# B Child care, education and training sector overview

**CONTENTS**

Aboriginal and Torres Strait Islander data in the CCET sector overview B.2

Policy context B.2

Service‑sector objectives B.4

Sector performance indicator framework B.5

Sector‑wide indicators B.8

Service‑specific performance indicator frameworks B.18

List of attachment tables B.18

References B.19

|  |
| --- |
| Attachment tables |
| Attachment tables are identified in references throughout this Indigenous Compendium by an ‘A’ prefix (for example, in this sector overview, table BA.1). As the data are directly sourced from the 2015 Report, the Compendium also notes where the original table, figure or text in the 2015 Report can be found. For example, where the Compendium refers to ‘2015 Report,  p. B.1’, this is page 1 of the Child care, education and training sector overview of the  2015 Report, and ‘2015 Report, table BA.1’ is table 1 of attachment BA of the 2015 Report. A list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the full attachment tables are available from the Review website at www.pc.gov.au/research/recurring/report-on-government-services. |
|  |
|  |

The Child care, education and training (CCET) sector overview in the *Report on Government Services 2015* (2015 Report) provides contextual and cross-sector information relating to child care, education and training services in Australia. Data are reported for Aboriginal and Torres Strait Islander Australians for a subset of the performance indicators reported in that sector overview — those data are compiled and presented here.

This sector overview provides an introduction to the Child care, education and training (CCET) chapters of this Report: Early childhood education and care (ECEC) (chapter 3), School education (chapter 4) and Vocational education and training (chapter 5). It provides an overview of the CCET sector, presenting both contextual information and high level performance information.

Major improvements in reporting in the CCET sector this year are identified in each of the service-specific CCET chapters.

### Aboriginal and Torres Strait Islander data in the CCET sector overview

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

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

### Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the CCET sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when Council of Australian Governments (COAG) agreed to a range of aspirations for the sector. To achieve agreed COAG aspirations, governments have endorsed a number of major funding agreements and initiatives. The broadest of these COAG initiatives are outlined in box B.1, with additional detail in the service-specific chapters. There are also a range of State and Territory based policy initiatives across the CCET sector that support these broader COAG initiatives.

|  |
| --- |
| Box B.1 COAG initiatives in the CCET sector |
| * The *National Early Childhood Development Strategy* aims to improve outcomes for all children and their families, and includes the following initiatives: * the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) for the period July 2013 to December 2014, supporting universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children * the *National Partnership Agreement on Indigenous Early Childhood Development* * the *National Quality Framework* (NQF) which incorporates a new *National Quality Standard* to ensure high quality and consistent care across Australia. The NQF is implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* * national workforce initiatives to improve the quality and supply for the early childhood education and care (ECEC) workforce. * The *National Education Agreement* (NEA) covers school education, consisting of objectives and outcomes for all schools and school systems, including the roles and responsibilities of the Australian and State and Territory governments and performance indicators. * The *National Agreement for Skills and Workforce Development* (NASWD) sets out the commitment between the Australian government and the State and Territory governments to work towards increasing the skill levels of all Australians. * The *National Indigenous Reform Agreement* (NIRA) provides an integrated framework for closing the gap in Aboriginal and Torres Strait Islander disadvantage, based on the seven building blocks of early childhood schooling, health, economic participation, healthy homes, safe communities, and governance and leadership. * The Australian Government and State and Territory governments have also agreed to a number of National Partnerships and other agreements related to education and training, including: * The Smarter Schools National Partnership which incorporates: the National Partnership on Literacy and Numeracy; the National Partnership on Low Socio‑Economic Status School Communities; and the National Partnership on Improving Teacher Quality * The National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now * The Digital Education Revolution * The Trade Training Centres in Schools Program * The National Partnership on Youth Attainment and Transitions * The National Partnership Agreement for Productivity Places Program * The National Partnership Agreement on Skills Reform.   Further information on Council of Australian Governments (COAG) National Agreements and National Partnerships is available at www.federalfinancialrelations.gov.au. |
| *Source*:COAG (2009). |
|  |
|  |

#### Factors affecting engagement in the CCET sector

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

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

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

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

### Service‑sector objectives

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

|  |
| --- |
| Box B.2 Objectives of the CCET sector |
| The objectives for ECEC (2015 Report, box 3.4) are to:   * meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment * provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.   The objectives of school education services (2015 Report, box 4.2), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.  The objectives of VET services (2015 Report, box 5.3), as reflected in the *National Agreement for Skills and Workforce Development* are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Aboriginal and Torres Strait Islander Australians to acquire skills to access viable employment.  The objectives of higher education services, as reflected in the *Commonwealth Higher Education Support Act 2003*, include contributing to the development of cultural and intellectual life in Australia, and appropriately meeting Australia’s social and economic needs for a highly educated and skilled population. |
|  |
|  |

### Sector performance indicator framework

This sector overview is based on a sector performance indicator framework (figure B.1). This framework is made up of the following elements.

* Sector objectives — three sector objectives are a précis of the key commitments agreed to by COAG, including the NP UAECE, the NEA and the NASWD. Although these goals are based on outcomes in these commitments, wording has been amended for relevance to the CCET sector overview reporting (figure B.1).
* Sector‑wide indicators — three sector‑wide headline indicators reflect activity across the sector. Several measures support each indicator.
* Information from the service‑specific performance indicator frameworks that relate to CCET services. Discussed in more detail in chapters 3, 4 and 5, the service‑specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

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

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

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

|  |
| --- |
| Figure B.1 CCET sector performance indicator framework |
| |  | | --- | | Figure B.5 CCET sector performance indicator framework  More details can be found within the text surrounding this image. | |
|  |
|  |

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

### Sector‑wide indicators

This section includes high level indicators of CCET outcomes. Many factors are likely to influence outcomes — not solely the performance of government services. However, these outcomes inform the development of appropriate policies and delivery of government services.

#### School readiness

‘School readiness’ is an indicator of governments’ broad objective that all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents (box B.3).

.

|  |
| --- |
| Box B.3 School readiness |
| School readiness includes two measures:   * Transition to primary school, defined as the proportion of children developmentally on track on four or more domains of the Australian Early Development Census (AEDC)[[1]](#footnote-1). * Early learning (home based), a proxy measure, defined as the number of days per week that a parent/guardian told stories, read to a child or listened to a child read for children aged  3–8 years.   School readiness refers to the level of development at which a child can fulfil schooling requirements, and can be described in terms of a range of factors including a child’s emotional and social competence, language and cognitive skills, and resilience.  Even if the child appears to be ready for primary school, the actual transition to school represents a major change in the child’s life. Children displaying higher levels of development are more likely to make a successful transition to primary school and have higher levels of achievement compared with those who have difficulty making this transition (AIHW 2011; NSW DoCS 2003).  Transition to primary school  Transition to primary school is one measure of school readiness. This measure reports the proportion of children on track on four or more (of five) AEDC domains. Children who are considered developmentally on track possess adequate skills for the domain — those who have results above the 25th percentile.  The five AEDC domains are: language and cognitive skills; physical health and well‑being; social competence; emotional maturity and communication skills; and general knowledge. These domains are all inter‑related aspects of school readiness (see 2015 Report, box 3.28 in the ECEC chapter for more information on the AEDC). Further information on AEDC results are available at www.aedc.gov.au.  Early learning  A supportive home learning environment through shared learning activities between the parent/carer and the young child, including reading to children on a regular basis, is a key requirement to assist young children to reach cognitive development milestones. Home literacy activities have been found to improve children’s reading, vocabulary, general information and letter recognition skills when entering school. Parent/carer education levels may also influence a supportive home learning environment (AIHW 2011; McTurk et al. 2011).  Data reported for these measures are:   * comparable (subject to caveats) within jurisdictions over time and across jurisdictions * complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services. |
|  |
|  |

##### Transition to primary school

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

|  |
| --- |
| Figure B.2 Proportion of children on track on four or more domains of the AEDC as they enter school, 2012**a, b, c** |
| |  | | --- | | Figure B.6 Proportion of children on track on four or more domains of the AEDC as they enter school, 2012  More details can be found within the text surrounding this image. | |
| a Data are reported from a population measure of young children’s development based on a teacher‑completed checklist. b Children who score above the 25th percentile (in the top 75 per cent) of the Australian Early Development Census (AEDC) population are classified as on track. AEDC cut‑offs have been set for each domain. The cut‑offs have been created on the basis of all children who participated in the AEDC nationally. c The AEDC also reports against five domains: language and cognitive skills; physical health and well‑being; social competence; emotional maturity and communication skills; and general knowledge which are all inter‑related aspects of school readiness. |
| *Source*: Department of Education (unpublished) *Australian Early Development Census 2012*; table BA.7; 2015 Report, figure B.6, p. B.24. |
|  |
|  |

Data are also provided for this measure with a focus on the proportion of children who are developmentally at risk and developmentally vulnerable. Children classified as developmentally at risk scored between 10 per cent and 25 per cent of the national AEDC population for an AEDC domain. Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain. Nationally in 2012, 40.9 per cent of children were developmentally at risk on one or more domains of the AEDC, compared to 43.5 per cent in 2009 (table BA.8). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non‑Indigenous children who were developmentally at risk on one or more domains of the AEDC was 56.8 per cent and 40.0 per cent respectively (table BA.8). Table BA.8 also includes proportions of students who were developmentally at risk on one or more, two or more, three or more, and all five domains for 2012 and 2009.

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

#### Participation

‘Participation’ is an indicator of governments’ objectives to develop the talents and competencies of the population through the education and training system, to enable them to have the learning and skills required to participate in the productive economy (box B.4).

|  |
| --- |
| Box B.4 Participation |
| The participation indicator is defined by six measures:   * Participation in education and training by institution type is defined as the proportion of  15–24 year olds participating in education and training by institution type (school education, TAFE, Higher education, other). * School leaver participation in full time education and training is defined as the proportion of 17–24 year old school leavers participating in full time education and training. * School leaver destination by institution type is defined as the proportion of 15–19 year old school leavers participating in education and training by institution type (higher education, TAFE or other, not enrolled). * Participation in higher education by selected groups is defined as the proportion of the population participating in higher education by selected disadvantaged groups. * Full time participation in education and training and/or employment, defined as the proportion of 17–24 year olds participating in full time education and training and/or employment * Full time participation of school leavers in education and training and/or employment by Indigenous status, defined as the proportion of 17–24 year old school leavers participating in full time education and training and/or employment by Indigenous status.   Holding other factors constant, higher or increasing participation in the early childhood, education, training and higher education sector suggests an improvement in educational outcomes through greater access.  The level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and SES.  The level of participation in education, training or work can indicate the proportion of the population at risk of marginal participation (or non‑participation) in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty making a transition to full time employment by their mid‑20s (ACER 2005, FYA 2008).  Data reported for these measures are:   * comparable (subject to caveats) within jurisdictions over time and across jurisdictions * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services. |
|  |
|  |

##### Participation in higher education by selected groups

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

|  |
| --- |
| Figure B.3 Participation in higher education by selected groups, compared with their representation in the community,  2013**a, b, c** |
| |  | | --- | | Figure B.3 Participation in higher education by selected groups, compared with their representation in the community, 2013  More details can be found within the text surrounding this image. | |
| a Students can be included in more than one selected group. b Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low SES groups is calculated based on all domestic onshore students. For derivation of ‘representation in the community’ data, see table BA.22. c Figure B.3 presents a broad pattern of participation. However, the proportion of people from selected groups in the community (which cover all ages), do not have the same age profile as people engaged in higher education study. Therefore, figure B.3 might overstate the disparity between the participation of people from selected groups in higher education and their representation in the community, among people of a similar age profile. |
| *Source*: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012,* Cat. no 4430.0; ABS (2014) *Regional Population Growth, Australia, 2012‑13*, Cat. no. 3218.0; ABS (2013) *Australian Demographic Statistics, Jun 2013,* Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026,* Cat. no. 3238.0, Canberra; tables 2A.12, 2A.14 and BA.22 and  2015 Report, figure B.10, p.B.30. |
|  |
|  |

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

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

|  |
| --- |
| Figure B.4 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, by Indigenous status, 2011**a, b, c, d, e, f, g, h, i** |
| |  | | --- | | Figure B.4 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, by Indigenous status, 2011  More details can be found within the text surrounding this image. | |
| a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). bThe Census does not collect level of current study, but does collect institution attended, therefore, all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non‑formal education or school level education. cPeople whose labour force status was not stated and who were not identified as studying full time are excluded. People whose student status was not stated and who were not identified as employed full time are also excluded. dPeople whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded. ePeople who did not state their labour force status and did not state their student status are excluded. fAustralia includes ‘Other territories’. gExcludes people who did not state their Indigenous status. h People who were engaged in a combination of education or training and employment but whose full time/part time student status or their full time/part time employment status was not identified are included in ‘Total Fully Engaged’. iWhile there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non‑sampling data quality issues such as undercounting that need to be taken into account when interpreting data. |
| *Source*: ABS (unpublished) *2011 Census of Population and Housing*; table BA.25; 2015 Report,  figure B.13, p. B.33. |
|  |
|  |

#### Attainment

‘Attainment’ is an indicator of governments’ objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.5).

|  |
| --- |
| Box B.5 Attainment |
| Attainment is defined by five measures:   * Level of highest non‑school qualification completed is defined as the proportion of  15–64 year olds with a non‑school qualification by level of highest non‑school qualification. * Completion of year 12 (or equivalent), or Certificate level II or above is defined as the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. This is also measured by Indigenous status. * Completion of year 12 (or equivalent), or Certificate level III or above is defined as the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above. * Population who have qualifications at Certificate level III or above is defined as the proportion of 20–64 year olds who have qualifications at or above Certificate level III. This is also measured by Indigenous status. * Achievement of foundation skills (literacy, numeracy and problem solving in technology‑rich environments [PSTRE]) is defined as the proportion of 20–64 year olds who have achieved literacy, numeracy and PSTRE competencies according to the Programme for the International Assessment of Adult Competencies (PIAAC).   An important objective of the education system is to add to the skill base of the population, with the benefits of improving employment, worker productivity and economic growth.  Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes, leading to additional contributions to society and the economy.  However, attainment should be interpreted with caution. It understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, but data on skill sets are not available for this Report.  Data reported for these measures are:   * comparable (subject to caveats) within jurisdictions over time and across jurisdictions * complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/research/recurring/report-on-government-services. |
|  |
|  |

The proportions of 20–64 year olds with or working towards a non‑school qualification are presented by Indigenous status in table BA.31. Nationally in 2011, 40.8 per cent of Aboriginal and Torres Strait Islander 20–64 year olds had, or were working towards a non‑school qualification, compared to 64.6 per cent of non‑Indigenous 20–64 year olds.

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

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

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

|  |
| --- |
| Figure B.5 Proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level II or above, by Indigenous status, 2011**a, b, c, d, e, f** |
| |  | | --- | | Figure B.5 Proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level II or above, by Indigenous status, 2011  More details can be found within the text surrounding this image. | |
| a Certificate II level or above includes ‘Certificate I or II nfd’, but excludes ‘Certificate nfd’. b People who did not state if they had a non‑school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level of above, are also excluded. c People who are not stated or inadequately described for both highest year of school and non‑school qualification are excluded. d Excludes people who did not state their Indigenous status. e Australia includes ‘Other Territories’. fWhile there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non‑sampling data quality issues such as undercounting that need to be taken into account when interpreting data. |
| *Source*: ABS (unpublished) *2011 Census of Population and Housing*; table BA.33; 2015 Report,  figure B.17, p. B.38. |
|  |
|  |

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

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

Nationally, in 2011, 29.6 per cent of Aboriginal and Torres Strait Islander 20–64 year olds had qualifications at or above a Certificate III, compared with 54.8 per cent of non‑Indigenous 20–64 year olds (figure B.6).

|  |
| --- |
| Figure B.6 Proportion of 20–64 year olds with qualifications at or above Certificate III, by Indigenous status, 2011**a, b, c, d, e** |
| |  | | --- | | Figure B.6 Proportion of 20–64 year olds with qualifications at or above Certificate III, by Indigenous status, 2011  More details can be found within the text surrounding this image. | |
| a People whose level of non‑school qualification was recorded as Certificate nfd or inadequately described are assumed to have attained below Certificate level III and are therefore excluded from the numerator, but included in the denominator for this indicator. b Not stated responses are excluded from the calculations (numerator and denominator). c Australia includes ‘Other Territories’. d Excludes people who did not state their Indigenous status. eWhile there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non‑sampling data quality issues such as undercounting that need to be taken into account when interpreting data. |
| *Source*: ABS (unpublished) *2011 Census of Population and Housing*; table BA.41; 2015 Report,  figure B.22, p. B.43. |
|  |
|  |

### Service‑specific performance indicator frameworks

Aboriginal and Torres Strait Islander reporting on service-specific performance indicator frameworks for ECEC (chapter 3), school education (chapter 4) and VET (chapter 5) are in the subsequent chapters of this Compendium.

### List of attachment tables

Attachment tables for data within this sector overview are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by a ‘BA’ prefix (for example, table BA.1 is table 1 in the CCET sector overview attachment). Attachment tables are on the Review website (www.pc.gov.au/research/recurring/report-on-government-services).

|  |  |
| --- | --- |
| **Table BA.7** | Children on track on the Australian Early Development Census (AEDC) |
| **Table BA.8** | Children developmentally at risk on the AEDC |
| **Table BA.9** | Children developmentally vulnerable on the AEDC |
| **Table BA.22** | Higher education participation by selected groups (per cent) |
| **Table BA.25** | Proportion of 17-24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) |
| **Table BA.31** | Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data) |
| **Table BA.33** | People aged 20-24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data) |
| **Table BA.34** | Proportion of 20-24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data) |
| **Table BA.41** | Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data) |

### References

ACER (Australian Council for Educational Research) 2005, *Leaving school in Australia: Early career and labour market outcomes*, LSAY Briefing Number 9, July 2005, Melbourne.

AIHW (Australian Institute of Health and Welfare) 2011, *National outcome measures for early childhood development — development of an indicator based reporting framework,* Cat. no. PHE 134, Canberra.

—— 2010, *School attendance and retention of Indigenous Australian students*, Issues paper no. 1 produced for the Closing the Gap Clearinghouse, Cat. no. IHW 33 ISBN 978‑1‑74249‑060‑1, Canberra. www.aihw.gov.au/closingthegap/documents/issues\_papers/ctg‑ip01.pdf (accessed   
17 August 2011).

COAG (Council of Australian Governments) 2009, *Investing in the Early Years — A National Early Childhood Development Strategy*. *An initiative of the Council of Australian Governments,* 2 July 2009, www.coag.gov.au/ coag\_meeting\_outcomes/  
2009–07-02/docs/national\_ECD\_strategy.pdf (accessed 3 October 2011).

FYA (Foundation for Young Australians) 2008, *How Young People are Faring ’08,* www.fya.org.au/ (accessed 17 August 2011).

Jackiewicz, S., Saggers, S. and Frances, K. 2011, Equity of access: Requirements of Indigenous families and communities to ensure equitable access to government‑approved childcare settings in Australia, *Australasian Journal of Early Childhood*, vol. 36, no. 3, pp. 100–108.

McTurk, N., Tess, L., Robinson, G., Nutton, G. and Carapetis J. R. 2011, ‘Defining and assessing the school readiness of Indigenous Australian children’*, Australasian Journal of Early Childhood*, vol. 36, no. 1, pp. 69–76.

NCVER (National Centre for Vocational Education Research) 2014a, *Educational outcomes: the impact of aspirations and the role of student background characteristics,* Research Report No. 65, Adelaide.

——2014b, *The factors affecting the educational and occupational aspirations of young Australians,* Research Report No. 66,Adelaide.

NSW DoCS (NSW Department of Community Services) 2003, *School readiness,* Discussionpaper 1 www.community.nsw.gov.au/docswr/\_assets/main/documents/school\_readiness.pdf (accessed 17 August 2011).

1. Prior to 1 July 2014 the AEDC was known as the Australian Early Development Index. [↑](#footnote-ref-1)