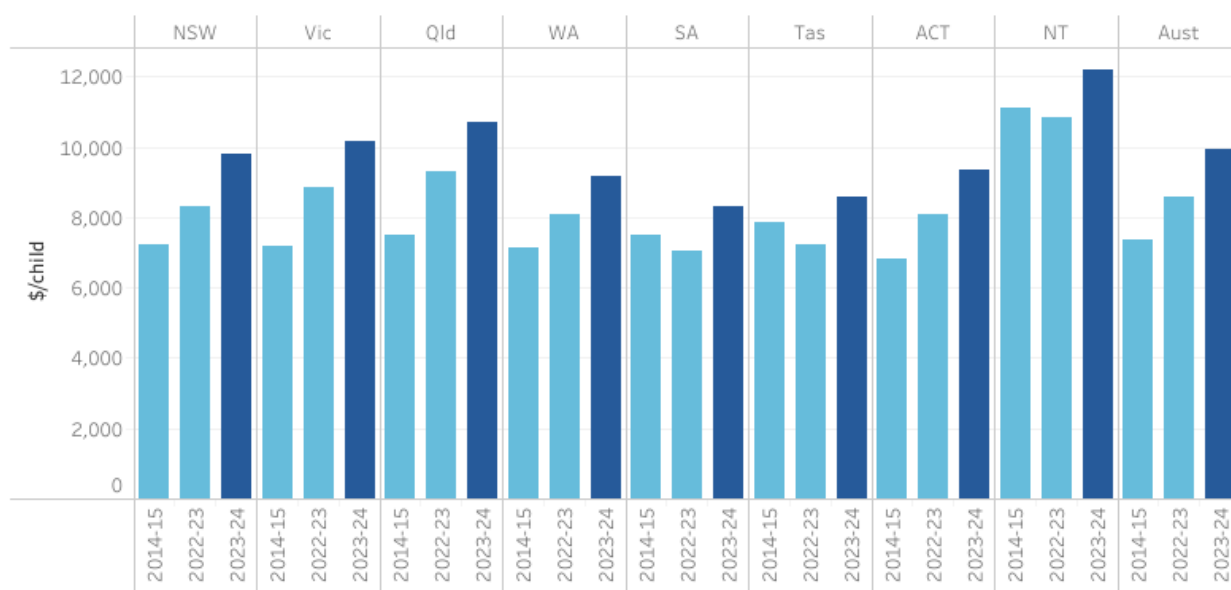
Source: table 3A.36

11. Family work-related needs for child care

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

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

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

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

Of the 228,700 people aged 15 years or over who in 2024 reported that they were not in the labour force due to caring for children, 26.6% reported this was due to a child care service-related reason (figure 3.9). This is a decrease from 40.5% in 2015.

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Nationally in 2024, the most common child care service-related reason provided for not being in the labour force was the cost of child care (18.5%). The most common non-child care service related reason was a preference to look after children (26.9%) or children were 'too young or too old' for child care services (16.6%) (table 3A.37).
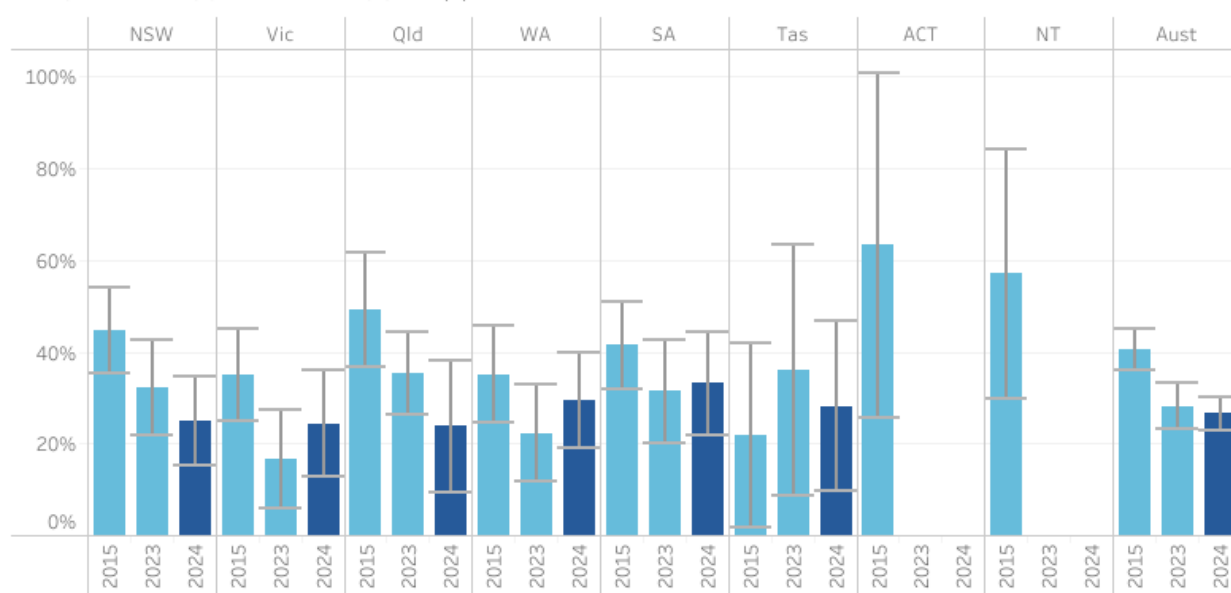
■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

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

Source: table 3A.37

(a) Refer to table 3A.37 for information on non-publication of data for individual jurisdictions.

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12. ECEC outcomes

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

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

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

A low proportion of children who received ECEC reported as developmentally vulnerable is desirable and a lower proportion of children who received some ECEC reported as developmentally vulnerable

compared to children who did not receive any ECEC could indicate that receiving ECEC leads to better development outcomes. However, results should be interpreted with caution as:

- the data report on the correlation between ECEC experience and development outcomes. The causal impact of ECEC experience on development outcomes cannot be determined from the data

- ECEC experience is just one factor contributing to development. A range of other factors also influence development outcomes, including parental and family circumstances and other services such as health and parenting support

- ECEC experience is reported by the teacher, and therefore, dependent on the teacher's knowledge of the child's previous experience

- the data do not include how much ECEC (for example, hours per week) children received

- not all children in the dataset have a complete response for whether or not they attended ECEC.

In 2021, 22.0% of children in their first year of full-time schooling were developmentally vulnerable on one or more domains – slightly higher than 2018 and the same as 2015 and 2012. Children who received some ECEC were less likely to be developmentally vulnerable on one or more domains (20.3% in 2021, higher than previous years), compared to children who did not receive any ECEC (40.7% in 2021, up from 2018, 2015 and 2012) (figure 3.10).

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

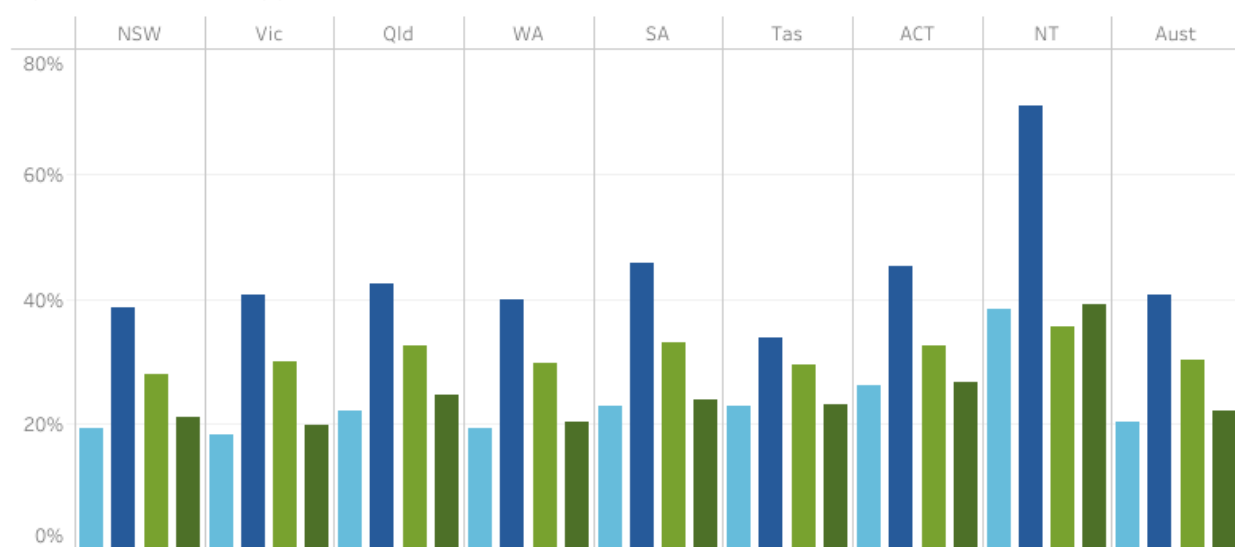Data is complete (subject to caveats) for the current reporting period.

Select year:
2021

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

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

By ECEC experience, by jurisdiction, 2021

Source: table 3A.38

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Indigenous data

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

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

ECEC services data disaggregated for Aboriginal and Torres Strait Islander people

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

Explanatory material

Key terms

Terms	Definition
Capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.
Centre based day care	An education and care service other than a family day care service which includes most long day care, preschool and OSHC services that are delivered at a centre.
Children from low-income families	Children in families with gross income (excluding Family Tax Benefit) of less than the annual income threshold for receiving the maximum rate of CCS.
Children from non-English speaking backgrounds (NESB)	Children living in situations where the main language spoken at home is not English.
Children with disability	A child that has a need for additional assistance in any of the following areas (learning and applying knowledge; education; communication; mobility; self-care; interpersonal interactions and relationships; other- including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months).
Comparability	Data is considered comparable if (subject to caveats) it can be used to inform an assessment of comparative performance. Typically, data is considered comparable when collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data is considered complete if all required data is available for all jurisdictions that provide the service.

Terms	Definition
Family day care	Services providing small group early childhood education and care services for children in the home environment of a registered carer. Family day care is primarily aimed at children aged 0–5 years, but primary school children may also receive the service before and after school, and during school holidays. Staff work in partnership with scheme management and coordination unit staff.
Formal child care	Organised education and care provided by a person other than the child's parent or guardian, usually outside of the child's home – includes long day care, family day care, OSHC, vacation care, occasional care (excluding babysitting), other care and in home care.
Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
In home care	Education and care service provided by an approved carer in the child's home. Families eligible for in home care include those where the parent(s) or child has an illness or disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
Long day care	Services aimed primarily at children aged 0–5 years that are provided in a centre, usually by a mix of qualified and other staff. Educational, care and recreational programs are provided based on the developmental needs, interests and experience of each child. In some jurisdictions, primary school children may also receive care before and after school, and during school vacations. Some long day care centres may also provide preschool and kindergarten services (i.e. a preschool program) and OSHC (refer to relevant definitions). Long day care services may operate from stand-alone or shared premises, including on school grounds.

Terms	Definition
National Quality Framework (NQF)	The NQF came into effect from 1 January 2012 and is a national system jointly governed by the Australian Government and state and territory governments. It aims to raise quality and enable continuous improvement in ECEC through: • an applied law system, comprising the *Education and Care Services National Law* and the Education and Care Services National Regulations • the NQS – which sets a national benchmark for the quality of services in seven key quality areas • an assessment and quality rating process • national approved learning frameworks • a regulatory authority in each state and territory responsible for the approval, monitoring and quality assessment of services in their state or territory • a national body – ACECQA, which guides the implementation of the NQF and works with regulatory authorities (ACECQA 2023).
NQF approved services	Under the NQF, an approved provider must apply for and be granted a service approval for each education and care service it wants to operate. There are two types of approved services under the NQF: centre based care services and family day care services.
National Quality Standard (NQS) achievement	NQF approved services are rated against the NQS. Under the NQS, a service's overall quality rating is based on: • 40 elements, which are assessed as Met or Not Met • 15 standards, which are rated on the four point scale below • Seven quality areas, which are also rated on the four point scale below. Standards, quality areas and the overall quality rating are assessed on a four point scale: • Exceeding NQS • Meeting NQS • Working Towards NQS • Significant Improvement Required. In addition, a provider with a service that has an overall rating of Exceeding NQS, as well as a rating of Exceeding NQS in all seven quality areas, may choose to apply to ACECQA to be assessed for the Excellent rating. The current version of the NQS commenced in all states and territories on 1 February 2018. Prior to this, a service's overall quality rating was based on 58 elements across 18 standards and seven quality areas.

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

Terms	Definition
Outside school hours care (OSHC)	Services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.
Preschool program	A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded and/or privately provided. Preschool programs are often referred to by other terms such as early childhood education, early learning or kindergarten.
Preschool services	Services which deliver a preschool program. The preschool service type can be delivered from a range of service settings. Service settings include stand-alone preschools or kindergartens, preschools attached to a school and other service centres, such as long day care centres.
Primary contact staff	Staff whose primary function is to provide child care and/or preschool services to children.
Qualified teacher	A degree qualified early childhood teacher who meets the requirements of the NQF. The ACECQA publishes a list of approved and former approved early childhood teaching qualifications.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments were made using the General Government Final Consumption Expenditure price deflator and expressed in terms of final year prices.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Regional and remote areas	Regional and remote areas refer to remoteness areas based on the ABS' Australian Statistical Geography Standard. The criteria for remoteness areas are based on the Accessibility/Remoteness Index of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes. Regional areas includes 'inner regional' and 'outer regional' areas. Remote areas includes 'remote' and 'very remote' areas.

Terms	Definition
Selected equity groups	An identifiable group within the general population who can have special difficulty accessing services. Selected equity groups for which data are reported in this section include: children from NESB; Aboriginal and Torres Strait Islander children; children from low-income families (CCS approved child care services only); children with disability; and children from regional or remote areas.

Serious incidents	For the purposes of the *Education and Care Services National Law* , the following are prescribed as serious incidents:
	
	a. the death of a child:
	
	    ○ while that child is being educated and cared for by an education and care service
	
	    ○ following an incident occurring while that child was being educated and cared for by an education and care service
	
	b. any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service:
	
	    ○ which a reasonable person would consider required urgent medical attention from a registered medical practitioner
	
	    ○ for which the child attended, or ought reasonably to have attended, a hospital;
	    Example: broken limb.
	
	c. any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital
	    Example: Severe asthma attack, seizure or anaphylaxis reaction.
	
	d. any incident for which emergency services attended
	
	e. any circumstance where a child being educated and cared for by an education and care service:
	
	    ○ appears to be missing or cannot be accounted for
	
	    ○ appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations
	
	    ○ is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

Service	A service refers to an individual location or establishment providing an ECEC service or services. One service (i.e. location or establishment) may provide more than one ECEC service type, i.e. provide a long day care service and preschool service, or two child care service types.

Terms	Definition
Service type	Refers to the following categories of ECEC services: long day care; family day care; OSHC; before/after school care; vacation care; occasional care; in home care, and; other care preschool services. All service type categories are considered child care services, except for preschool services.
Standard hours of care	Defined by service type as: • long day care – service opens at 7 am or later and closes at 6.30 pm or earlier every day Monday to Friday (does not operate on weekends) • family day care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends or overnight) • vacation care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday • OSHC – service opens at 7 am or later (before school) and closes at 6.30 pm or earlier (after school) every day Monday to Friday • occasional care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends) • in home care – service operates at 7 am or later and no later than 6.30 pm every day Monday to Friday (does not operate on weekends) Also refer to non-standard hours of care definition.
State and territory government (only) funded	State and territory government financed services – in particular, services that only receive state and territory government contributions towards providing a specified service (i.e. excluding services which receive Australian Government funding).
State-specific year before full-time schooling (YBFS)	Preschool programs delivered to children in the state-specific YBFS are intended to be available for 15 hours a week, or 600 hours per year (as per the PRA). Children aged 3–6 years may be enrolled in a preschool program in the state-specific YBFS although the programs are typically delivered to 4 and 5-year-olds. The state-specific YBFS population is made up of an age range of children specific to each state based on that state's preschool and school starting age provisions. State-specific YBFS data presented in this report are not fully comparable with YBFS data prior to 2016, included in previous reports, due to changes in the YBFS methodology. For more information on the state-specific YBFS methodology refer to *Preschool Education methodology* (ABS 2024).

Terms	Definition
Vacation care	Services provided for children aged 4–12 years enrolled in schools during the school holidays.

References

ABS (Australian Bureau of Statistics) 2023, *Preschool Education methodology, 2023,* https://www.abs.gov.au/methodologies/preschool-education-methodology/2023 ↗ (accessed 1 October 2024).

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

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PART B, SECTION 4: RELEASED ON 11 FEBRUARY 2025

4 School education

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

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

Data downloads

4 School education data tables (XLSX 1.0 MB)

4 School education dataset (CSV 3.7 MB)

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

Guide: How to find what you need in RoGS (PDF 288.5 KB)

Context

Objectives for school education

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

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

- engage all students and promote student participation

- deliver high quality teaching of a world-class curriculum in a sustainable manner.

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

The vision and objectives align with the educational goals in the Alice Springs (Mparntwe) Education Declaration (EC 2019) and the National School Reform Agreement (NSRA) (COAG 2018).

Service overview

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

Compulsory school education

Entry to school education is compulsory for all children in all states and territories. The child age entry requirements are subject to specific legislation within each state and territory (ABS 2024). In

2023, minimum starting ages generally restricted enrolment to children aged between four-and-a-half and five years at the beginning of the year (ABS 2024). (Refer to section 3, for more details.)

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

Type and level of school education

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

- *Primary schools* provide education from the first year of primary school – known as the 'foundation year' in the Australian Curriculum (the naming conventions used in each state and territory is included under 'foundation year (pre-Year 1)' in the 'Explanatory material' tab). In 2023, the structure of primary schooling is the same across all states and territories in Australia from pre-Year 1 to Year 6. Prior to 2022, primary school education was to Year 7 in South Australia, and prior to 2015 was to Year 7 in Queensland and Western Australia.

- *Secondary schools* provide education from Year 7 to Year 12 in all states and territories in Australia.

- *Special schools* provide education for students with one or more of the following characteristics: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2024).

Affiliation, ownership and management

Schools can also be differentiated by their affiliation, ownership and management, which are presented as two broad categories:

- *Government schools* are owned and managed by state and territory governments

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

Roles and responsibilities

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

From 1 January 2018, the Australian Government introduced the *Quality Schools* package replacing the *Students First* funding model which had been in effect since 1 January 2014. More information

on these funding arrangements can be found under 'Interpreting efficiency data' in the 'Explanatory material' tab.

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

Funding

Nationally in 2022-23, government recurrent expenditure on school education was $85.9 billion, a 4.4% real increase from 2021-22 (table 4A.1). State and territory governments provided the majority of funding (68.5%) (figure 4.1).

Government schools accounted for $64.8 billion (75.4%), with state and territory governments the major funding source ($54.4 billion, or 84.0% of government schools' funding). Non-government schools accounted for $21.2 billion (24.6%), with the Australian Government the major funding source ($16.7 billion, or 79.0% of non-government schools funding) (table 4A.1).

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

This report presents expenditure related to government funding only, not the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Governments provided 60.8% of non-government school funding in 2023, with the remaining 39.2% sourced from private fees and fundraising (Australian Government Department of Education unpublished).
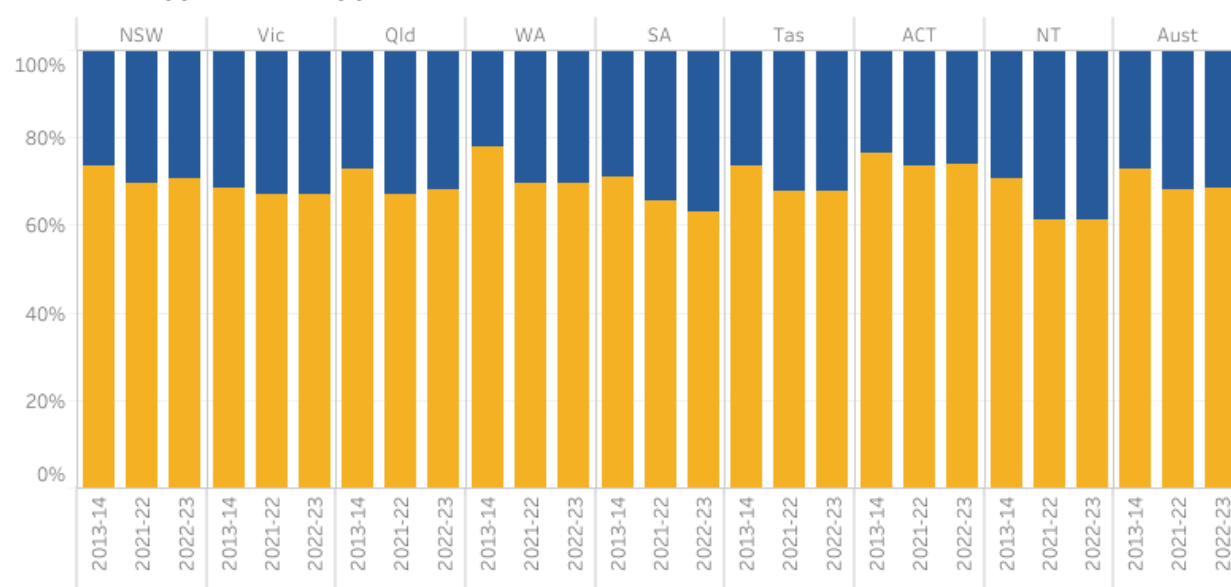
Figure 4.1 **Real recurrent expenditure as a Proportion of total government expenditure**
All schools, by jurisdiction, by year

Source: table 4A.1

Data tables are referenced above by a '4A' prefix and all data (footnotes and data sources) is available for download from above (in Excel and CSV format).

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

Size and scope

Schools

In 2023, there were 9,629 schools in Australia (6,237 primary schools, 1,453 secondary schools, 1,422 combined schools and 517 special schools) (table 4A.5). The majority of schools were government owned and managed (69.7%).

Settlement patterns (population dispersion), age distribution of the population and educational policy influence the distribution of school size and level in different jurisdictions. Data on school size and level are available from *Schools, 2023* (ABS 2024).

Staff

In 2023, there were 471,870 active full-time equivalent (FTE) staff in schools in Australia (51.1% working in primary schools and 48.9% in secondary schools). The majority of active staff were engaged in duties in government schools (61.7%) (table 4A.6).

Nationally in 2023, there were 311,655 FTE teaching staff, an increase of 1.4% from 2022. Of these 50.6% were teaching in primary schools and 49.4% in secondary schools (ABS 2024).

Student body

There were nearly 4.1 million FTE students enrolled in school nationally in 2023, a 1.1% increase compared with 2022 (table 4A.7). Student enrolments were in:

- *Government schools* – 2.6 million FTE students enrolled (63.9% of all FTE students). This proportion has decreased from a peak of 65.7% in 2019 and 2018, and is the lowest in the last 10 years of data reported

- *Non-government schools* – nearly 1.5 million FTE students enrolled (36.1% of all FTE students)

- The proportion of FTE students enrolled in government schools is higher for primary schools (68.7%) than secondary schools (58.0%) (table 4A.7).

A higher proportion of FTE students were enrolled in primary schools (55.4%) than in secondary schools (44.6%) (table 4A.7). The Northern Territory had the highest proportion of FTE students enrolled in primary school education (59.5%).

The enrolment rate is typically close to 100% for Australian children aged 15 years (consistent with requirements under the NYPR) but decreases as ages increase. Nationally in 2023, the school participation rate was 96.7% for Australian children aged 15 years (down from 97.3% in 2022) (table 4A.8). In 2023, the rate decreased to 90.2% of 16-year-olds and 79.1% of 17-year-olds. Data for school participation rates for 15–19-year-olds by single year of age and totals are in table 4A.8.

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

- Aboriginal and Torres Strait Islander students – 8.3% of government school students and 3.3% of non-government school students in 2023 (table 4A.9)

- students from a low socio-educational background – 31.3% of government school students and 13.5% of non-government school students in 2023 (table 4A.10)

- geographically remote and very remote students – 2.3% of government school students and 0.9% of non-government school students in 2023 (table 4A.11).

In 2023, students with disability at government (25.5%), Catholic (21.8%) and independent schools (21.9%) required an education adjustment due to disability (table 4A.12). Data by level of adjustment is in table 4A.12.

The student to teaching staff ratio for all schools in 2023 was 13.1 students to one teacher, unchanged from 2022 (tables 4A.13–14). The student to teaching staff ratio was lower in non-government schools than government schools at 12.6 and 13.4 students to one teacher, respectively.

Secondary schools had a lower student to teacher ratio (11.8 students to one teacher) compared to primary schools (14.3 students to one teacher) (table 4A.14). This reflects different requirements for particular student groups, and for different school subjects in secondary schools.

School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in 'VET in Schools', or (refer to section 5) remain engaged in education through a Registered Training Organisation (RTO). Nationally in 2023, there were 252,105 VET in Schools students, up by 3.8% since 2022 (NCVER 2024). Overall, 26.8% of peopleaged 15–19 years successfully completed at least one unit of

competency as part of a VET qualification at the Australian Qualifications Framework (AQF) Certificate level II or above (at a school or RTO) in 2023 (table 4A.15).

Indicator framework

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

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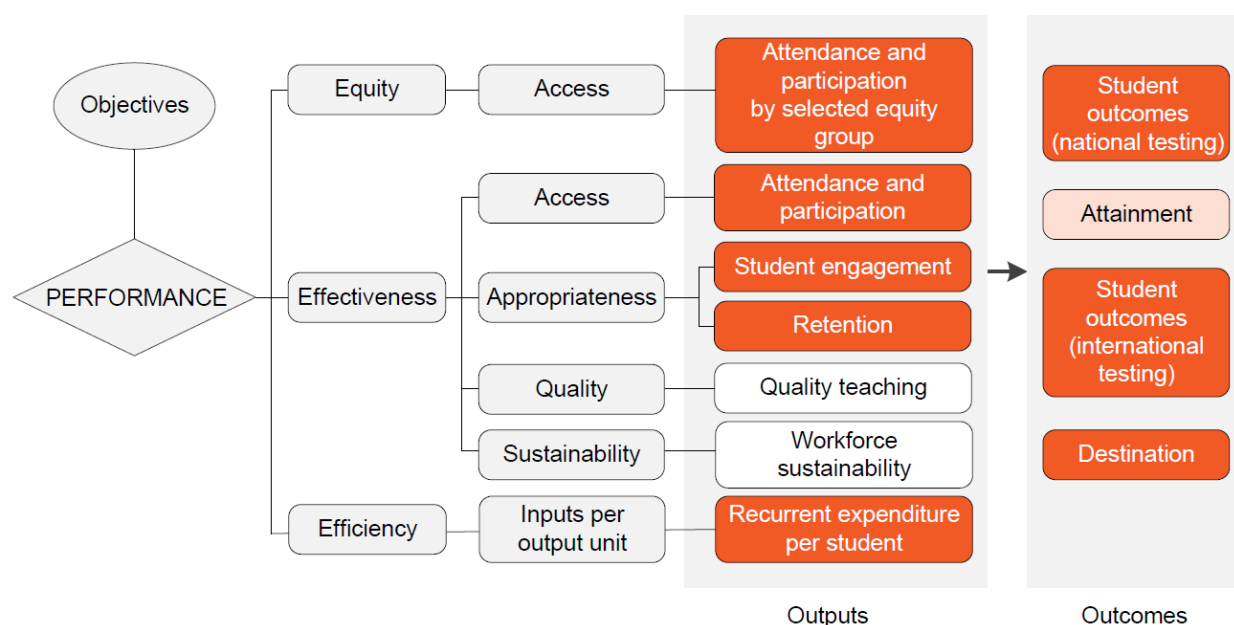
Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

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

Effectiveness – Access

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

Effectiveness – Appropriateness

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

Effectiveness – Quality

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

Effectiveness – Sustainability

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

Efficiency – Inputs per output unit

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

Outcomes

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

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

Indicator results

An overview of the School education services performance indicator results are presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of school education services.

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

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

1. Attendance by selected equity group

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

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

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

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

> Nationally in 2024, attendance rates for students in Years 1–10 was 89.2% in major cities, decreasing to 81.0% in remote areas and 65.8% in very remote areas (figure 4.2a). The decrease was greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students. This pattern was similar for government and non-government schools, where the average attendance rates in major cities were higher than remote locations (table 4A.16).

> Nationally in 2024, in all school sectors, the average attendance rate for non-Indigenous students was higher than for Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.2b and tables 4A.16–19). The attendance gap was larger at the higher Year levels.

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

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

Select equity group (applies to figure 4.2a):
- ● All students
- ○ Aboriginal and Torres Strait Islander students
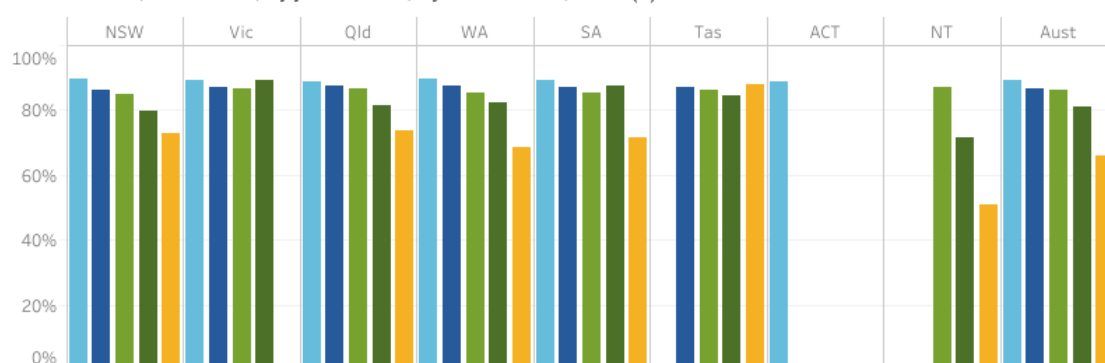- ○ Non-Indigenous students

Select school type (applies to figure 4.2a):
- ● All schools
- ○ Government schools
- ○ Non-government schools

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

Figure 4.2a **Student attendance rates for Years 1–10**
All students, All schools, by jurisdiction, by remoteness, 2024 (a)

Source: table 4A.16

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

**Select year** (applies figure 4.2b):
2024

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

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

Figure 4.2b **Student attendance rates by Indigenous status**
All schools, by jurisdiction, by year level, 2024
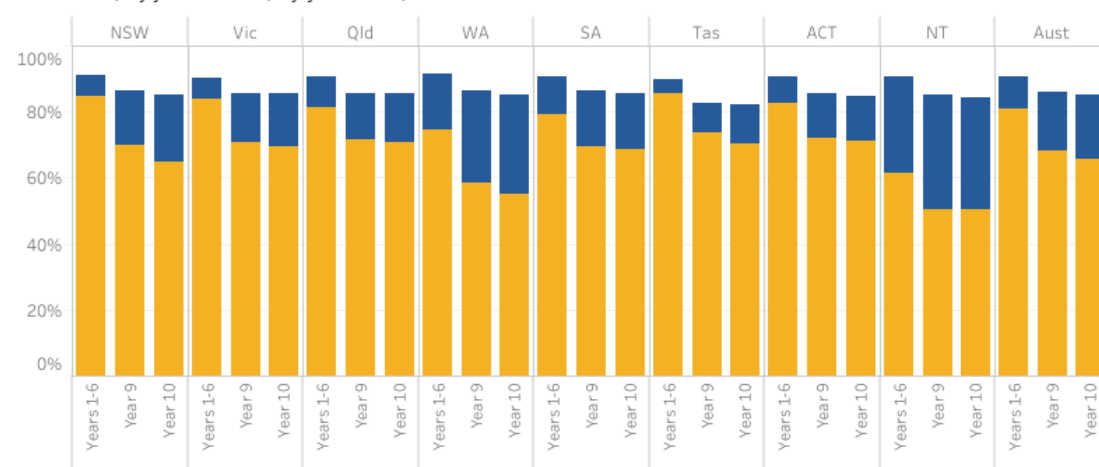
Source: table 4A.19

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The student attendance level is the proportion of full-time students whose attendance rate is greater than or equal to 90% over the period. Analysis of the attendance level can highlight 'at risk'

populations (where a large proportion of individuals have had low attendance over the school year). Data on the student attendance level by Indigenous status and remoteness are in tables 4A.20–22.

2. Attendance

'Attendance' is an indicator of governments' objective that school education services promote student participation.

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

Higher or increasing rates of attendance are desirable. Poor attendance has been related to poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013).

> Nationally in 2024 across all schools, attendance rates decreased from 88.8% in Year 7 to 84.0% in Year 10 (figure 4.3). For Years 7–10, attendance rates are higher at non-government schools (89.5%) than government schools (83.4%) (tables 4A.17–18).

> Nationally in 2024, the attendance rate for all school students for Years 1–6 was 90.0%, a decrease of 3.0 percentage points since 2018 (figure 4.3).

Data is comparable (subject to caveats) across jurisdictions from 2018 onwards but not prior to 2018 and is not comparable over time (data for 2018 is not comparable to earlier years).

Data is complete (subject to caveats) for the current reporting period.
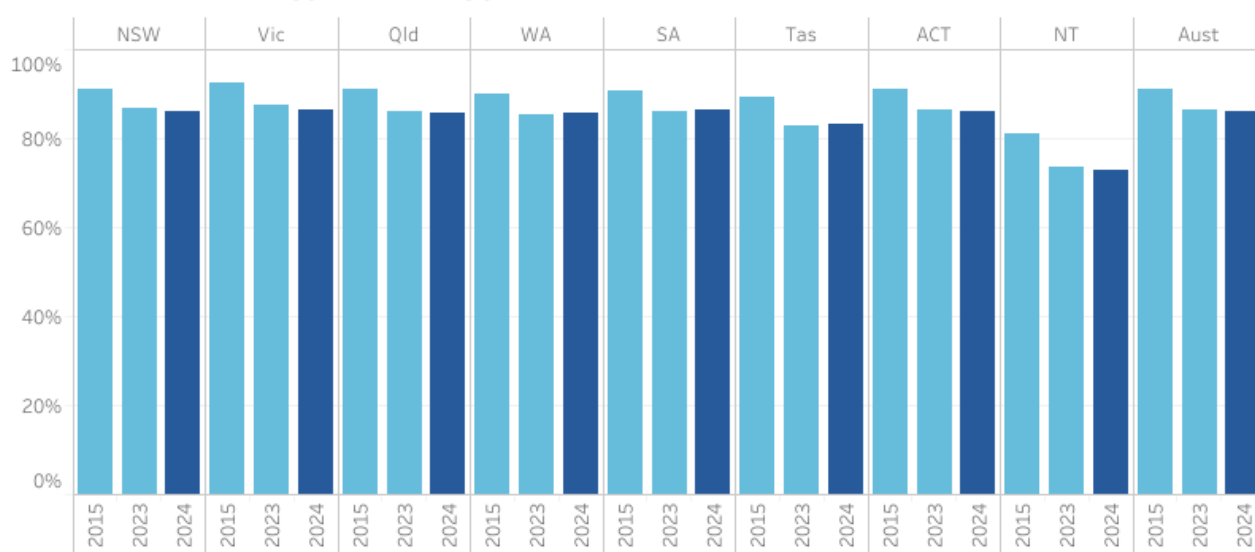
Select year(s):
Multiple values

Select Year level:
Years 7-10

Select school type:
◉ All schools
○ Government schools
○ Non-government schools

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

Source: table 4A.19

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3. Student engagement

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

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

- *behavioural engagement* – which may be measured by identifiable behaviours of engagement, such as school attendance, attainment and retention

- *emotional engagement* – which may be measured by students' attitudes to learning and school

- *cognitive engagement* – which may be measured by students' perception of intellectual challenge, effort or interest and motivation (Fredricks, Blumenfeld, and Paris 2004).

It is measured using data from the Programme for International Student Assessment (PISA) – a triennial assessment of 15-year-old students conducted by the Organisation for Economic Cooperation and Development (OECD) that also collects student and school background contextual data. PISA collects information on one aspect of *emotional engagement* – students' sense of belonging at school. Students' level of agreement to six statements are combined to construct a Sense of Belonging at School Index (table 4A.23).

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

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

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

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

- I make friends easily at school (agree) – 77.6% (± 0.9)

- I feel like I belong at school (agree) – 70.2% (± 1.0)

- Other students seem to like me (agree) – 86.2% (± 0.8)

- I feel like an outsider (or left out of things) at school (disagree) – 78.9% (± 0.9)

- I feel awkward and out of place at my school (disagree) – 75.0% (± 0.9)

- I feel lonely at school (disagree) – 81.9% (± 0.8) (figure 4.4).

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

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

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

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

Select year:
- 2022
- 2018

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

Figure 4.4 Australian Sense of Belonging at School Index
Students' level of agreement to six statements, 15 years old, by jurisdiction, 2022

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	OECD
2022	Index (a), (b)	-0.22 ±0.03	-0.19 ±0.04	-0.24 ±0.03	-0.25 ±0.04	-0.26 ±0.05	-0.28 ±0.06	-0.26 ±0.05	-0.32 ±0.13	-0.23 ±0.02	-0.02 ±0.00
2018	Index (a), (b)	-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	0.00 ±0.00

Source: table 4A.23

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

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Table 4.1 School student engagement survey results

New South Wales

Key features	Student engagement data is collected from New South Wales government schools twice a year, in Term 2 and Term 3 through the Tell Them From Me survey (except in 2024, where data was collected once in Term 2).
	The survey is for students in Years 4 to 6 (primary schools) and Years 7 to 12 (high schools) and is available to all departmental schools.

Domain	The survey collects data on the key domains of student engagement: behavioural, emotional and cognitive, using questions related to the following topics: Behavioural engagement related: • perseverance • positive behaviours at school • effort Emotional engagement related: • sense of belonging • positive relations with peers and teachers Cognitive engagement related: • expectations for academic success • growth orientation • interest and motivation • skills challenge • academic self-concept
Statistics	Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the New South Wales Department of Education shows that various drivers of student engagement can impact student outcomes. Students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits. Similarly, students who have a positive sense of belonging, who experience high academic expectations and high levels of advocacy at school experience a range of positive schooling outcomes.
Link	More information, including results from longitudinal modelling, is available from the New South Wales Department of Education website: • https://education.nsw.gov.au/schooling/parents-and-carers/tell-them-from-me/about-tell-them-from-me • https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/browse-the-cese-library

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Victoria

Key features	The annual Attitudes to School Survey gathers data to support: (1) student health and wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools. The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools. In 2023, over 359,000 students in more than 1,500 schools completed the survey.
Domain	The Attitudes to School Survey measures aspects of student's emotional and cognitive engagement, using questions related to the following topics: Behavioural engagement related: • attitudes to attendance • self-regulation and goal setting • perseverance Emotional engagement related: • sense of school connectedness • sense of inclusion Cognitive engagement related: • learning confidence • motivation and interest • self-regulation and goal setting
Statistics	Results for 2023 indicate that the majority of Victorian government school students feel connected to their schooling. On a five-point Likert scale, students in Years 5 to 6 recorded a mean score of 4.0 and students in Years 7 to 9 recorded a mean score of 3.2.
Link	More information is available from the Victorian Department of Education website: https://www2.education.vic.gov.au/pal/data-collection-surveys/policy

Queensland

Key features	The Queensland Engagement and Wellbeing (QEW) Survey collects data from Queensland state schools in a consistent and systematic way to gain a better understanding of the wellbeing and engagement of students. The survey is offered to schools annually in Term 2 on a voluntary basis for students in Years 4 to 12. There are ongoing projects to make the survey more accessible and inclusive for all students, including students with disability, those learning English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander students. In 2024, 122,240 students from 518 government schools participated.
Domain	The QEW Survey measures 22 constructs across 12 domains that span both student wellbeing and engagement. It includes questions about the following topics: Behavioural engagement related: • self-management • perseverance Emotional engagement related: • sense of belonging • peer relationships • connectedness with friends Cognitive engagement related: • academic self-efficacy • mastery goal orientation
Statistics	No summary statistics have been publicly released.
Link	More information is available from the Queensland Department of Education website: https://qed.qld.gov.au/our-publications/reports/statistics/schooling/students/Pages/engagement-wellbeing-survey.aspx

Western Australia

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

The SOS collects data on the key domains of student engagement: behavioural, emotional and cognitive, using questions related to the following topics:

Behavioural engagement related:

- attendance
  - importance of attending school every day

Emotional engagement related:

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

Cognitive engagement related:

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

Statistics

Results from the Speaking Out Survey 2021

Question	Response	Total (%)	Male (%)	Female (%)
How important is it to you to be at school every day?	Very important	54.7	55.6	55.0
My school is a place where... – I belong	Strongly agree/ agree	70.7	77.6	66.3
My school is a place where... – I feel happy (Years 4–6)	Strongly agree/ agree	89.7	88.9	91.2
My school is a place where... – I feel happy (Years 7–12)	Strongly agree/ agree	70.7	77.6	66.3
My school is a place where... – I like learning (Years 4–6)	Strongly agree/ agree	86.0	83.1	89.5
My school is a place where... – I like learning (Years 7–12)	Strongly agree/ agree	66.6	69.4	65.2
Do you get along with your classmates?	Usually	68.4	71.5	66.5
Do you get along with your teachers?	Usually	65.1	62.5	68.0
At my school, there is a teacher or another adult... – who really cares about me	Very much/ pretty much true	69.2	71.7	67.9

Question	Response	Total (%)	Male (%)	Female (%)
At my school, there is a teacher or another adult... **– who believes that I will achieve good things**	Very much/ pretty much true	78.4	79.9	77.7
At my school, there is a teacher or another adult... **– who listens to me when I have something to say**	Very much/ pretty much true	74.7	77.0	73.6
In general, how do you feel about school?	I like school a bit/ a lot	51.4	51.5	52.3
How often do you usually spend time doing the following activities when you are not at school? **- doing homework**	Hardly or never	13.2	15.5	10.5
	Less than once a week	6.6	6.8	6.3
	Once or twice a week	26.6	27.4	26.1
	Every day or almost every day	49.0	45.7	52.7
In general, how well do you do at school (what are your school results)? (Years 4–6)	Well or very well	44.2	42.3	46.6
In general, how well do you do at school (what are your school results)? (Years 7–12)	About average	41.0	40.6	41.7
	Above/ far above average	44.2	45.0	43.7

Question	Response	Total (%)	Male (%)	Female (%)
If you need extra help with your work in class, will you get it from your teachers?	Almost always	32.1	33.0	31.9
At my school, I am learning knowledge and skills that will help me in the future (Years 7–12)	Pretty/ very much true	63.2	66.2	61.9

Link	SOS results are available from: https://ccyp.wa.gov.au/our-work/speaking-out-survey-report ⬀ The next survey is scheduled for 2025.

South Australia

Key features	Data is sourced from the Wellbeing and Engagement Collection (WEC). The purpose of the survey is to seek students' views about their wellbeing and engagement with school. The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential. The WEC is collected annually in Term 2 in 2024 (6 May to 31 May 2024) from students in Year levels 4 to 12. All schools, government and non-government, are invited to participate. The survey is voluntary at a school, student and question level. In 2024, 526 schools and 103,978 students in government and non-government schools participated; 93% (477 out of 508) of all government schools participated in the WEC.

Domain	The WEC includes questions related to the following sub-domains of engagement:

Behavioural engagement related:

- perseverance – having the tenacity to stick with things and pursue goals, despite challenges that arise

Emotional engagement related:

- Connectedness to school – having at least one adult at school who provides support to a young person

- Emotional engagement with teachers – support and relationships with teachers

- School climate – overall tone of the school environment, including the way teachers and students interact and how students treat each other

- School belonging – the degree to which young people feel connected and valued at their school

- Peer belonging – feeling that they belong to a social group.

- Friendship intimacy – quality of social support from peers

Cognitive engagement related:

- Cognitive engagement – persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset

- Academic self-concept – perceptions of themselves as students and how interested and confident they feel at school |

Statistics

The proportion of students who reported low, medium and high levels of wellbeing in 2024

Domain	High (%)	Medium (%)	Low (%)
Perseverance	39	44	16
Connectedness to school	60	30	10
Emotional engagement with teacher	67	29	4
School climate	34	43	24
School belonging	41	37	22
Peer belonging	51	33	15
Friendship intimacy	69	21	10
Cognitive engagement	43	42	15
Academic self-concept	57	32	11

Link

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

Tasmania

Key features	The Tasmanian Department for Education, Children and Young People conducts an annual Student Wellbeing and Engagement Survey (SWES) for students in Years 4 to 12 in Tasmanian government schools. This survey was first run in 2019, with the most recent results from 2023. The Student Wellbeing and Engagement Survey supports the Tasmanian Department for Education, Children and Young People's Child and Student Wellbeing Strategy: Wellbeing for Learning . The Wellbeing Strategy supports the Tasmanian Child and Youth Wellbeing Framework and adopts the six Australian Research Alliance for Children and Youth wellbeing domains: Loved and Safe, Material Basics, Healthy, Learning, Participating and Positive sense of culture and identity. In 2023, 28,750 students in government schools participated in the SWES.
Domain	The domain of Learning within the Student Wellbeing and Engagement Survey measures the following subdomains of engagement: • Emotional Engagement with teachers – Support and relationships with teachers. • Engagement (flow) – Being absorbed, interested and involved in activity or the world. • Cognitive Engagement – Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.
Statistics	The levels of engagement are determined based on respondents who indicated medium or high wellbeing, as a proportion of all responses across the questions associated with the three Learning sub-domains associated with engagement in the Student Wellbeing and Engagement Survey. In 2023 these are: 1. Emotional Engagement with teachers – 94% 2. Engagement (flow) – 65% 3. Cognitive Engagement – 80%
Link	Information on the Student Wellbeing and Engagement Survey may be found at: https://www.decyp.tas.gov.au/wellbeing/student-wellbeing-and-engagement-survey ⧉ Additional information on the department's Child and Student Wellbeing Strategy may be found at: https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/our-approach-to-wellbeing ⧉

Australian Capital Territory

Key features	The Australian Capital Territory conducts the Australian School Climate and School Identification Measurement Tool (ASCSIMT) survey in all public schools. All students in Years 4 to 12, school staff and parents of all students from preschool to Year 12 are invited to complete the survey. The ASCSIMT was developed in partnership with the Australian National University. The survey explores the relationships between school climate and the sense of belonging of students and how these relate to student behavioural and emotional engagement and to a number of domains of student wellbeing and behaviour. The survey is conducted every August in conjunction with the School Satisfaction Survey
Domain	The domains addressed by the ASCSIMT include: Behavioural engagement related: • perseverance Emotional engagement related: • School Identification (sense of belonging) • Staff/student and student/student relations Cognitive engagement related: • Academic emphasis (cognitive engagement) • Emotional and behavioural engagement – persistence with classroom tasks, and attitudes related to school work
Statistics	Not published
Link	The survey allows for longitudinal research into student engagement. Results of the survey are not published.

Northern Territory

Key features	The Northern Territory Department of Education annual School Survey collects the opinions of staff, students and their families about school performance, culture and services. The Northern Territory School Survey is conducted in all Northern Territory government schools across weeks 4 to 8 of Term 3 (5 August 2024 to 6 September 2024). There are three different versions of the survey designed to specifically target: students in Years 5 to 12, parents and carers of students at all year levels and school-based staff including teaching and administration staff. Over 15,000 students, parents and staff took part in the 2023 Northern Territory School Survey.
Domain	The Northern Territory School Survey contains questions that aim to provide schools with key insights into student wellbeing, engagement, and learning experiences from the perspective of students, parents and school staff. The Survey includes triangulated questions related to the following domains: Behavioural engagement related: • growth mindset & perseverance Emotional engagement related: • teacher-student relationships • positive learning environment • wellbeing Cognitive engagement related: • growth mindset & perseverance • quality teaching & learning
Link	More information is available from the Northern Territory Department of Education website: https://education.nt.gov.au/statistics-research-and-strategies/school-survey

Source: State and territory governments (unpublished).

4. Retention

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

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

The term 'apparent' is used because the measures are derived from total numbers of students in each of Year 10 and Year 12, not by tracking the retention of individual students. Uncapped rates

(rates that can be greater than 100%) are reported for the time series analysis. Care needs to be taken in interpreting the measures as they do not take account of factors such as:

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

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

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

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

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

Nationally in 2023, the apparent retention rate from Year 10 to Year 12 for full-time students was 78.7%, continuing its downward trend from 83.3% in 2017 (figure 4.5). The rate was higher for non-government schools (87.2%) than for government schools (73.0%). Both Aboriginal and Torres Strait Islander students and non-Indigenous students had similar trends.

Consistent with the NYPR mandatory requirement, all young people must participate in schooling until they complete Year 10. The apparent retention rate for all schools from the commencement of secondary school (at Year 7 or 8) to Year 10 has remained above 97% in all jurisdictions (except the Northern Territory) since 2014. Nationally, the retention rate for Aboriginal and Torres Strait Islander students was over 97% in 2023, but below that of non-Indigenous students (table 4A.25).

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

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

Select equity group:
◉ All full-time students
○ Aboriginal and Torres Strait Islander full-time students
○ Non-Indigenous full-time students

Select school type:
◉ All schools
○ Government schools
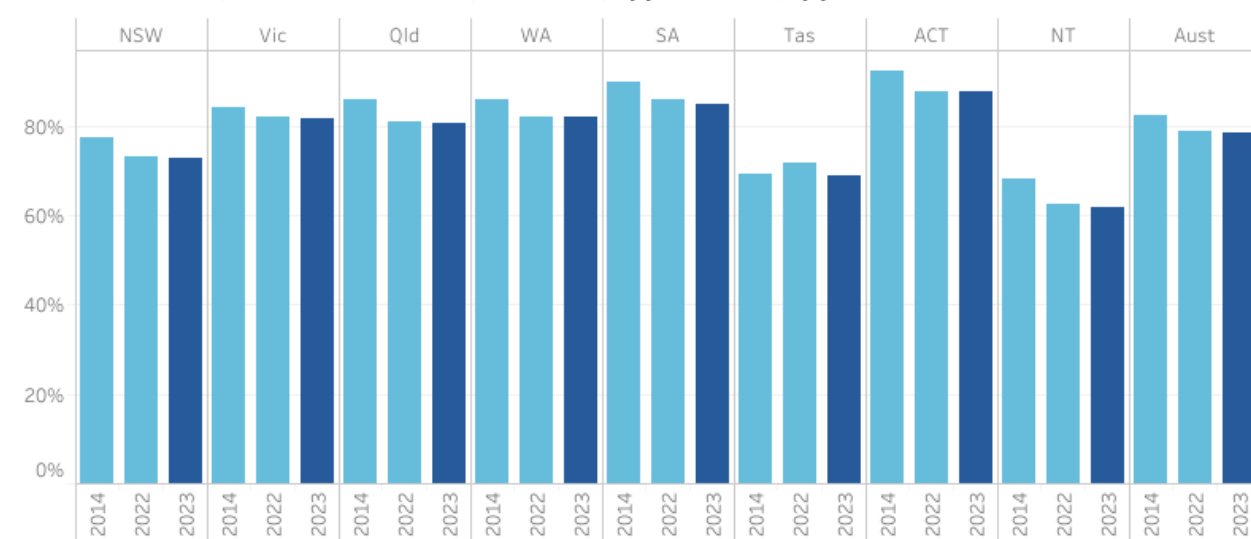○ Non-government schools

Select year(s):
Multiple values

Select Year level:
○ Year 7/8 to Year 10
○ Year 7/8 to Year 12
◉ Year 10 to Year 12

Figure 4.5 **Apparent retention rates**
Year 10 to Year 12, All full-time students, All schools, by jurisdiction, by year

Source: table 4A.25

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5. Quality teaching

'Quality teaching' is an indicator of governments' objective that school education delivers high quality teaching of a world-class curriculum. A good quality curriculum provides the structure for the provision of quality learning (UNESCO-IBE 2016), while teachers are the single most important 'in-school' influence on student achievement (Hattie 2009). Teacher quality can influence student educational outcomes both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011).

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

- create an environment where all students are expected to learn successfully
- have a deep understanding of the curriculum and subjects they teach
- have a repertoire of effective teaching strategies to meet student needs
- direct their teaching to student needs and readiness
- provide continuous feedback to students about their learning

- reflect on their own practice and strive for continuous improvement (PC 2012).

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

Data is not yet available for reporting against this indicator.

6. Workforce sustainability

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

School teacher workforce sustainability relates to the capacity of the school teacher workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for school education services.

This indicator is currently under development for reporting in the future.

7. Recurrent expenditure per student

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

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

FTE student numbers (table 4A.7) are drawn from the ABS publication *Schools Australia 2023* (ABS 2024) and averaged over two calendar years to match the financial year expenditure data.

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

Care should be taken with interpreting efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students or a dispersed population, and migration across states and territories, may influence expenditure.

- while high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for students with special needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion).

- reporting requirements and methodologies may vary between years. Refer to footnotes in the data tables.

Nationally in 2022-23, government recurrent expenditure per FTE student in all schools was $21,169 (figure 4.6). Between 2013-14 and 2022-23, real government expenditure per FTE student increased at an average rate of 2.8% per year (table 4A.28).

Nationally in 2022-23, government recurrent expenditure per FTE student in non-government schools was $14,561 (excluding UCC). Between 2013-14 and 2022-23, real government expenditure per FTE student increased at an average rate of 3.1% per year (figure 4.6).

Nationally in 2022-23, government recurrent expenditure (including UCC) was $24,857 per FTE student in government schools (excluding UCC this was $20,581; refer to table 4A.29). Between 2013-14 and 2022-23, real government expenditure (including UCC) per FTE student increased at an average rate of 2.8% per year (figure 4.6).

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

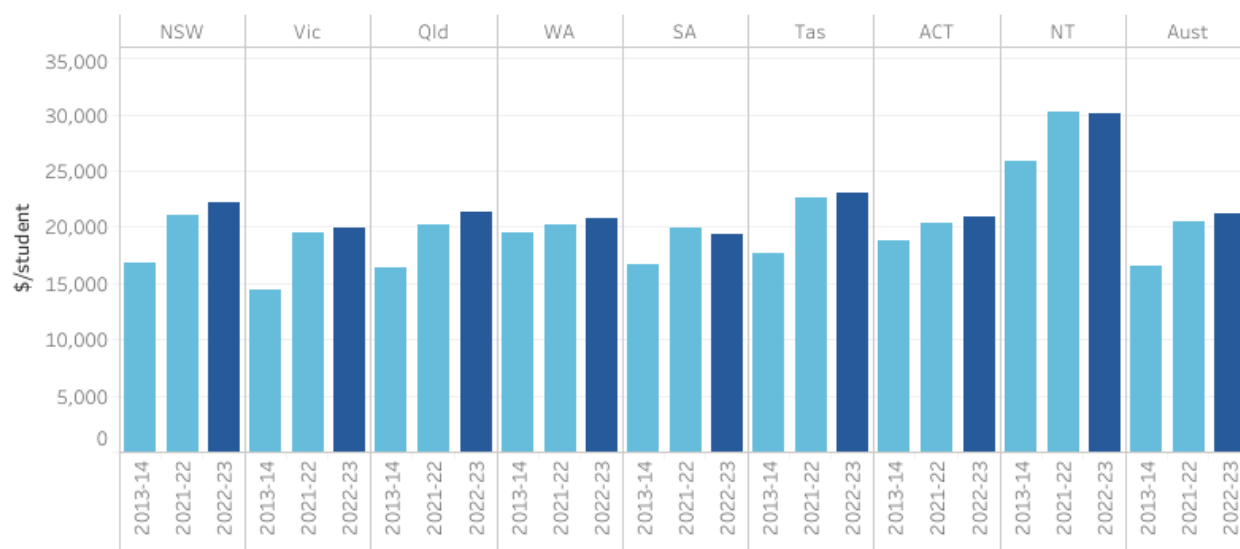■ Data is complete (subject to caveats) for the current reporting period.

Select year(s):
Multiple values

Select school type:
⦿ All schools
◯ Government schools
◯ Non-government schools

Figure 4.6 **Real recurrent expenditure per FTE student**
All schools, All school levels, by jurisdiction, by year (2022-23 dollars) (a)

Source: table 4A.28

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

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In-school expenditure per FTE student was higher for government secondary schools ($25,861 per FTE student) compared to government primary schools ($22,149 per FTE student). Out-of-school government expenditure per FTE student was substantially lower ($1,210 per FTE student) (table 4A.29).

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

'Size and scope' in the 'Context' tab.

8. Student outcomes (national testing)

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

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

- NAPLAN testing is undertaken by students in Years 3, 5, 7 and 9. Results are reported in the NAPLAN national report for four levels of proficiency: Exceeding, Strong, Developing and Needs additional support, and mean scale score, for reading, writing and numeracy (ACARA 2023).
    - As the key performance measure for NAPLAN results is under development, NAPLAN results will be reported in RoGS as the proportion of students achieving the 'Exceeding' or 'Strong' levels for reading, writing and numeracy. The mean scale score refers to a mean (average) score on a common national scale.
    - States and territories have different school starting ages resulting in differing average ages of students and time spent in schooling at the time of testing. Refer to table 4.2 for more information on the average ages of students across jurisdictions at the time of testing in 2024.
    - Results from 2023 mark the start of a new times series due to NAPLAN changes including: resetting the NAPLAN measurement scales; all tests being held online, except Year 3 writing test; and test dates being moved from May to March. With all schools nationally participating in the online adaptive NAPLAN testing, restarting the time series sets a new baseline for future comparisons of more precise data. Results from 2023 are not directly comparable with the paper test results of previous years.

- NAP Sample assessments: NAP national sample assessments are undertaken by students in Years 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments and mean scale score for Civics and citizenship literacy, Science literacy and Information and communication technologies (ICT) literacy.
    - The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them.

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

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

Nationally for NAPLAN, the proportion of students achieving 'Exceeding' or 'Strong' proficiency levels in 2024 ranged from:

- for reading – 63.0% for Year 9 students to 71.3% for Year 5 students (figure 4.7a)

- for writing – 61.0% for Year 9 students to 76.8% for Year 3 students (table 4A.34)

- for numeracy – 63.4% and 63.5% for Year 9 and Year 3 students, respectively, to 67.8% for Year 5 students (table 4A.38).

The proportion of students achieving the four proficiency levels for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.30, 4A.32, 4A.34, 4A.36, 4A.38 and 4A.40.

Mean scale scores reported for reading, writing and numeracy by selected equity group (Indigenous status, geolocation, parental education and parental occupation) are in tables 4A.31, 4A.33, 4A.35, 4A.37, 4A.39 and 4A.41 respectively.

Students are counted as participating if they were assessed or deemed exempt (other students identified as absent or withdrawn are counted as not participating). In 2024, the overall NAPLAN participation rate for Australia was 93.6% across all year levels for the reading, writing and numeracy domains, similar to 2023 (93.5%). Participation rates ranged from 88.6% to 95.9% across all year levels for these domains (ACARA 2024).

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

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

Select NAPLAN:
- ◉ NAPLAN Reading
- ○ NAPLAN Writing
- ○ NAPLAN Numeracy

Select Year level:
- ◉ Year 3
- ○ Year 5
- ○ Year 7
- ○ Year 9

Select equity group:
- ◉ All students
- ○ Aboriginal and Torres Strait Islander students
- ○ Non-Indigenous students

Select proficiency level:
- ◉ Exceeding & Strong
- ○ Needs additional support

Exceeding, 2023 | Strong, 2023
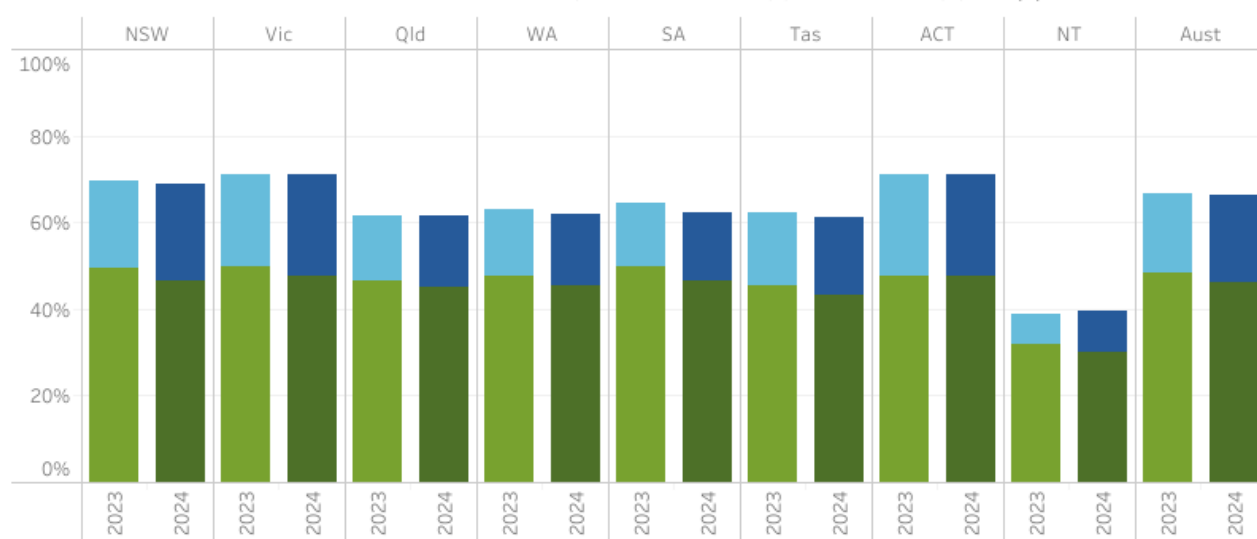Exceeding, 2024 | Strong, 2024

Figure 4.7a Measure 1: **NAPLAN Reading**

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

Source: table 4A.30

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

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Table 4.2 2024 NAPLAN average age

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

State/territory	Year 3	Year 5	Year 7	Year 9
Tas	8 y 9 m	10 y 9 m	12 y 9 m	14 y 9 m
ACT	8 y 6 m	10 y 6 m	12 y 6 m	14 y 6 m
NT	8 y 4 m	10 y 4 m	12 y 4 m	14 y 4 m
Aust	8 y 5 m	10 y 6 m	12 y 5 m	14 y 5 m

Nationally in 2019, 53.0% (± 2.0) of Year 6 students and 38.0% (± 2.6) of Year 10 students achieved at or above the proficient standard in NAP civics and citizenship literacy performance (figure 4.7b). Mean scale scores for civics and citizenship literacy performance are in table 4A.43. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.44.

Nationally in 2023, 57.0% (± 2.5) of Year 6 students and 54.0% (± 2.9) of Year 10 students achieved at or above the proficient standard in NAP science literacy (table 4A.45). These results are statistically similar to 2018. Mean scale scores for science literacy performance are in table 4A.46. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.47.

Nationally in 2022, 55.0% (± 2.4) of Year 6 students achieved at or above the proficiency standard in NAP ICT literacy performance, similar to the previous cycle in 2017 (table 4A.48). A significantly lower proportion of Year 10 students achieved at or above the proficiency standard in ICT literacy performance in 2022 (46.0% (± 3.2)) compared to 2017 (54.0% (± 3.0)). Mean scale scores for ICT literacy are in table 4A.49. National data on the proportion of students achieving at or above the proficient standard by selected equity group (sex, Indigenous status, remoteness area, parental occupation and parental education) are in table 4A.50.

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

■ Data is complete (subject to caveats) for the current reporting period. All required data is available for 2019 (for NAP civics and citizenship literacy), 2023 (for NAP science literacy) and 2022 (for NAP ICT literacy).

Select year(s):
Multiple values

Select assessment:
⦿ National Assessment Program, civics and citizenship literacy
○ National Assessment Program, science literacy
○ National Assessment Program, information and communication technologies

Figure 4.7b Measure 2: **National Assessment Program, civics and citizenship literacy**
Proportion of students at or above the proficient standard, Year 6 & Year 10, by jurisdiction, by year (a)
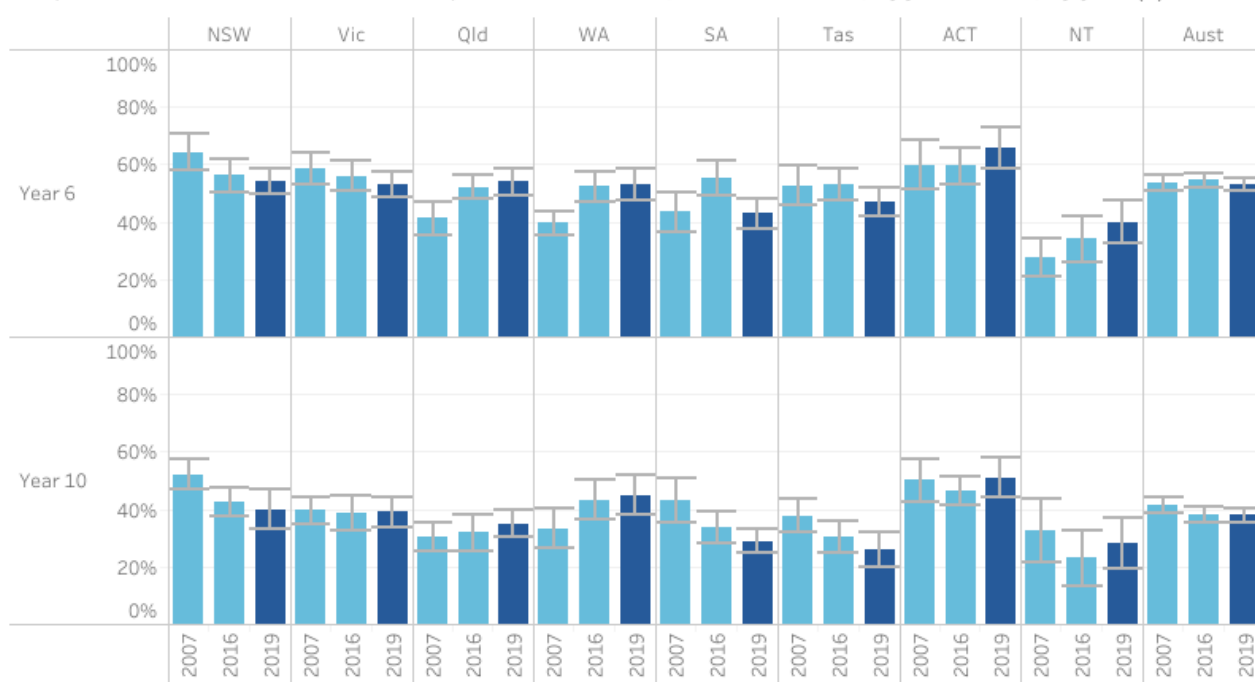
Source: table 4A.42

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

9. Attainment

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

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

This indicator should be interpreted with caution as:

- assessment, reporting and criteria for obtaining a Year 12 or equivalent certificate varies across jurisdictions

- students completing their secondary education in Technical and Further Education (TAFE) institutes are included in reporting for some jurisdictions and not in others

- the aggregation of all postcode locations into three socio-economic status categories – high, medium and low – means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

A high or increasing Year 12 Certification rate is desirable.

The Australian Government Department of Education is reviewing the methodology for reporting Year 12 certification data. Data for this measure will be updated in the mid-year release.

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

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

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

Select year:
2022

Select equity group:
● Remoteness area
○ Socio-economic status

■ Major cities   ■ Remote   ■ Total
■ Inner and outer regional   ■ Very remote

Figure 4.8 **Year 12 Certification rates**
By jurisdiction, by Remoteness area, 2022 (a), (b)
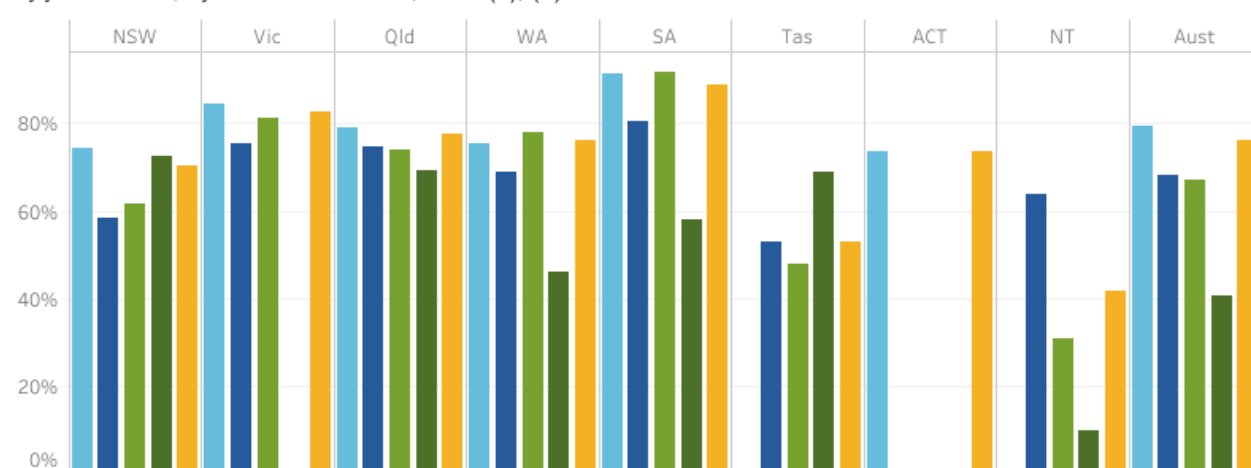
Source: table 4A.51

(a) There are no very remote areas in Victoria; no major city in Tasmania; no outer regional, remote or very remote areas in the ACT; no major city or inner regional areas in the NT. For the ACT, data for 'major cities' includes 'inner regional areas'. (b) Refer to data tables 4A.51-52 for information on non-publication of data on remoteness area or socio-economic status for individual jurisdictions.

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The proportion of the population aged 20–24 years who had attained at least Year 12 or AQF Certificate III or above was 90.0% in 2024, up from 88.2% in 2019 (table 4A.53). Data by remoteness is also included in table 4A.53.

10. Student outcomes (international testing)

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

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

- Trends in International Mathematics and Science Study (TIMSS) – conducted by the International Association for the Evaluation of Educational Achievement (IEA) as a quadrennial international assessment – measures the proportion of sampled Year 4 and Year 8 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for mathematics and science in the TIMSS assessment.

- Programme for International Student Assessment (PISA) – conducted by the OECD as a triennial international assessment – measures the proportion of sampled 15-year-old students achieving at or above the national proficient standard (set to level 3) on the OECD PISA combined scales for reading, mathematical and scientific literacy.

- Progress in International Reading Literacy Study (PIRLS) – conducted by the IEA as a quinquennial international assessment – measures the proportion of sampled Year 4 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia for reading literacy in the PIRLS assessment.

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

TIMSS

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

- mathematics assessment was 71.9% (± 2.2) for Year 4 students and 64.1% (± 3.0) for Year 8 students, statistically unchanged from the 2019 results (figure 4.9a)

- science assessment was 83.3% (± 1.8) for Year 4 students and 69.8% (± 2.7) for Year 8 students (table 4A.55). Compared to 2019, results for Year 4 students were significantly higher, while Year 8 students had significantly lower results.

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

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

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

Select year(s):
Multiple values

Select assessment:
◉ TIMSS: Mathematics achievement assessment
◯ TIMSS: Science achievement assessment

Figure 4.9a Measure 1: **Trends in International Mathematics and Science Study (TIMSS)**
Proportion of students achieving at or above the intermediate international benchmark, the Australian national proficient standard, Mathematics achievement assessment, by jurisdiction, by Year level, by year (a)

Source: table 4A.54

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

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PISA

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

- reading literacy was 57.4% (± 0.7) (figure 4.9b)
- mathematical literacy was 50.8% (± 1.5) (table 4A.57)
- scientific literacy was 58.2% (± 1.5) (table 4A.58).

Across the three literacy domains, the proportions of Australian 15-year-old students who achieved at or above the national proficient standard in 2022 were significantly lower than the proportions in 2018 for mathematics literacy, but similar to the proportions in 2018 for reading literacy and scientific literacy (tables 4A.56–58).

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

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

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

Select year(s):
Multiple values

Select assessment:
◉ PISA: Reading literacy assessment
◯ PISA: Mathematical literacy assessment
◯ PISA: Scientific literacy assessment

Figure 4.9b **Measure 2: Programme for International Student Assessment (PISA)**
Proportion of students at or above the national proficient standard (Achieving level 3 or above), 15 years old students, Reading literacy assessment, by jurisdiction, by year
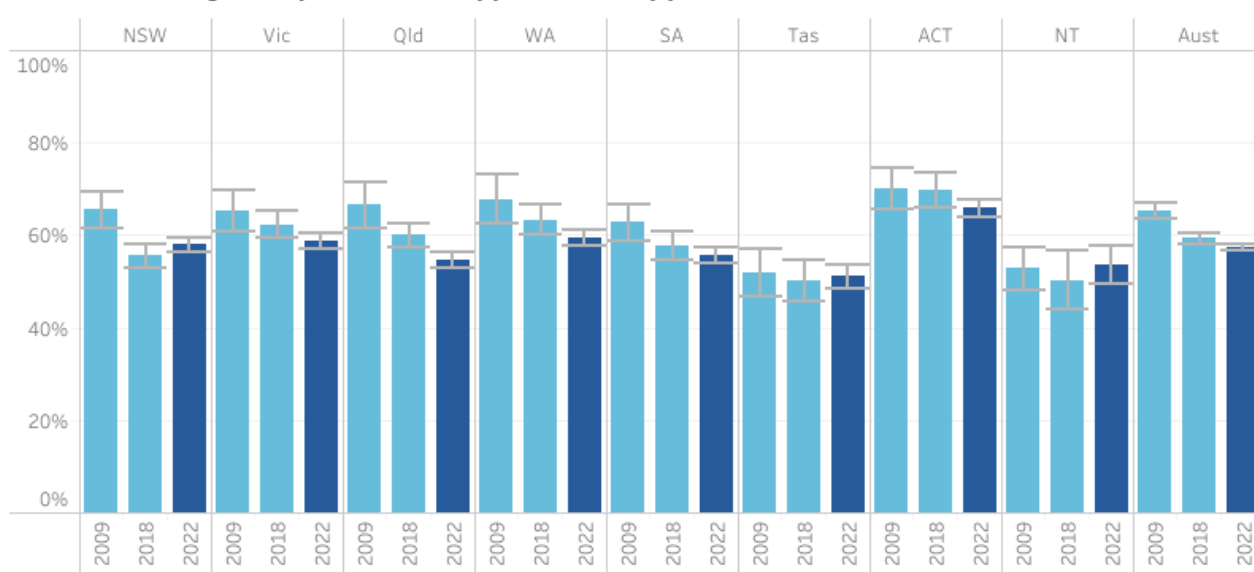
Source: table 4A.56

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PIRLS

Nationally in 2021, the proportion of Year 4 students that achieved at or above the national proficient standard for reading literacy was 80.2% (± 2.0), similar to 2016 (figure 4.9c). Across jurisdictions, the Australian Capital Territory was the only jurisdiction to show a significant improvement (table 4A.59).

Of the countries that participated in the PIRLS assessment in 2021, Australian Year 4 students:
- significantly outperformed students from 28 other countries.
- were significantly outperformed by students from six other countries (ACER 2023).

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

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

Select year(s):
All

Figure 4.9c Measure 3: **Progress in International Reading Literacy Study (PIRLS)**
Proportion of students achieving at or above intermediate against the PIRLS reading proficiency benchmark, Year 4 students, by jurisdiction, by year
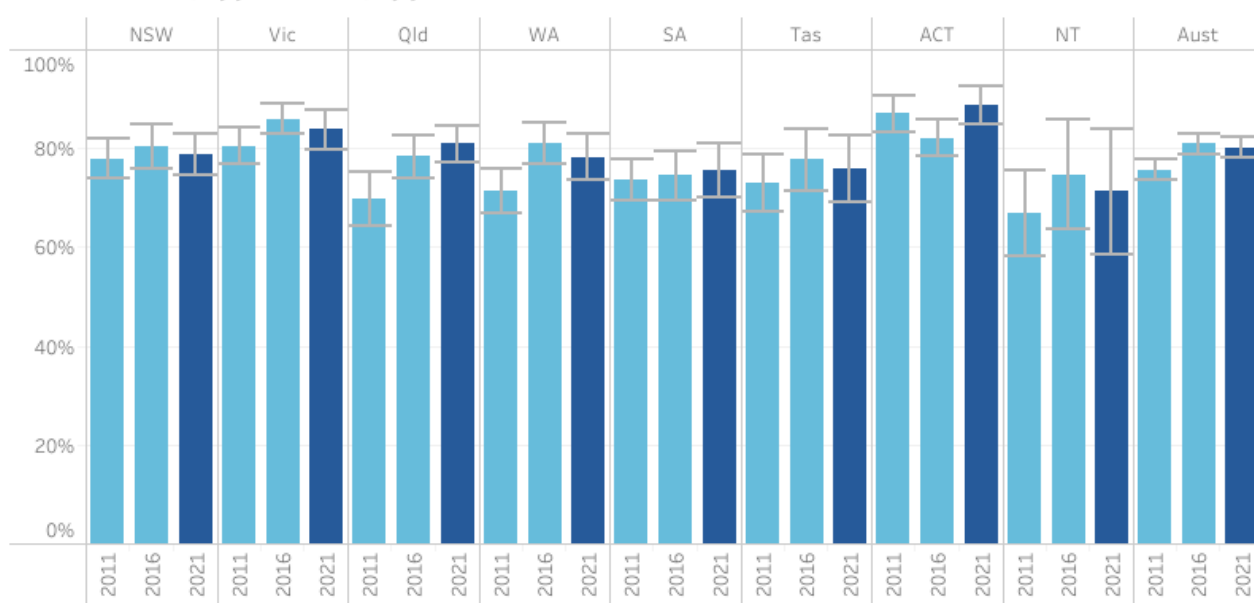
Source: table 4A.59

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11. Destination

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

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

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

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

This report includes information on the student destination surveys conducted by each state and territory government, as context to this indicator (table 4.3). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ which do not enable comparative reporting.

The proportion of all school leavers aged 15–24 years who left school in 2023 and who in 2024 were fully engaged in work or study was 63.9% (figure 4.10). Proportions were higher for Year 12 completers (68.7%), compared to those who completed Year 11 and below (52.6%) (table 4A.60).
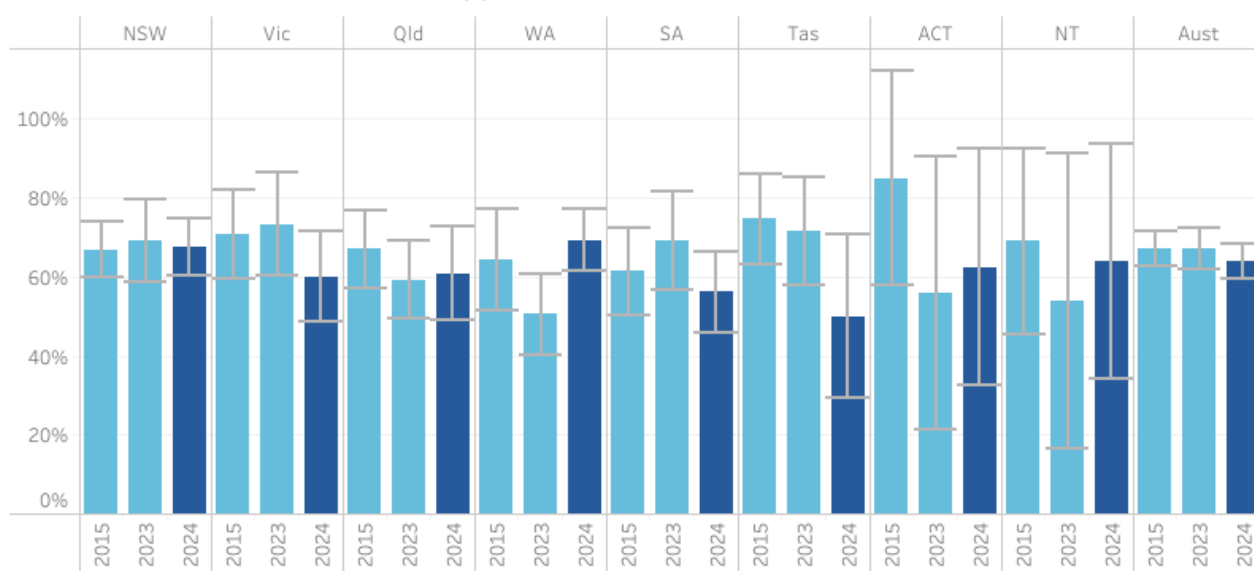
■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

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

Source: table 4A.60

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

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Table 4.3 School leaver destination survey results

New South Wales

Key features	The New South Wales Post-School Destinations and Experiences Survey commenced in 2010 and has been conducted annually since 2013, collecting information about students' main destinations in the year after leaving school, either having completed Year 12 or left early. The survey includes students from government, Catholic and independent schools and can be completed online or via the telephone. The last survey was conducted in 2023 and results will be published in December 2024. In 2022, the sample comprised 29,457 Year 12 completers and 5,923 early school leavers. The population counts are 63,685 for Year 12 completers and 25,398 for early school leavers.

Statistics	Of the Year 12 completers, 70.4% were undertaking some form of education and training (53.6% a bachelor degree, 6.5% a vocational education and training (VET) course [including advanced diplomas, diplomas and certificates I to IV], 5.7% an apprenticeship and 4.6% a traineeship), 23.8% were employed, 3.8% looking for work and 2.1% were not in the labour force, education or training. Of the early school leavers 58.1% were undertaking some form of education or training (34.3% an apprenticeship, 13% a VET course, 9.4% a traineeship and 1.5% a bachelor degree), 27.4% were employed, 10.9% looking for work and 3.6% were not in the labour force, education or training.
Link	Analytical reports and fact sheets providing detailed information on participant subgroups can be accessed from the New South Wales Department of Education website when the Minister has approved publication. Past reports can be found at https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports ☐.

Victoria

Key features	Since 2003, the Department of Education's annual On Track survey has recorded the post-school destinations of Victorian students who complete Year 12, or who leave school in Years 10, 11 and 12 without completing. Consenting students from all school sectors are invited to complete the On Track survey online with follow-ups conducted via a Computer Assisted Telephone Interview. The 2023 On Track survey was conducted from July to September 2023, including 16,158 students who completed Year 12 (completers) and 1,317 who left school (non-completers) in 2022.
Statistics	The majority of Year 12 completers were engaged in further education or training (74.0%), with most enrolled in a bachelor degree (54.9%), and smaller proportions in certificates or diplomas (9.9%) and apprenticeships or traineeships (9.1%). Year 12 completers not in education and training (26.0%) were either employed part-time (13.5%) or full-time (9.1%), looking for work (2.5%), or not in the labour force, education, or training (0.9%). Around half of non-completers were engaged in further education or training (52.7%), with apprenticeships or traineeships being the most popular pathway (35.9%), followed by certificates or diplomas (14.6%), and bachelor degrees (2.2%). Non-completers not in education or training (47.3%) were mostly employed part-time (18.8%) or full-time (14.3%), with smaller proportions looking for work (9.5%), or not in the labour force, education or training (3.2%).
Link	Information about the On Track survey, including the 2023 summary report, can be found on the Victorian Government website: https://www.vic.gov.au/on-track-survey ☐.

Queensland

Key features	Since 2005, Queensland's annual Next Step survey has captured information about the journey from school to further study and employment. The survey takes place approximately six months after the end of the school year and asks a range of questions regarding graduates' study and work choices. All students who completed Year 12 at government and non-government schools in Queensland are invited to participate and can complete the survey online or via the telephone. The 2024 survey ran from April to June and collected responses from 39,587 Year 12 completers, a 74.9% response rate.
Statistics	In 2024, 89.9% of respondents were engaged in education, training or employment six months after completing Year 12. A further 7.4% were seeking work, while 2.7% were not in the labour force, education or training.
Link	Survey outputs include individual school reports, sector and region reports, a state-wide infographic and a report builder tool that allows users to create a custom report for their region of interest. Reports are available from the Next Step website (http://www.qld.gov.au/nextstep ⬈) on September 30 each year.

Western Australia

Key features	Each year, a post-school destination survey of Western Australian government school Year 12 students from the previous year are combined with university and TAFE data to build a comprehensive understanding of Year 12 students' destinations. Refinements to the 2024 collection processes have resulted in gaining destination data for substantially more students than in previous years.
Statistics	In 2024, post-school destination information was collected for 11,779 students (82.0% of the total Western Australian government school Year 12 student population in Semester 2, 2023). Of these students, 62.9% were in either education or training, with 38.2% at university, 4.4% studying an apprenticeship or a traineeship, 6.7% studying another type of nationally accredited training qualification, 2.6% repeating year 12 studies or engaged in non-accredited training and 11.0% who had deferred their education or training. In addition, 7.9% were engaged exclusively in full-time employment, 18.4% in part-time employment, and 10.9% were neither working nor studying. The figures may not sum to 100% due to rounding.

South Australia

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

Tasmania

Key features	Tasmania participated in GENERATION for the first time in 2022, a new national longitudinal survey of Year 10 students. GENERATION will provide insights into young people and their transitions from school into post-school education, training and the workforce.
Statistics	Summary statistics have been publicly released from this study at the link below.
Link	Refer to more information about this new collection at https://generationsurvey.org.au

Australian Capital Territory

Key features	Since 2007, the Australian Capital Territory has conducted a telephone-based survey of all government and non-government students who successfully completed an Australian Capital Territory Senior Secondary Certificate in the preceding year, as well as students who left school before completing Year 12. The survey seeks information on the destinations of young people six months after completion of Year 12 and on satisfaction with their experience in Years 11 and 12. In 2018 this survey became multimodal with online self-completion and telephone interviews being utilised. In 2024, responses were received from 51% of the 2023 Year 12 graduates who were sent a Primary Approach Letter.
Statistics	The 2024 survey (conducted between 21 May and 6 July) found that 93% of 2023 Year 12 graduates were employed and/or studying in 2024. Overall, 77% found Years 11 and 12 worthwhile. Of the 59% of 2023 graduates studying in 2024, 68% reported that they were studying at the higher education (advanced diploma or higher) level and 28% at the Vocational Education and Training (certificate I to IV and diploma) level. Of the 41% of graduates who were not studying in 2023, 64% intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (72%) than those who did not (55%).

| **Link** | Data from this survey is published in the ' *ACT Post School Destinations and Pathways* ' series at https://www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/all-publications 🗗. |

Northern Territory

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

Source: State and territory governments (unpublished).

Indigenous data

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

School education data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Table 4A.16	Student attendance rates, by Indigenous status and remoteness
Table 4A.17	Student attendance rates, government schools, by Indigenous status
Table 4A.18	Student attendance rates, non-government schools, by Indigenous status
Table 4A.19	Student attendance rates, all schools, by Indigenous status
Table 4A.20	Student attendance level, government schools, by Indigenous status
Table 4A.21	Student attendance level, non-government schools, by Indigenous status
Table 4A.22	Student attendance level, by Indigenous status and remoteness
Table 4A.24	PISA Sense of Belong at School Index, by equity group, Australia
Table 4A.25	Apparent retention rates of secondary students, all schools
Table 4A.26	Apparent retention rates of secondary students, government schools
Table 4A.27	Apparent retention rates of secondary students, non-government schools

Table number	Table title
Table 4A.30	NAPLAN Reading: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.31	NAPLAN Reading: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.34	NAPLAN Writing: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.35	NAPLAN Writing: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.38	NAPLAN Numeracy: Proportion of students by level of proficiency, by Indigenous status and geolocation
Table 4A.39	NAPLAN Numeracy: Average NAPLAN score, by Indigenous status and geolocation
Table 4A.44	National Assessment Program, civics and citizenship literacy performance: proportion of students at or above proficient standard, by selected equity group
Table 4A.47	National Assessment Program, science literacy performance: proportion of students at or above proficient standard, by selected equity group
Table 4A.50	National Assessment Program, information and communication technologies: proportion of students at or above proficient standard, by selected equity group

Explanatory material

Interpreting efficiency data

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

School expenditure data reported in this section

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

funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data – government recurrent expenditure on government schools

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

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

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

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

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

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

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

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

Allocation of funding

Quality Schools package – Australian Government

From 1 January 2018 the Australian Government introduced the *Quality Schools* package replacing the *Students First* funding model which had been in effect since 1 January 2014. The *Quality Schools* package is needs based. Commonwealth funding is based on the Schooling Resource Standard that provides a base amount per student and additional funding for disadvantage. Students with greater needs will attract higher levels of funding from the Commonwealth. Funding is provided for government and non-government schools.

State and territory governments

In general, state and territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, state and territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by state and territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles. The National School Reform Agreement, which commenced on 1 January 2019, sets the state and territory funding requirements as a percentage of the Schooling Resourcing Standard.

User cost of capital (UCC)

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

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

Source: Australian Government Department of Education (2023) https://www.education.gov.au/quality-schools-package/resources/what-quality-schools-package-and-what-does-it-mean-my-school ⬀, accessed 8 October 2024.

Key terms

Terms	Definition
Aboriginal and Torres Strait Islander students	Students are considered to be Aboriginal or Torres Strait Islander origin if they identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.
Apparent retention rate	'Apparent' rates are calculated using aggregate student data and have been developed to provide indicative measurements. These rates are not the 'actual' rate that would result from direct measurement of the movement of each individual student. This statistic is an indicative measure of the proportion of a cohort of full-time or full-time equivalent (FTE) students that move from one grade to the next based on an expected rate of progression of one grade per year. The Year level of commencement of secondary school varies across states and territories and over time.
Comparability	Data is considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data is considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data is considered complete if all required data is available for all jurisdictions that provide the service.
Confidence interval	A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence (section 2).

Terms	Definition
Confidence intervals (for NAPLAN and NAP sample)	The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors: • *Sampling error* – The sampling error accounts for adjustments for non-response and measures the variance across students. • *Measurement error* – The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty *for each student*. This uncertainty is referred to as measurement error. Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance *within a report year*. For analysing difference across years, a further source of error needs to be accounted for: • *Equating error* – The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years. To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.
Foundation year (pre-Year 1)	The first year of primary school. Naming conventions for the foundation year differ between states and territories. Foundation year is known as: • Kindergarten in New South Wales and the Australian Capital Territory • Preparatory in Victoria, Queensland and Tasmania • Reception in South Australia • Pre-primary in Western Australia • Transition in the Northern Territory, and • Foundation year in the Australian Curriculum.
Full-time equivalent student	A measure used to indicate the number of students based on their total workload undertaken, as a proportion of a full-time workload. The FTE of a full-time student is 1.0.

Terms	Definition
Full-time student	A person who satisfies the definition of a student and is based on a minimum workload required to ensure that a student could complete a given Year level in a single calendar year. The definition of full-time student varies across jurisdictions.
Geographic classification (ASGS)	From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide, is the standard ABS-endorsed measure of remoteness on ABS postal areas. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to https://www.abs.gov.au/statistics/standards/australian-statistical-geography-standard-asgs-edition-3/jul2021-jun2026/remoteness-structure ⬈ The remoteness categories are: • Major cities of Australia • Inner regional areas of Australia • Outer regional areas of Australia • Remote areas of Australia • Very remote areas of Australia. Geographic classifications prior to 2016 are based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) standard. Data is not directly comparable. (The exception is Census and survey data which were already using the ASGS, and prior to that the Australian Standard Geographic Classification).

Geographic classification (MCEECDYA)	Prior to 2016, Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones).
	
	• *Metropolitan zone*: Mainland State capital city regions and Major urban Statistical Districts (100,000 or more population).
	
	• *Provincial zone*: Provincial city statistical districts and Darwin statistical division (25,000–99,999 population); and Other provincial areas (Collection District [CD] ARIA+ score $\leq$ 5.92).
	
	   ◦ Inner provincial areas (CD ARIA+ score < 2.4)
	
	   ◦ Outer provincial areas (CD ARIA+ score > 2.4 and < 5.92).
	
	• *Remote zone*: Remote zone (CD ARIA+ score > 5.92)
	
	   ◦ Remote areas (CD ARIA+ score > 5.92 and $\leq$ 10.53)
	
	   ◦ Very remote areas (CD ARIA+ score > 10.53).

Terms	Definition
In-school expenditure	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Low socio-educational background	Students in the lowest quartile of the Index of Community Socio-Educational Advantage (ICSEA). The ICSEA is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents' occupation, school education, and non-school education.
Out-of-school expenditure	Costs relating indirectly to schools. Refer to 'in-school expenditure'.
Pre-year 1	Refer to 'foundation year'.
Part-time student	A student undertaking a workload less than that specified as being full-time in the jurisdiction.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the General Government Final Consumption Expenditure chain price deflator and expressed in terms of final year prices.
School	A school is an education establishment which satisfies all of the following criteria. • Its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education. • It is headed by a principal (or equivalent) responsible for its internal operation. • It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

Terms	Definition
Socio-economic status	As identified in footnotes to specific tables.
Socio-educational background	Refer to 'Low socio-educational background'.
Source of income	In this chapter, income from either the Australian Government or state and territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Special school	A special school satisfies the definition of a school and enrols students with one or more of the following characteristics: • mental or physical disability or impairment • slow learning ability • social or emotional problems • in custody, on remand or in hospital (ABS 2024).
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary. The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally enrolled or registered at a school, and active in a primary, secondary and/or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.

Terms	Definition
Students with disability	Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where: • the student's impairment meets the *Disability Discrimination Act 1992* (DDA); AND • the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability. The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.
Teaching staff	Teaching staff are defined as those who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum. Teaching staff include principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in homeland learning centres and community schools in the Northern Territory.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools refers to nationally recognised VET qualifications or accredited courses undertaken by school students as part of the senior secondary certificate. The training that students receive reflects specific industry competency standards and is delivered by an external Registered Training Organisation (RTO), the school or school sector as an RTO or the school in partnership with an RTO. VET courses may require structured work placements and may be undertaken as a school-based apprenticeship or traineeship.

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Report on Government Services 2025
PART B, SECTION 5: RELEASED ON 11 FEBRUARY 2025

5 Vocational education and training

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

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

Data downloads

5 Vocational education and training data tables (XLSX 312.3 KB)

5 Vocational education and training dataset (CSV 900.3 KB)

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

Guide: How to find what you need in RoGS (PDF 288.5 KB)

Context

Objectives for vocational education and training (VET)

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

- is accessible to all working age Australians

- meets the needs of students, employers and industries

- is high quality and sustainable.

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

Service overview

The VET system provides training for entry level jobs through to highly technical occupations, but also provides training for non-employment related reasons. Nationally in 2023, the main reason qualification completers participated in VET was for:

- employment related reasons (75.1% in total VET and 76.1% in government-funded VET)[1]

- personal development (13.2% in total VET and 12.0% in government-funded VET)

- pathways to further study (11.7% in total VET and 11.9% in government-funded VET) (NCVER 2023).

To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate I level to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

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

Roles and responsibilities

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

Figure 5.1 VET roles and responsibilities
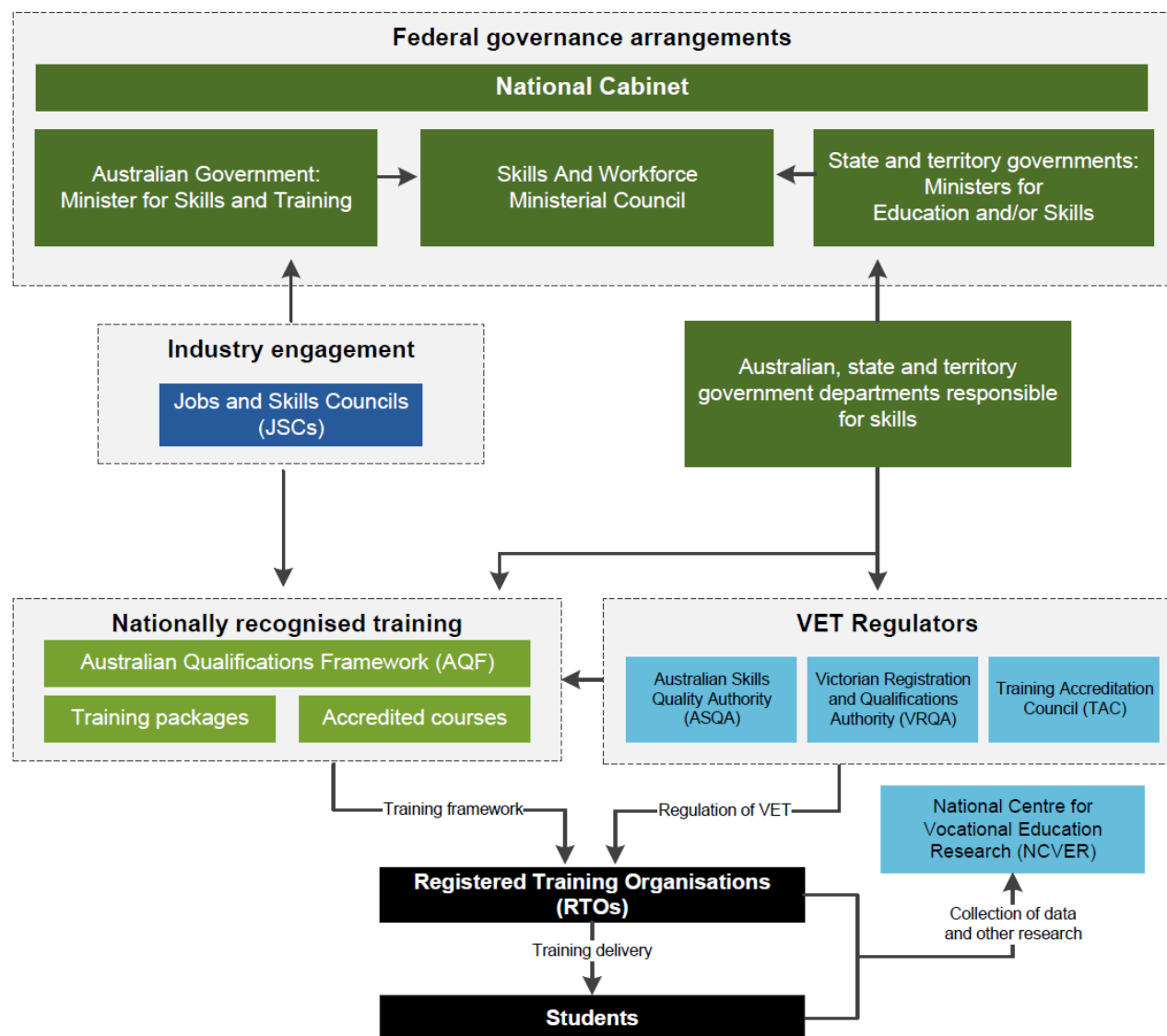
Federal governance arrangements

For the reporting period 2023-24, government roles and responsibilities were outlined in the *National Agreement for Skills and Workforce Development* and the *National Skills Agreement* , and are summarised below:

- The Australian Government provides financial support to state and territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.

- State and territory governments manage VET delivery within their jurisdiction (including the effective operation of the training market).

- The Australian Government and state and territory governments work together to progress and implement national policy priorities. Up to May 2020, the Council of Australian Governments (COAG) Industry and Skills Council had responsibility for skills development and national training arrangements. In May 2020, COAG was replaced by a new National Federal Reform Council (NFRC) centred around the National Cabinet. In June 2020, National Cabinet announced the formation of six National Cabinet Reform Committees, including the Skills National Cabinet Reform Committee (Skills Committee).

- In late 2022, following a Review of Ministerial Councils conducted by First Secretaries, National Cabinet renamed the Committee the Skills and Workforce Ministerial Council, acknowledging the strong linkages between skills and workforce policy matters.

The Skills and Workforce Ministerial Council was established to provide a forum for national cooperation and stewardship across the VET system. The scope of the Council includes strategic policy planning, performance evaluation, cross-sectoral alignment and the interaction between VET and broader workforce issues.

As of 2025, there are two active agreements between the Australian Government and state and territory governments relating to Skills and Workforce Development. The first is the Fee-Free Technical and Further Education (TAFE) Skills Agreement, which runs until mid-2027 and delivers fee-free places at TAFE institutes in agreed qualification areas for priority equity groups. The second is the five-year National Skills Agreement that commenced on 1 January 2024 and delivers on the nationally shared vision and principles for the VET sector.

Industry engagement arrangements

JSCs are not-for-profit companies owned and led by industry with a strategic leadership role to identify, forecast and respond to the current and emerging skills needs and workforce challenges. There are ten JSCs encompassing all industry sectors that form a national network to strengthen tripartite leadership in the VET system, bringing all parties to the table to find solutions to skills and workforce challenges. Employer organisations and unions work together on JSCs governance (board composition, membership structures) and operational arrangements (strategic taskforces, sub-committees and technical committees).

JSCs have four core functions:

- *Workforce planning* – creating a consistent, strategic approach to addressing skill gaps in their industry sector

- *Training product development* – developing training products in line with standards set by Skills Ministers to improve quality, responsiveness and speed to market

- *Implementation, promotion and monitoring* – partnering with RTOs to align workforce planning and training products with career advice and training delivery

- *Industry stewardship* – providing intelligence on workforce issues affecting industry and advice on national VET system policies.

The Department of Employment and Workplace Relations undertakes compliance assessments of training packages developed by JSCs against the standards set by Skills Ministers.

Regulation of VET

ASQA is the national regulator for VET. ASQA accredits courses and regulates RTOs to ensure the nationally approved *Standards for RTOs 2015* (the Standards) are met. ASQA has jurisdiction over all RTOs, except for those that are regulated by the Victorian and Western Australian state regulators. Nationally, ASQA regulated 3,938 RTOs as at 30 June 2024 (ASQA 2024).

As at 30 June 2024, VRQA regulated 127 RTOs delivering training to domestic students in Victoria only or in Victoria and Western Australia (VRQA unpublished). The TAC regulates 167 RTOs delivering training to domestic students in Western Australia and Victoria (TAC unpublished). VRQA and TAC use the Standards as a baseline for regulating RTOs, but also measure provider compliance against other regulatory frameworks, for example the VRQA Guidelines for VET or Western Australia's *Vocational Education and Training Act 1996.*

Registered Training Organisations

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

- *government VET providers* – such as TAFE institutes, agricultural colleges and multi-sector education institutions

- *community education providers* – such as adult and community education providers

- *other registered providers* – such as private training businesses, industry and community bodies with an RTO arm, employers that have RTO status to train their own staff, Group Training Organisations (GTOs) or Apprenticeship Network Providers that also deliver VET services.

Nationally recognised training

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

- *Training packages* specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF.

- *Accredited qualifications* refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.

- *Accredited courses* have been assessed by a VET regulator as compliant with the *Standards for VET Accredited Courses 2021*.

- *Training package skill sets* are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.

- *Units of competency and accredited modules* define the skills and knowledge to operate effectively in a workplace context. They are the smallest study components that can be assessed and recognised. Where a student enrols in a unit or module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.

All nationally recognised training is listed on the National Training Register and only RTOs can deliver nationally recognised training and issue nationally recognised qualifications or statements of attainment on the full or partial completion of training. Apprenticeships or traineeships combine employment and competency-based training, including both formal nationally recognised training and on-the-job training.

Funding

Figure 5.2 outlines the major funding flows within the VET system.

Figure 5.2 Major funding flows within the VET system
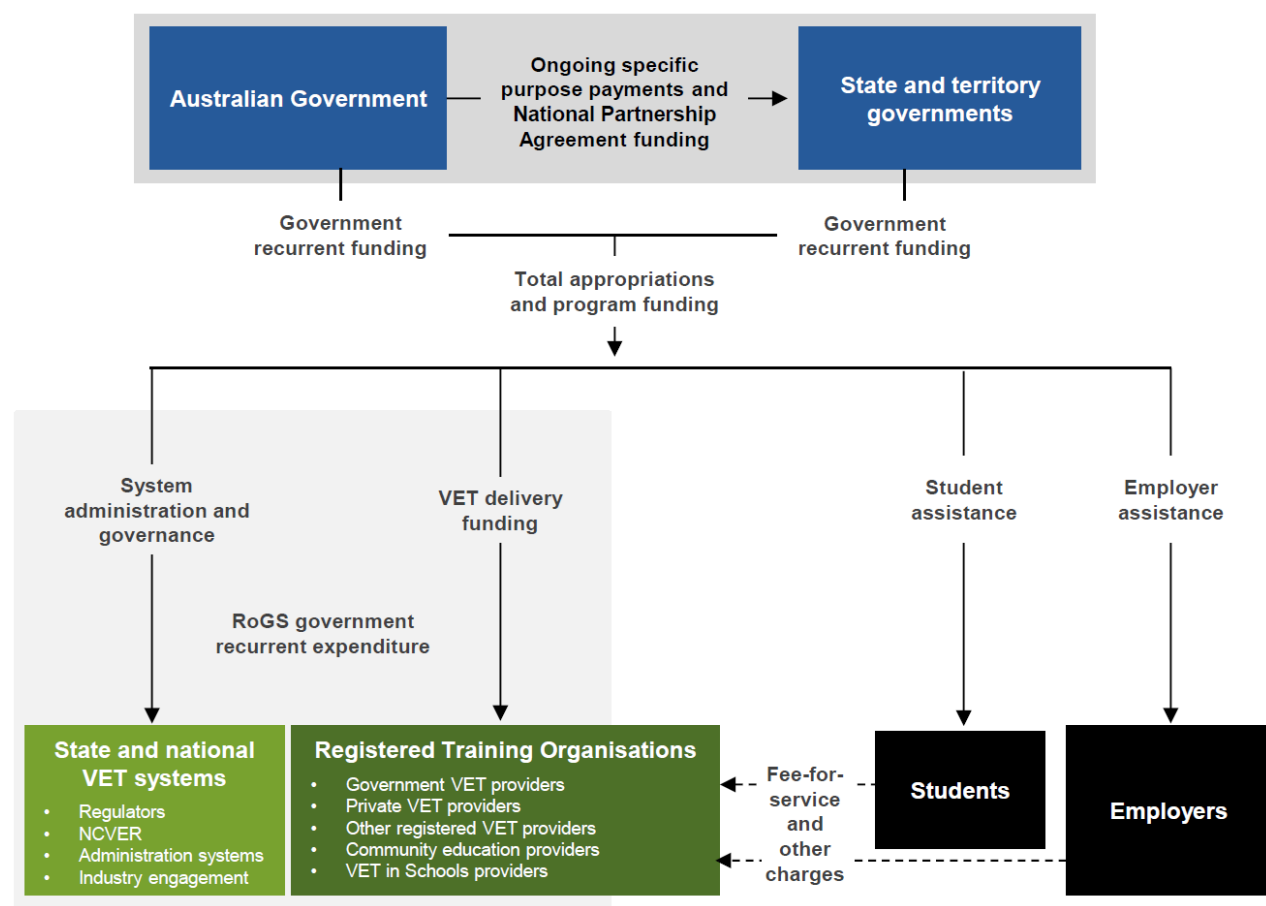
Government recurrent expenditure

The 2025 RoGS uses a different scope and treatment of VET expenditure data compared to previous editions of the RoGS. In this report, government recurrent expenditure refers to Australian Government and state and territory government expenditure that is directly related to the provision of VET services and delivered to the community by, or on behalf of, the government. This includes:

- *VET delivery funding* – funding provided to RTOs that directly delivers a training outcome. This includes funding for subsidised training and further subsidies targeted at supporting access and recognising additional delivery costs.

- *System administration and governance* – funding of costs associated with supporting the state/territory and national VET system.

Nationally in 2023, total government real recurrent expenditure, including user cost of capital was $8.1 billion – an increase from $7.7 billion in 2022 (figure 5.3).

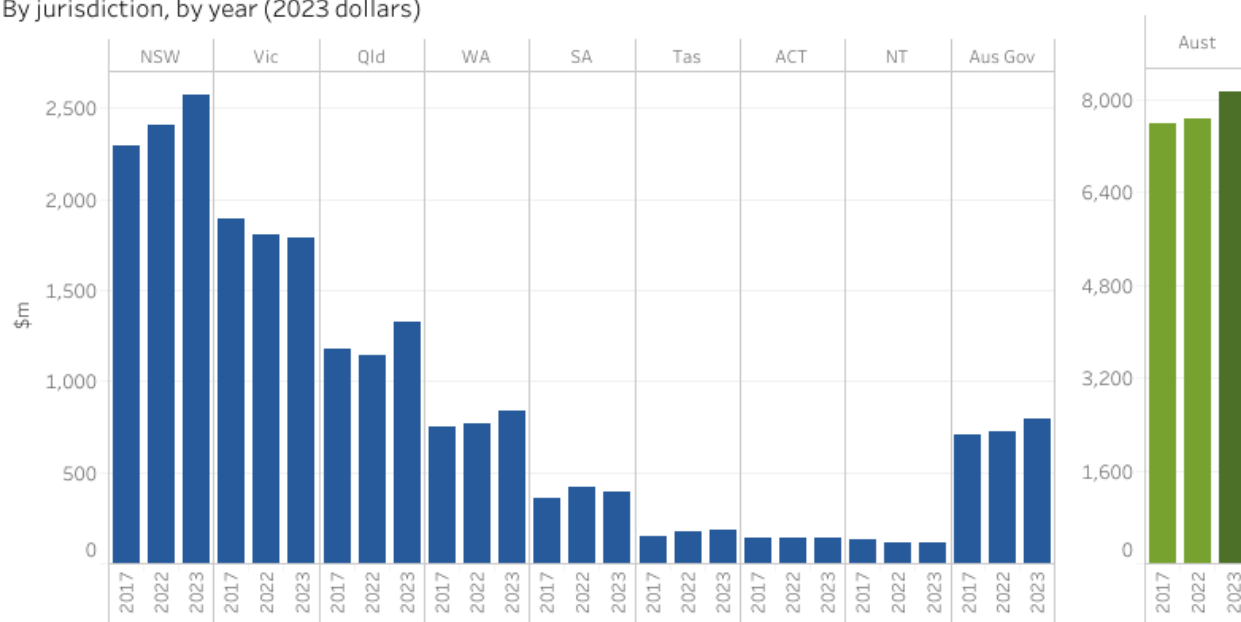■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

Figure 5.3 **Total government real recurrent expenditure, Including user cost of capital**
By jurisdiction, by year (2023 dollars)

Source: table 5A.1

Total government real recurrent expenditure per person aged 15–64 years, excluding user cost of capital, was $405 in 2023 (table 5A.2).

Total government funding of VET

There are several funding flows within the VET system outside the scope of RoGS government recurrent expenditure (see figure 5.2).

The Australian Government provides funding to state and territory governments through payments under Federation Funding Agreements. Nationally in 2023, the Australian Government provided around $2.1 billion to state and territory governments, with the majority provided through ongoing specific purpose payments ($1.6 billion) and the remainder from National Partnership Agreement funding ($476.1 million) (table 5A.3). This funding flow indirectly contributes to state and territory government real recurrent expenditure on VET services.

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

- *Employer assistance* – funding that incentivises and supports employers to engage in VET, including subsidies, incentives, grants and other payments, and tax exemptions

- *Student assistance* – funding that supports students with non-tuition costs associated with undertaking VET, including loans and grants or subsidies.

Nationally in 2023, government recurrent funding totalled $8.3 billion – a decrease from $8.8 billion in 2022 (table 5A.3). Total government appropriations and real recurrent program funding for VET, inclusive of Australian Government transfers to the states and territories, totalled $10.4 billion in 2023 – down from $11.2 billion in 2022.

Allocation of funding

Nationally in 2023, $3.7 billion of VET funding was allocated through a competitive basis – an increase from $3.4 billion in 2022 (table 5A.4). The mechanisms for contestable allocation of funds include open competitive tendering, limited competitive tendering and eligible grants, user choice and entitlement funding (refer to 'Explanatory material' tab for definitions).

Government VET delivery funding is provided to a mixture of government RTOs (including TAFEs), private RTOs, other RTOs and community education providers. Nationally in 2023, government VET delivery funding paid to non-TAFE providers totalled nearly $1.5 billion – around 24% of total VET delivery funding and a 3.6% real increase from 2022 (table 5A.5).

Size and scope

Students

Nationally in 2023, over 5 million students were enrolled in VET (total VET students) (figure 5.4). Around 2.1 million students were enrolled in qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (over 1.4 million), followed by Certificate level I or II (436,300), and Diploma or above (393,000) qualifications. Other students were enrolled in subjects not delivered as part of a nationally recognised program (almost 3.5 million) and in training package skill sets and accredited courses (227,100).

Nationally in 2023, over 1.2 million students were enrolled in government-funded VET (figure 5.4). Almost 1.1 million students were enrolled in government-funded qualifications, with the largest number of these students enrolled in Certificate level III or IV qualifications (802,000), followed by Certificate level I or II (192,400) and Diploma or above (142,500) qualifications. Other students were enrolled in other forms of government-funded nationally recognised and non-nationally recognised training.

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

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

Select year(s):
Multiple values

Select program:
● Total VET
○ Government-funded VET

■ Diploma and above
■ Certificate III or IV
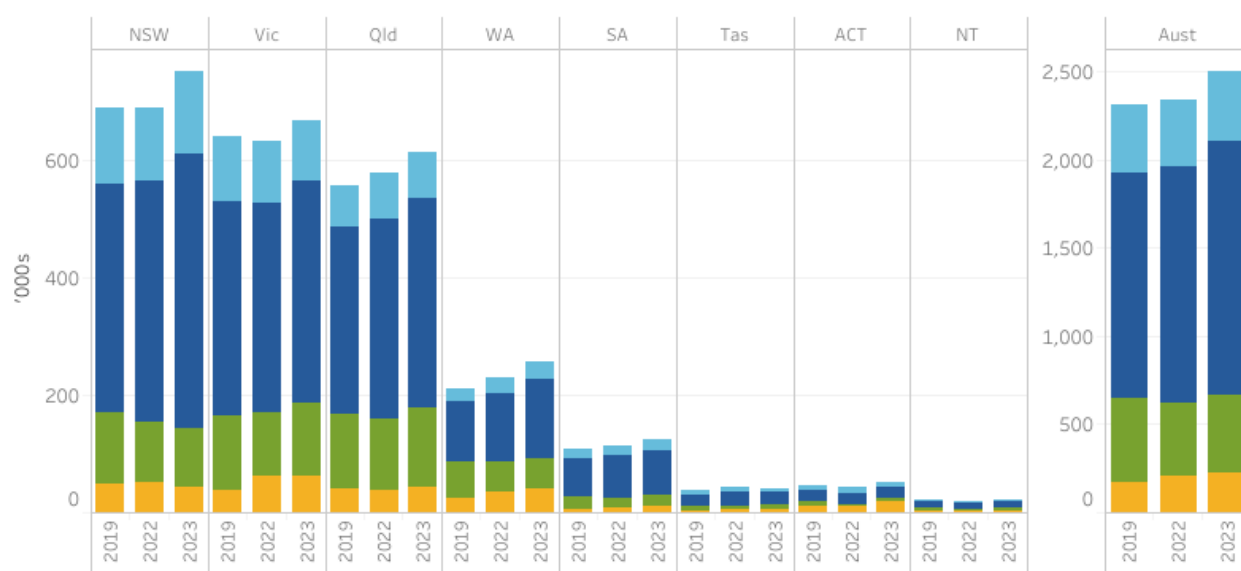■ Certificate I or II
■ Other

Select type:
● Students undertaking nationally recognised training
○ Students undertaking non-nationally recognised training
○ Total students

Figure 5.4 Total VET students, by type of training and program level
Students undertaking nationally recognised training, by jurisdiction, by year

Source: table 5A.6

Data on participation in total and government-funded VET by people aged 15–64 years in selected equity groups is available in tables 5A.8–9. Population data for all people and selected equity groups aged 15–64 years used to calculate rates is available in table 5A.10.

Training providers

Nationally in 2023, there were 3,607 registered VET training organisations delivering nationally recognised training in Australia (table 5A.11), of which 1,285 delivered nationally recognised government-funded VET through state and territory training departments (NCVER, unpublished). There were 1,481 VET providers delivering government-funded nationally recognised, locally developed and non-nationally recognised training, at 34,879 locations in Australia (table 5A.12).

Indicator framework

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

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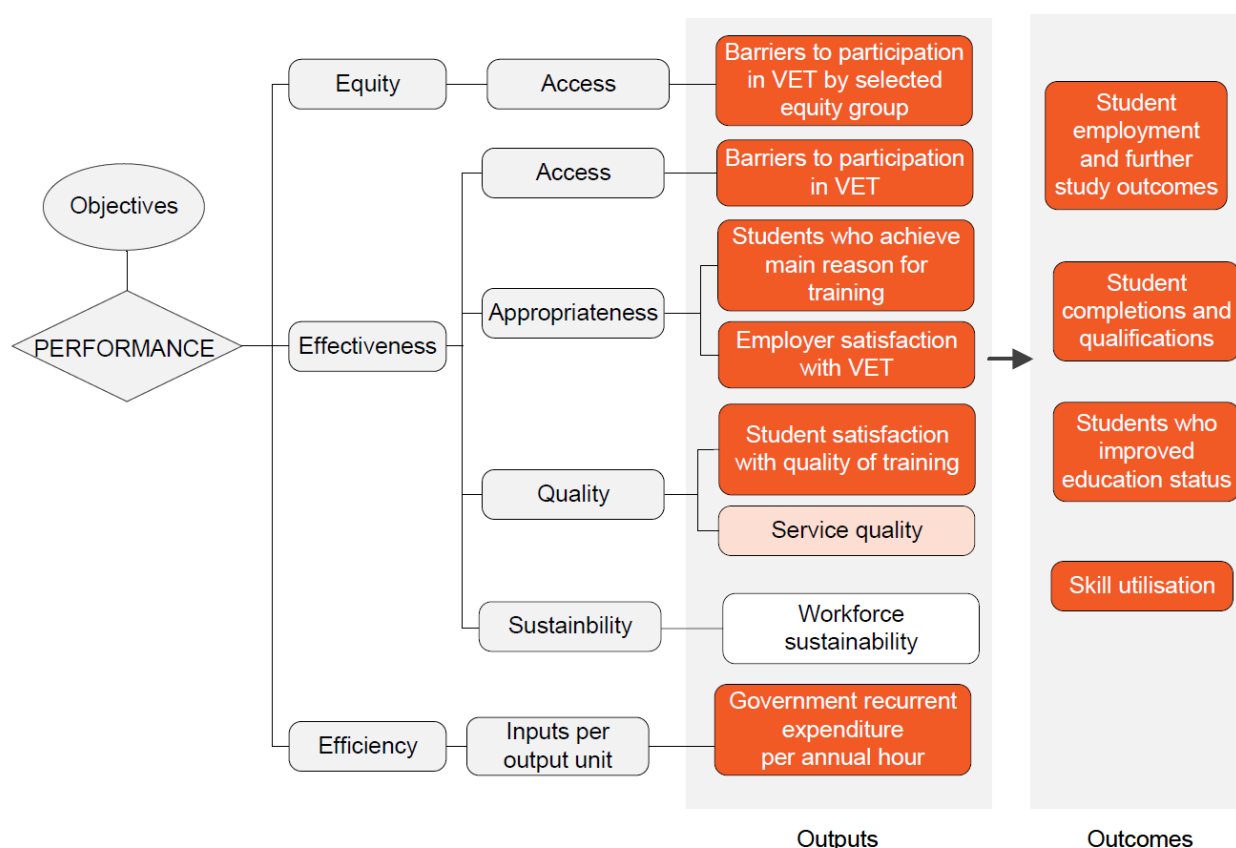
Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Outputs

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

Outcomes

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

Key to indicators*

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

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

Text version of indicator framework

Performance – linked to Objectives

Outputs

Equity – Access

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

Effectiveness – Access

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

Effectiveness – Appropriateness

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

- Employer satisfaction with VET – most recent data for all measures is comparable and complete

Effectiveness – Quality

- Student satisfaction with quality of training – most recent data for all measures is comparable and complete

- Service quality – most recent data for all measures is either not comparable and/or not complete

Effectiveness – Sustainability

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

Efficiency – Inputs per output unit

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

Outcomes

- Student employment and further study outcomes – most recent data for all measures is comparable and complete

- Student completions and qualifications – most recent data for all measures is comparable and complete

- Students who improved education status – most recent data for all measures is comparable and complete

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

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

Indicator results

An overview of the VET services performance indicator results are presented. Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of VET services.

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

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

1. Barriers to participation in VET by selected equity group

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

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

- people from remote and very remote areas
- people from low socio-economic areas. A low socio-economic area is defined to be people residing in an area with a Socio-economic Indexes for Areas (SEIFA) Index of Relative Socioeconomic Disadvantage of the lowest quintile.

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

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

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

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

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

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

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

Select equity group:
- ○ SEIFA quintiles
- ● Remoteness

- ■ Major cities
- ■ Inner regional
- ■ Outer regional and remote

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

15-64 years old, by jurisdiction, by Remoteness, 2020-21 (a), (b), (c)
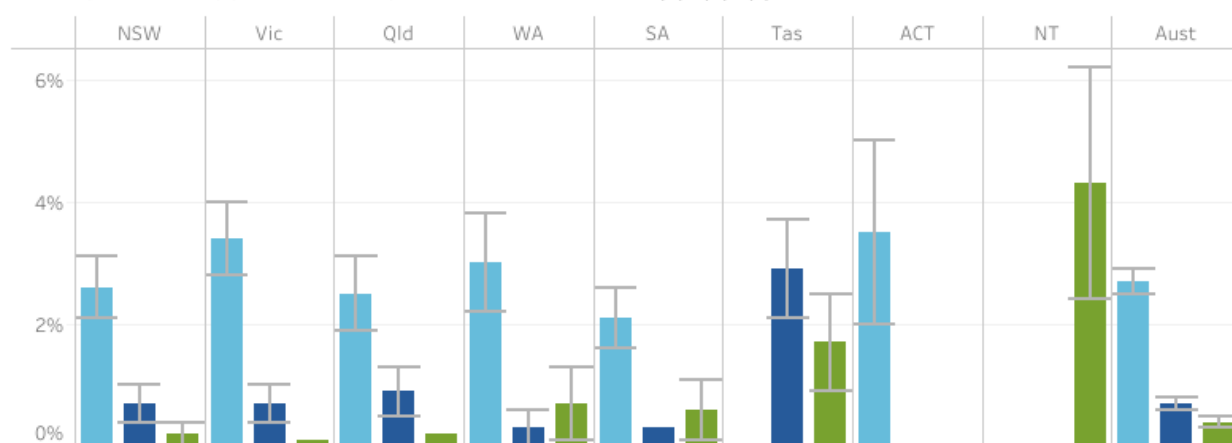
Source: table 5A.13

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

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2. Barriers to participation in VET

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

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

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

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

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

The main barriers to participation in any (or more) formal study in the last 12 months include too much work / no time (1.5%) and financial reasons (1.3%) (table 5A.13)

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

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

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

Figure 5.6 **Could not participate but wanted to in more (or any) learning**
15-64 years old, by jurisdiction, by enrolment, 2020-21
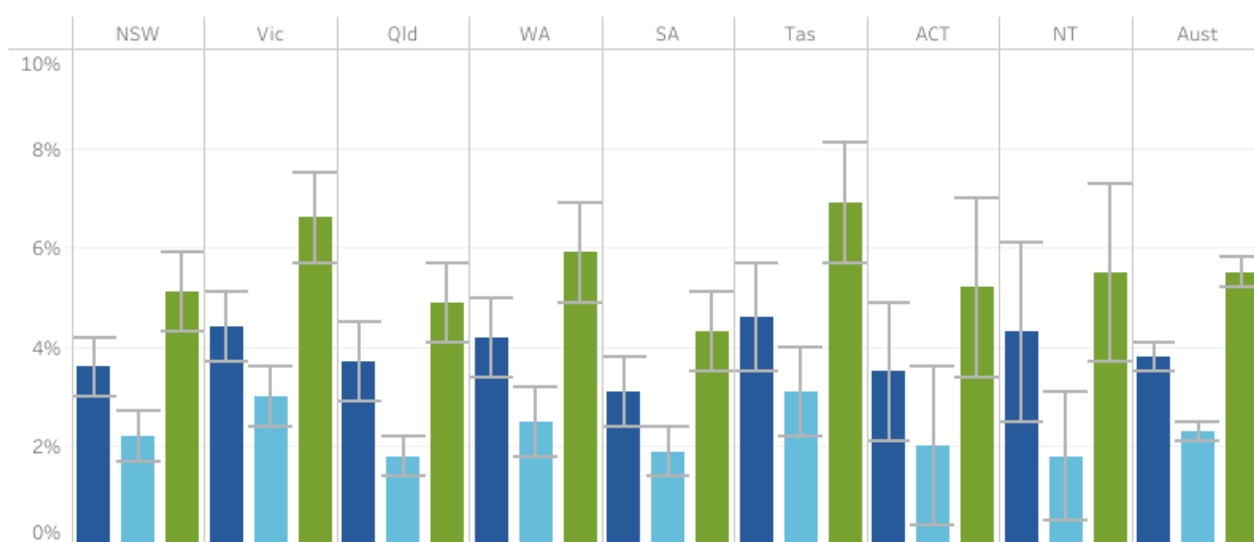
Source: table 5A.13

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3. Students who achieve main reason for training

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

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

This measure relates to the activities of government-funded VET activity only.

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2023) refers to the cohort of students that graduated the year before (for example, 2022).

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

Nationally in 2023, 88.2% of government-funded 2022 VET qualification completers reported that training 'fully' or 'partly' helped achieve their main reason for training (figure 5.7). The proportion was higher for people in remote and very remote areas (93.6%) and Aboriginal and Torres Strait Islander people (89.4%) and lower for people in SEIFA quintile 1 – most disadvantaged (87.6%) and people with disability (82.6%).

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

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

Select year(s):
Multiple values

Select equity group:
⦿ All people
◯ Aboriginal and Torres Strait Islander people
◯ Remote and very remote
◯ With disability
◯ SEIFA quintile 1 - most disadvantaged

Figure 5.7 Government-funded VET qualification completers whose training helped qualification completers achieve their main reason for training
All people, by jurisdiction, by year (a)
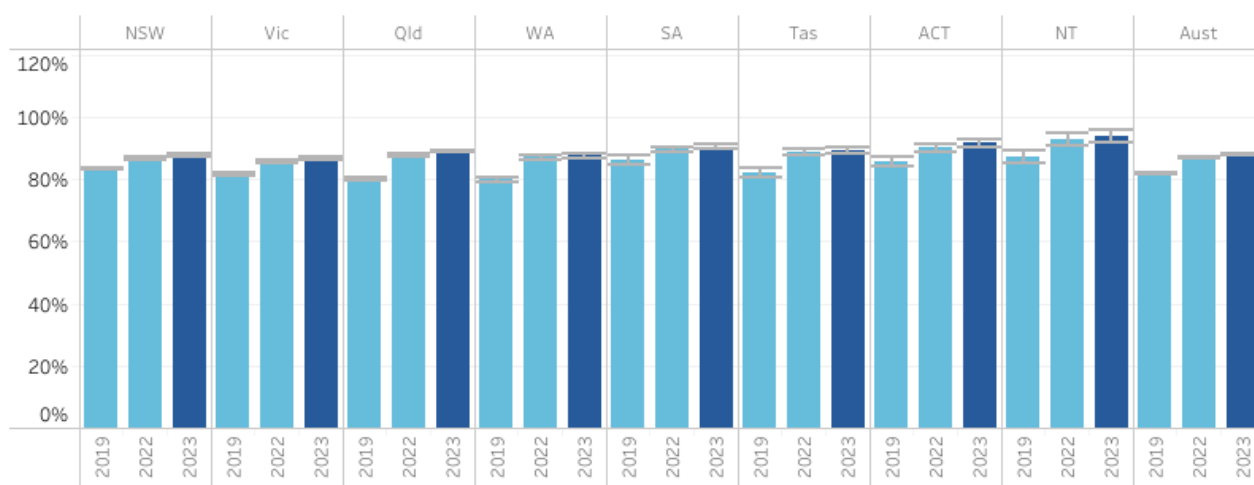
Source: table 5A.14

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT.

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4. Employer satisfaction with VET

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

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

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

This measure relates to total VET activity[2].

Data is collected from the biennial Survey of Employers' Use and Views of the VET system and represents the responses of employers with at least one employee and their training experiences in

the 12 months prior to the survey.

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

Nationally in 2023, 56.8% of Australian employers were engaged with VET (table 5A.15), of which 66.4% were satisfied with all forms of VET engagement (down from 72.9% in 2015) (figure 5.8). By type of training engaged in, satisfaction with apprenticeships or traineeships had the largest decrease by 8.5 percentage points (from 81.7% in 2015 to 73.2% in 2023) (figure 5.8).

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

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

Select year(s):
Multiple values

Select type of training engaged in:
◉ Satisfaction with all forms of VET engagement
○ Satisfaction with nationally recognised training
○ Satisfaction with apprenticeships or traineeships
○ Satisfaction with formal vocational qualifications as a job requirement

Figure 5.8 **Employer Satisfaction with all forms of VET engagement**
By jurisdiction, by year
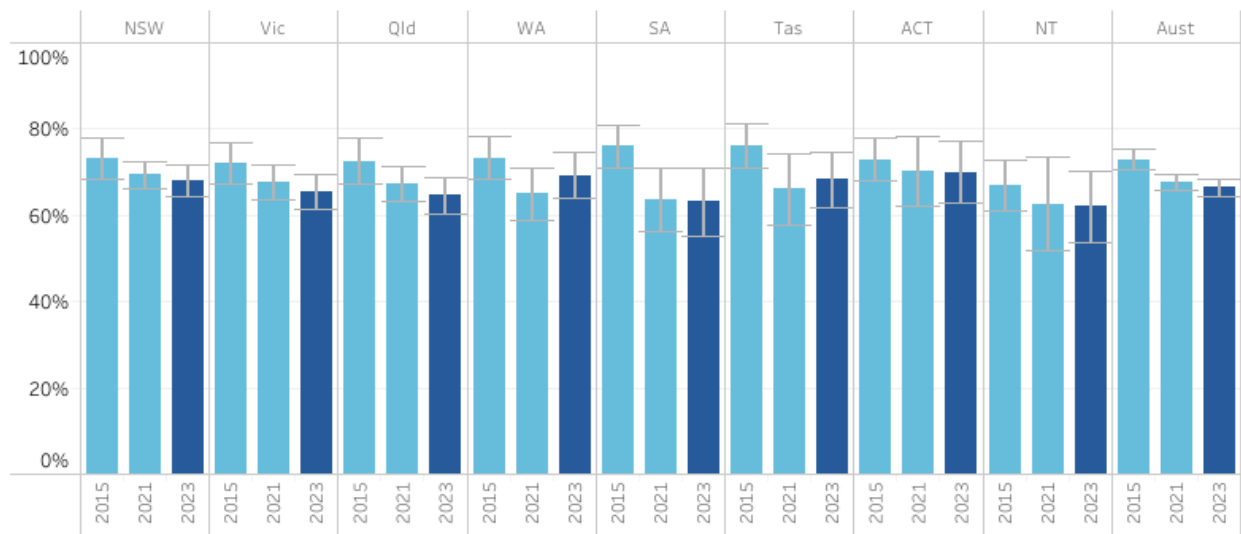
Source: table 5A.16

2. As employers engaging with government-funded VET engagement cannot be determined from the survey.

5. Student satisfaction with quality of training

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

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

This measure relates to government-funded VET activity only.

Data is collected from the annual national Student Outcomes Survey for qualification completers aged 18 years and over. Survey data for a year (for example, 2023) refers to the cohort of students that graduated the year before (for example, 2022). Qualification completers satisfied with their training include those who 'Strongly agree' or 'Agree' with the relevant questionnaire item.

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

Nationally in 2023, 89.1% of all government-funded 2022 VET qualification completers indicated that they were satisfied with the overall quality of their training (figure 5.9). The proportion was higher for people in remote and very remote areas (93.3%), Aboriginal and Torres Strait Islander people (91.6%) and people in SEIFA quintile 1 – most disadvantaged (90.4%) and lower for people with disability (86.8%).

Satisfaction with instructors (87.0%) was lower than satisfaction with assessment (89.2%) (table 5A.17).

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

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

Select year(s):
Multiple values

Select equity group:
◉ All people
○ Aboriginal and Torres Strait Islander people
○ Remote and very remote
○ With disability
○ SEIFA quintile 1 - most disadvantaged

Figure 5.9 **Student satisfaction with quality of training**
Government-funded VET qualification completers, All people, by jurisdiction, by year (a)
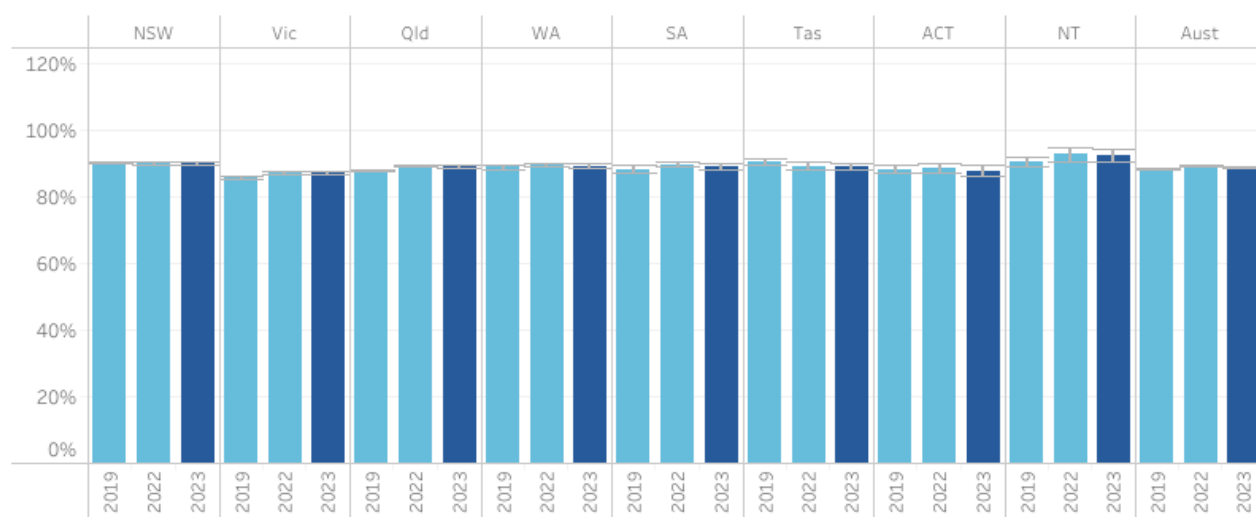
Source: table 5A.17

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT.

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6. Service quality

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

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

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

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

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

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

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

> In 2023-24, 10.8% of providers regulated by ASQA were subject to a compliance audit and 1.5% were subject to a compliance audit resulting in an adverse decision – up from 1.3% in 2022-23 (figure 5.10). For providers regulated by VRQA in 2023-24, 0.8% were subject to a compliance audit resulting in an adverse decision, which is the same as the proportion subject to a compliance audit – both were 0.7% in 2022-23. In 2023-24, 20.4% of providers regulated by TAC were subject to a compliance audit. Zero providers were subject to a compliance audit resulting in an adverse decision, which is the same as in 2022-23.

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

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

Select year:
2023-24

Select regulator:
● ASQA
○ VRQA
○ TAC

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

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

Figure 5.10 **Providers subject to a compliance audit resulting in an adverse decision, as a proportion of providers regulated by ASQA (a)**
By jurisdiction, 2023-24
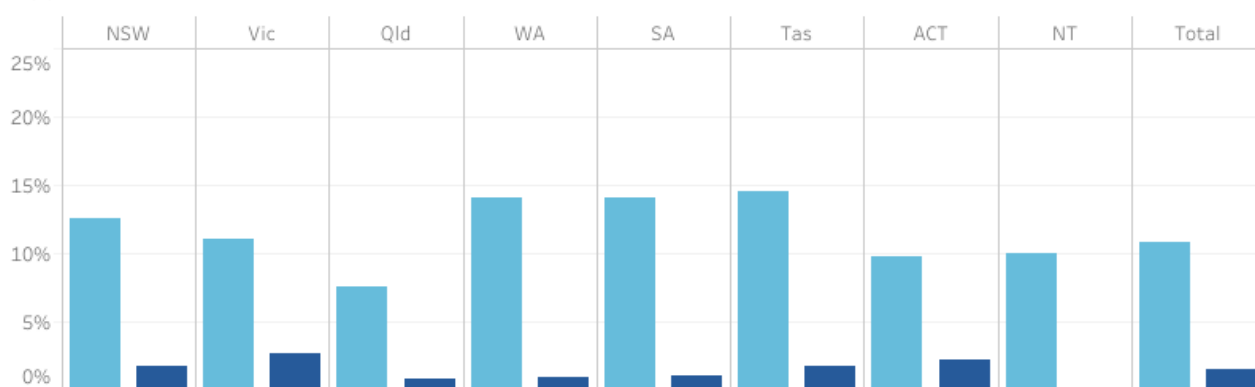
Source: table 5A.18

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

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7. Workforce sustainability

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

VET workforce sustainability relates to the capacity of the VET workforce to meet current and projected future service demand. These measures are not a substitute for a full workforce analysis that allows for training, migration, changing patterns of work and expected future demand. They can, however, indicate that further attention should be given to workforce planning for VET services.

This indicator is currently under development for reporting in the future.

8. Government recurrent expenditure per annual hour

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

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

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

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

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

- training related factors, such as class sizes, teaching salaries, teaching hours per full-time equivalent staff member and differences in the length of training programs

- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery

- VET policies and practices, including the level of fees and charges paid by students.

Nationally in 2023, government recurrent expenditure per annual hour was $21.17/hour, largely unchanged from 2022 (figure 5.11). This measure is underpinned by $7.4 billion in state and territory government real recurrent expenditure, which increased by 5.6% from 2022 (table 5A.1), and 347.1 million hours of government funded annual hours (course mix adjusted), which increased by 5.7% from 2022 (table 5A.19).
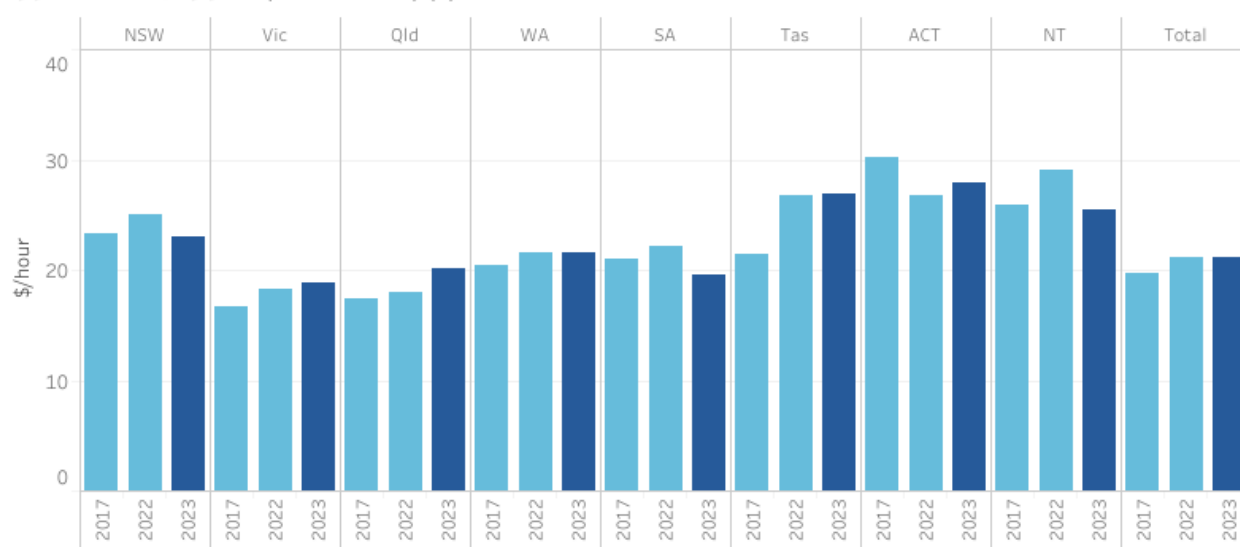
■ Data is comparable (subject to caveats) across jurisdictions and over time.

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

Select year(s):
Multiple values

Figure 5.11 **Government recurrent expenditure per annual hour**
By jurisdiction, by year (2023 dollars) (a)

Source: table 5A.19

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

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9. Student employment and further study outcomes

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

'Student employment and further study outcomes' is defined by two measures – the proportion of total and government-funded VET qualification completers aged 20–64 years:

- employed and/or in further study after training

- who improved their employment status after training

    'Improved employment status' is at least one of:

    - employment status changing from not employed before training to employed either full-time or part-time after training. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information)

    - employed at a higher skill level after training

    - received a job-related benefit after completing their training, including got a job or changed job, set up or expanded their own business, got a promotion, gained extra skills for their job, increased earnings, kept current job or other job-related benefits.

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

Survey data for a year (for example, 2023) refers to the cohort of students that graduated the year before (for example, 2022).

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

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

Nationally in 2023, 89.9% of 20–64 year old total VET qualification completers from 2022 were employed and/or continued on to further study after training (figure 5.12a) – up from 89.1% in 2022. The proportion was higher for people from remote and very remote areas (91.9%) and lower for Aboriginal and Torres Strait Islander people (88.0%), people in SEIFA quintile 1 – most disadvantaged (86.2%) and people with disability (80.4%) (table 5A.20).

For government-funded VET qualification completers, 88.9% were employed and/or continued on to further study in 2023 (lower than the proportion for total VET qualification completers) – up from 87.5% in 2022. The proportion was higher for people from remote and very remote areas (91.3%) and lower for Aboriginal and Torres Strait Islander people (86.8%), people in SEIFA quintile 1 – most disadvantaged (85.0%) and people with disability (80.5%) (table 5A.21).

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

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

Select year(s):
Multiple values

Select scope:
◉ Total VET qualification completers
◯ Government-funded VET qualification completers

Select equity group:
◉ All people
◯ Aboriginal and Torres Strait Islander people
◯ Remote and very remote
◯ With disability
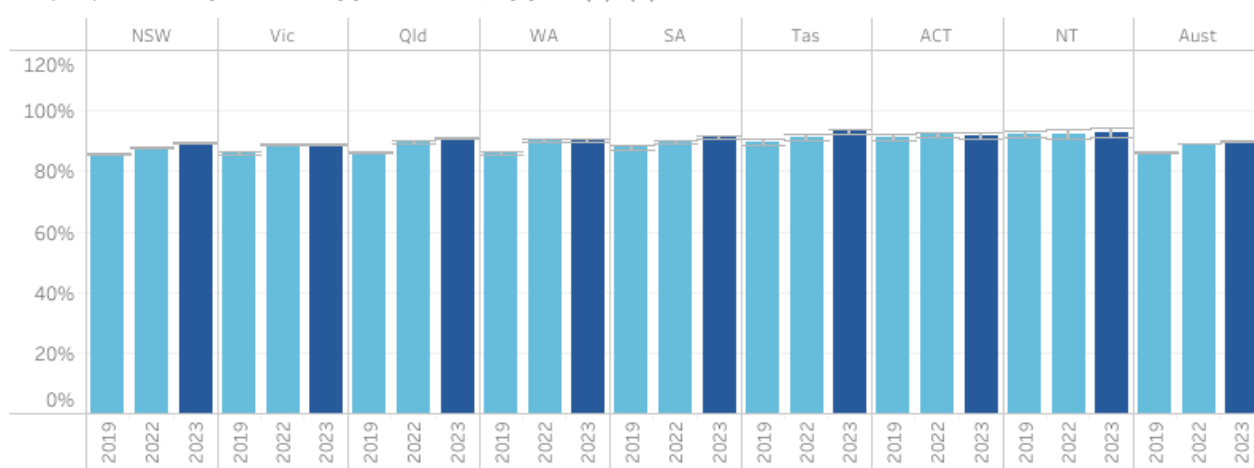◯ SEIFA quintile 1 - most disadvantaged

Select outcome:
◉ Employed and/or in further study
◯ Employed after training
◯ In further study after training

Figure 5.12a Measure 1: **Total VET qualification completers Employed and/or in further study**
All people, 20-64 years old, by jurisdiction, by year (a), (b)

Source: table 5A.20

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

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Nationally in 2023, 73.7% of total VET qualification completers aged 20–64 years from 2022 improved their employment status after training (figure 5.12b) – up from 71.4% in 2022. The proportion was higher for people from remote and very remote areas (78.8%), slightly lower for Aboriginal and Torres Strait Islander people (72.7%) and lower for people in SEIFA quintile 1 – most disadvantaged (69.4%) and people with disability (57.2%) (table 5A.22).

For government-funded qualification completers, 72.3% had improved employment status in 2023 (lower than the proportion for total VET qualification completers) – up from 69.8% in 2022. The proportion was higher for people from remote and very remote areas (78.3%), slightly lower for Aboriginal and Torres Strait Islander people (71.3%) and lower for people in SEIFA quintile 1 – most disadvantaged (66.9%) and people with disability (56.1%) (table 5A.23).

In 2023, for both total VET and government-funded qualification completers, the proportion of all people who improved their employment status after training was lower for those completing a Certificate I or II qualification (60.6% and 51.1%, respectively), compared with those completing a Certificate III or IV qualification (75.1% and 74.4%, respectively) or a Diploma and above qualification (75.8% and 75.1%, respectively) (tables 5A.22–23).

By type of improved employment status for both total VET and government-funded qualification completers (figure 5.12b), among all people, the proportion was highest for those receiving a job-related benefit (85.6% and 86.4%, respectively), followed by employed after training (who were not employed before training) (56.2% and 55.1%, respectively) and employed at a higher skill level after training (17.6% and 21.2%, respectively) (tables 5A.22–23).

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

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

Select year(s):
Multiple values

Select scope:
◉ Total VET qualification completers
○ Government-funded VET qualification completers

Select equity group:
◉ All people
○ Aboriginal and Torres Strait Islander
○ Remote and very remote
○ With disability
○ SEIFA quintile 1 - most disadvantaged

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

Figure 5.12b Measure 2: **Total VET qualification completers aged 20-64 years old, With improved employment status after training**

All people, by jurisdiction, by year (a), (b)
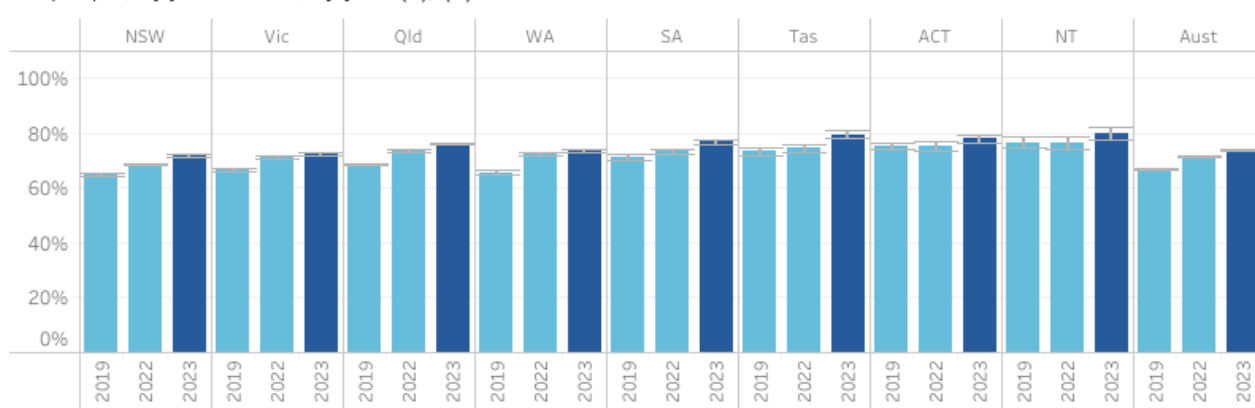
Source: table 5A.22

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

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10. Student completions and qualifications

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

'Student completions and qualifications' is defined as the number of total and government-funded VET qualifications completed each year by students aged 15–64 years, per 1,000 people aged 15–64 years. Data is disaggregated by AQF level and by selected equity group (Aboriginal and Torres Strait Islander people, people from remote and very remote areas, people with disability and people in SEIFA quintile 1 – most disadvantaged).

Qualification completions data is 'preliminary' for 2023 and 'final' for earlier years.

A higher or increasing rate of completed qualifications increases the national pool of skilled people in Australia. However, this measure needs to be interpreted with care as the rate of qualification completions:

- by selected equity group (other than for remoteness) depends on obtaining accurate responses to self-identification questions at the time of enrolment, which may vary across jurisdictions. A large unknown (or not stated) response could mean that the completion rate for the selected equity group is understated

- uses a different data source for the numerator and denominator, which can affect comparability.

> Nationally in 2023, 785,700 qualifications were completed by total VET students aged 15–64 years (table 5A.24) – equivalent to 45.4 qualifications per 1,000 people aged 15–64 years (figure 5.13). The rate was higher for Aboriginal and Torres Strait Islander people (47.6) and people in SEIFA quintile 1 – most disadvantaged (46.1), and lower for people from remote and very remote areas (43.4). The rate for people with disability was 15.0 in 2022. The number of qualifications completed by total VET students increased by 2.9% from 2019 to 2023 (table 5A.24).

> Nationally in 2023, 322,800 qualifications were completed by government-funded VET students aged 15–64 years – equivalent to 18.7 qualifications per 1,000 people aged 15–64 years (table 5A.25). The rate was higher for Aboriginal and Torres Strait Islander people (31.0), people in SEIFA quintile 1 – most disadvantaged (24.0) and people in remote and very remote areas (23.1). The rate for people with disability was 10.9 in 2022. The number of government-funded VET qualification completions decreased 4.1% from 2019 to 2023 (table 5A.25).

> By qualification level, the rate of total and government-funded VET qualifications completed per 1,000 people aged 15−64 years in 2023 was highest for Certificate III or IV (26.9 and 12.1, respectively), followed by Certificate I or II (11.3 and 4.6, respectively) and Diploma and above (7.3 and 2.0, respectively) (figure 5.13).

> Of the 785,700 VET qualifications completed by total VET students in 2023, 59.1% were for Certificate III or IV, 24.8% for Certificate I or II and 16.1% for Diploma and above (table 5A.24). For the 322,800 VET qualifications completed by government-funded VET students, there was a greater concentration at Certificate level III or IV (64.6%), followed by 24.8% for Certificate I or II and 10.6% for Diploma and above (table 5A.25).

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

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

Select year(s):
Multiple values

Select scope:
◉ Total VET
○ Government-funded VET

Select equity group:
◉ All people
○ Aboriginal and Torres Strait Islander people
○ Remote and very remote
○ With disability
○ SEIFA quintile 1 - most disadvantaged

■ Diploma and above
■ Certificate III or IV
■ Certificate I or II

Figure 5.13 **VET qualifications completed per 1,000 people, by AQF level**
Total VET, All people, 15-64 years old, by jurisdiction, by year (a)
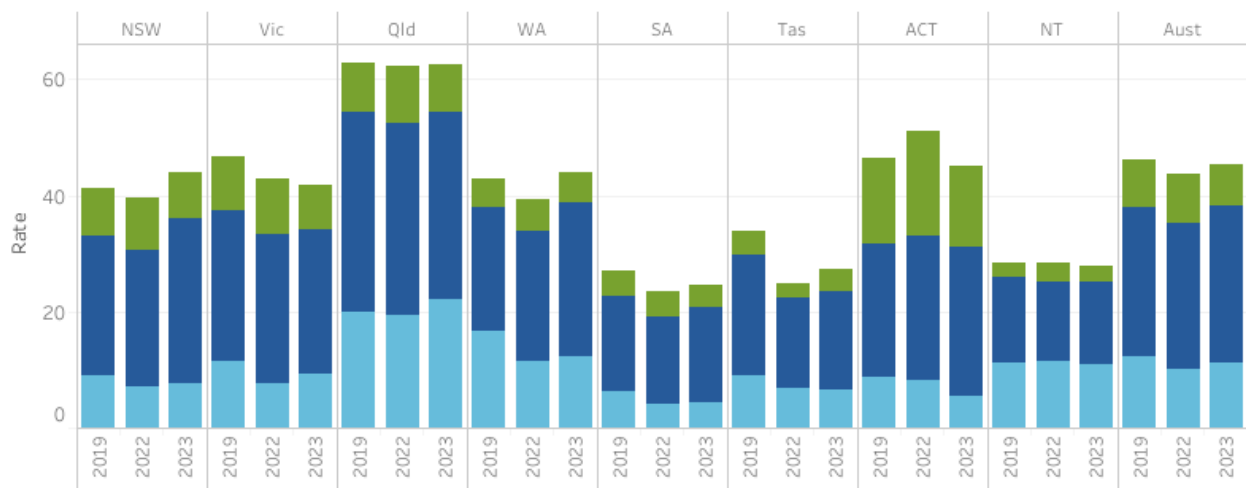
Source: table 5A.24

(a)There are no very remote areas in Victoria, no remote or very remote areas in the ACT.

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11. Students who improved education status

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

'Students who improved education status' is defined as the proportion of total and government-funded VET qualifications completed by people aged 20–64 years which were at a higher education level than their previous highest education level. Data is disaggregated by selected equity groups (Aboriginal and Torres Strait Islander people, people from remote and very remote areas, people with disability and people in SEIFA quintile 1 – most disadvantaged).

Higher or increasing proportions of students with improved education status after training indicate that the skill levels of the working age population are increasing.

Of all total VET qualification completers aged 20–64 years that completed an AQF qualification nationally in 2023, 43.1% did so with a higher qualification than their previous highest AQF qualification (figure 5.14). The proportion was higher for all four selected equity groups – Aboriginal and Torres Strait Islander people (56.1%), people from remote and very remote areas (49.0%), people with disability (46.6%) and people in SEIFA quintile 1 – most disadvantaged (44.7%) (table 5A.26).

Nationally, for government-funded VET qualification completers aged 20–64 years that completed an AQF qualification in 2023, 52.9% did so with a higher qualification than their previous highest AQF qualification. The proportion was higher for people from remote and very remote areas (59.1%), Aboriginal and Torres Strait Islander people (58.3%) and people in SEIFA quintile 1 – most disadvantaged (53.4%) and lower for people with disability (47.8%) (table 5A.27).

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

Select year(s):
Multiple values

Select scope:
◉ Total VET
◯ Government-funded VET

Select equity group:
◉ All people
◯ Aboriginal and Torres Strait Islander people
◯ Remote and very remote
◯ With disability
◯ SEIFA quintile 1 - most disadvantaged

Figure 5.14 **Total VET: Proportion of all VET qualifications completed with improved education status**
All people, 20-64 years old, by jurisdiction, by year (a)
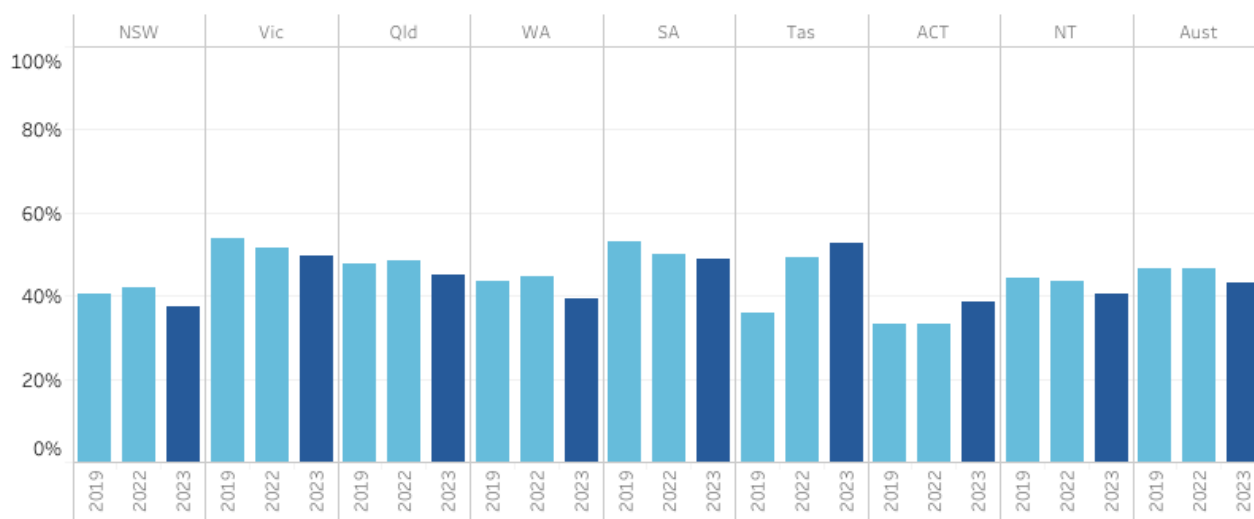
Source: table 5A.26

(a) There are no very remote areas in Victoria, no remote or very remote areas in the ACT.

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For total VET qualifications completed at a Certificate III or above in 2023, 47.0% were at a higher education level – lower than the proportion for government-funded completions (57.6%) (tables 5A.28-29).

In 2023, 13.0% of total VET enrolments by people aged 20–64 years were completed at a higher education level – equal to the proportion for government-funded VET enrolments (13.0%) (tables 5A.26-27).

12. Skill utilisation

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

'Skill utilisation' is defined as the proportion of people aged 15–64 years who completed their highest VET qualification (AQF Certificate levels I to IV, Diploma and Advanced Diploma) in the last five years, that are working in the field of the highest VET qualification or not working in the same field and the qualification is relevant to their current job.

A high or increasing proportion of people who were either working in the field of their highest VET qualification or the qualification was relevant to their current job is desirable.

Nationally in 2022-23, 78.1% of people aged 15–64 years that completed their highest VET qualification in the last five years were either working in the field of that qualification or not working in the same field and the qualification was relevant to their current job. This proportion is lower than 2018-19 (79.8%) (figure 5.15).

Nationally in 2022-23, 65.9% were working in the field of the highest VET qualification and 12.3% were not working in the same field but the qualification is relevant to their current job (table 5A.30).

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

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

Select disaggregation:
● Currently working in the field of highest VET qualification
○ Highest VET qualification is relevant to current job, but not working in same field as qualification
○ Working in field of highest VET qualification, or not working in same field and highest VET qualification is relevant to current job

Select year(s):
Multiple values

Figure 5.15 **Skill utilisation: Currently working in the field of highest VET qualification**
15-64 years old, by jurisdiction, by year
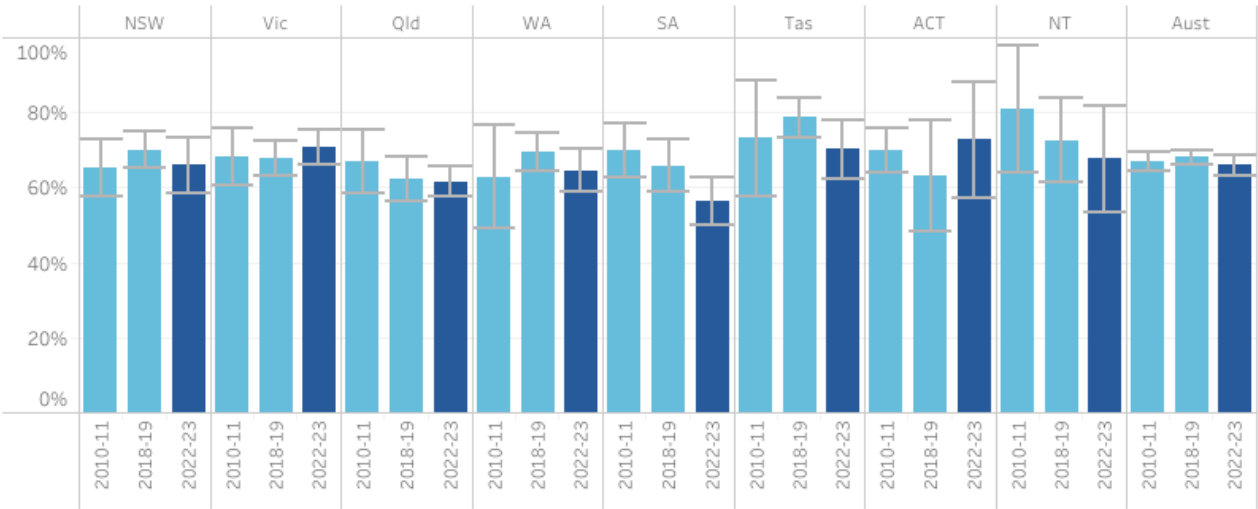
Source: table 5A.30

Indigenous data

Performance indicator data for Aboriginal and Torres Strait Islander people in this section is available in the data tables listed below. Further supporting information can be found in the 'Indicator results' tab and data tables.

Vocational education and training data disaggregated for Aboriginal and Torres Strait Islander people

Table number	Table title
Table 5A.8	Participation of people aged 15–64 years in total VET, by selected equity group
Table 5A.9	Participation of people aged 15–64 years in government-funded VET, by selected equity group
Table 5A.10	Population of people aged 15–64 years, by selected equity group
Table 5A.14	Whether training helped qualification completers achieve their main reason for training, all government-funded qualification completers
Table 5A.17	Proportion of all government-funded qualification completers satisfied with the quality of their training, by satisfaction outcome
Table 5A.20	Proportion of 20–64 year old total VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.21	Proportion of 20–64 year old government-funded VET qualification completers employed and/or in further study after training, by selected equity group
Table 5A.22	Proportion of total VET qualification completers aged 20-64 years who improved their employment status after training, by AQF level and type of improved employment status
Table 5A.23	Proportion of government funded qualification completers aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status

Table number	Table title
Table 5A.24	Total VET qualifications completed per 1,000 people aged 15–64 years, by AQF level
Table 5A.25	Government-funded VET qualifications completed per 1,000 people aged 15–64 years, by AQF level
Table 5A.26	Total VET qualifications completed by people aged 20–64 years with improved education status after training, by selected equity group
Table 5A.27	Government-funded VET qualifications completed by people aged 20–64 years with improved education status after training, by selected equity group

Explanatory material

Interpreting efficiency data

Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by the Australian Government and state and territory governments under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) Funding Standard for the NCVER National VET Funding Collection. Data is prepared annually on an accrual basis.

Government recurrent expenditure for a given jurisdiction is deemed as being equivalent to:

- VET delivery funding; *plus*

- System administration and governance funding; *minus*

- state and territory payroll tax expenses (where applicable)

Expenditure is also increased by the user cost of capital (estimated as 8% of the value of total physical non-current assets owned by government RTOs).

Payroll tax payments by government-owned RTOs are deducted from the total to ensure a consistent treatment across jurisdictions.

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The value of land is presented separately from the value of other assets to allow users assessing the results to consider any differences in land values across jurisdictions. The basis for the 8% capital charge is discussed in section 1.

All VET expenditure and funding data for years prior to 2023 is adjusted to real dollars (2023 dollars) using the gross domestic product (GDP) chain price index (table 5A.31). Section 2 provides for more information on adjusting financial data to real dollars.

Comparability of efficiency data

To promote comparability of the data across states and territories, as well as comparability between the financial and activity data, annual hours are adjusted by the course mix weight when calculating the efficiency indicator.

Australian Government recurrent expenditure and weighted annual hours are excluded from the efficiency indicator. This is due to the small number of weighted annual hours in foundation skills programs administered by the Australian Government and difficulties in separating them from the annual hours related to state and territory government recurrent expenditure.

Key terms

Terms	Definition
Accredited courses	Accredited courses are those that have been assessed by ASQA as compliant with the Standards for VET accredited courses. For more information refer to https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses.
Accredited qualifications	Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package. For more information refer to https://www.aqf.edu.au.
Adult and community education providers	Organisations that deliver community-based adult education and training, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Adverse decision	A serious action taken by a VET regulator against an RTO that is not compliant with regulatory standards. This includes registration cancellation, registration suspension, enforceable undertaking, partial registration cancellation or suspension, and shortened registration. This is a limited subset of all possible actions that a VET regulator may take against a non-compliant provider.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the anticipated hours of supervised training under a traditional delivery strategy.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
Australian Skills Quality Authority (ASQA)	The national regulator for VET in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania. It is also responsible for managing the registration and regulation of some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction. ASQA is responsible for the registration and audit of RTOs, and accreditation of courses in the VET sector. For more information, refer to https://www.asqa.gov.au/.
Completions	Fulfilment of all the requirements of a course enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).

Terms	Definition
Compliance audit	An audit or assessment of an RTO conducted by a VET regulator to determine compliance with regulatory standards. This includes ASQA compliance assessments, VRQA compliance audits, or TAC initiated audits. This excludes ASQA provider application, registration renewal, post-initial and change of scope assessments; VRQA registration, re-registration and amendment of scope audits; TAC initial registration, renewal of registration and amendment to scope audits.
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Annual hours of delivery are weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the state or territory is offering relatively more expensive programs compared with the national profile.
Disability	In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.
Entitlement funding	Entitlement funding models have been progressively introduced across jurisdictions from mid-2009. Although each state or territory's entitlement funding system has its own characteristics, entitlement funding programs consist of two key features: • Student entitlement to VET training – Provides a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification. • Demand driven VET training – Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.

Terms	Definition
Enrolment	The registration of a student at a training delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.
Entitlement funding	Consists of two key features: student entitlement to VET training (programs provide a guaranteed government-subsidised training place for working age residents to obtain initial qualifications) and demand driven VET training (government subsidies are contestable and are allocated to the RTO of the students' choice, regardless of provider type).
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Formal study and non-formal learning	The ABS Survey of Work-Related Training and Learning (WRTAL) defines formal study and non-formal learning as: • formal study activities lead to a qualification recognised by the AQF such as a Degree, Diploma or Certificate, and also includes VET study at school • non-formal learning activities are structured training or courses that do not form part of an award or qualification recognised by AQF (ABS 2022).
Government-funded VET	Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data is sourced from the National VET Provider Collection.
Group Training Organisations (GTOs)	Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with 'host' employers while they undertake their training.
Jobs and Skills Councils (JSCs)	Are not-for-profit companies owned and led by industry with a strategic leadership role to identify, forecast and respond to the current and emerging skills needs and workforce challenges. Additional information is available at https://www.dewr.gov.au/skills-reform/jobs-and-skills-councils ⤢.
Limited competitive tendering and eligible grants	Refers to where the tendering process is not advertised publicly and is restricted to training providers that meet set criteria such as community groups that deliver Adult Community Education VET programs.

Terms	Definition
Module	Refer to <u>Unit of competency and accredited module</u>.
Multi-sector training providers	Multi-sector training providers offer both higher education and VET courses.
Nationally recognised training	Training that leads to vocational qualifications and credentials that are recognised across Australia, that are delivered by RTOs. Nationally recognised training is listed on the National Training Register (training.gov.au). It consists of the following components: training package qualifications, accredited qualifications, accredited courses, training package skill sets in addition to units of competency and accredited units. Additional information is available at <u>https://www.ncver.edu.au/__data/assets/pdf_file/0043/9689470/Fact-sheet_What-are-nationally-recognised-training-and-non-nationally-recognised-training.pdf</u> ↗.
Non-nationally recognised training	Includes locally developed courses, higher level qualifications and locally developed skill sets. Non-nationally recognised training are not listed on the National Training Register (training.gov.au). Additional information is available at <u>https://www.ncver.edu.au/__data/assets/pdf_file/0043/9689470/Fact-sheet_What-are-nationally-recognised-training-and-non-nationally-recognised-training.pdf</u> ↗.
Open competitive tendering	Refers to where the tendering process is advertised publicly and is open to both public and private providers, except where otherwise noted.
Qualification completer	A student who completed a training package qualification or an accredited qualification. Prior to 2020, qualification completers were reported in NCVER publications as 'Graduates'.
Real expenditure/ funding/assets	Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the gross domestic product chain price deflator and expressed in terms of final year prices.
Recurrent funding	Captures revenues appropriated by a jurisdiction out of its own funds to cover training portfolio costs and any relevant VET programs.

Terms	Definition
Registered training organisation (RTO)	RTOs are training providers registered by ASQA, the Victorian Registration and Qualifications Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
Remoteness	Remoteness areas are based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems. ARIA+ is based on ABS Australian Statistical Geography Standard Statistical Area Level 2 regions. Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas.
Socio-economic indexes for areas (SEIFA)	Socio-economic indexes for areas (SEIFA) is a product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The indexes are based on information from the five-yearly Census. The SEIFA quintiles are area-based. The lowest scoring 20 per cent of areas are given a quintile number of one, the second-lowest 20 per cent are given a quintile number of two and so on, up to the highest 20 per cent of areas which are given a quintile number of 5. This means that each quintile contains an equal number of areas. They may not contain an equal number of people or dwellings.
Skill sets	Are groupings of units of competency that are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.
Students	Are individuals who were enrolled in a subject or completed a qualification during the reporting period.

Terms	Definition
Training Accreditation Council (TAC)	Western Australia's VET Regulator was established under the *Vocational Education and Training Act 1996* (WA). TAC is responsible for the registration of training providers delivering nationally recognised training to domestic students in Western Australia (WA) and Victoria. TAC is also responsible for course accreditation under the *AQTF 2021 Standards for Accredited Courses*. TAC does not register or regulate RTOs delivering nationally recognised training to students in States other than WA and Victoria or to international students on student visas in Australia. For more information, refer to https://www.wa.gov.au/organisation/training-accreditation-council 🔗.
Technical and further education (TAFE) institutes	Are government training providers that provide a range of technical and vocational education and training courses and other programs.
Total VET	Total VET refers to nationally recognised training (incorporating both government funded and fee-for-service activity) delivered by registered training providers. Total VET activity includes domestic and overseas VET activity. Data is sourced from the National VET Provider Collection and National VET in Schools Collection, with duplicated activity removed. The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools in addition to Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope.
Training package	Training packages specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages detail how units of competency can be packaged into nationally recognised qualifications that align to the AQF. For more information refer to https://www.asqa.gov.au/about/vet-sector/training-packages 🔗. Training package skill sets are defined as single units of competency, or combinations of units of competency from an endorsed training package, which link to a licensing or regulatory requirement, or a defined industry need.
Training providers	Are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.
Unit of competency and accredited module	Units of competency and accredited modules defines the skills and knowledge to operate effectively in a workplace context. They are the smallest units/modules that can be assessed and recognised. Where a student enrols in a unit/module not part of one of the categories above, they are reported as 'subjects not delivered as part of a nationally recognised program'.

Terms	Definition
User choice	Defined as the flow of public funds to individual training providers which reflects the choice of individual training provider for apprenticeships and traineeships made by the client.
User cost of capital	The opportunity cost of funds tied up in the capital used to deliver services, calculated as 8% of the total value of the physical non-current assets.
Vocational education and training (VET)	Is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.
VET participation	VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period. A VET student may be enrolled in more than one VET training program, and therefore there are more enrolments in the VET system than students.
VET program	A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.
VET Student Loans	Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.
Victorian Registration and Qualifications Authority (VRQA)	Victoria's VET regulator was established under the *Education and Training Reform Act 2006* (Vic). VRQA regulates RTOs in Victoria and Western Australia. It does not regulate RTOs that provide training outside Victoria and Western Australia (including online) or to international students. VRQA evaluates provider compliance against the VRQA Guidelines for VET Providers, the Australian Quality Training Framework and the AQF. For more information, refer to https://www2.vrqa.vic.gov.au/vet ☐.

References

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