

Chapter 2

Statistical Picture of Aboriginal and Torres Strait Islander School Students in Australia

Statistical Picture

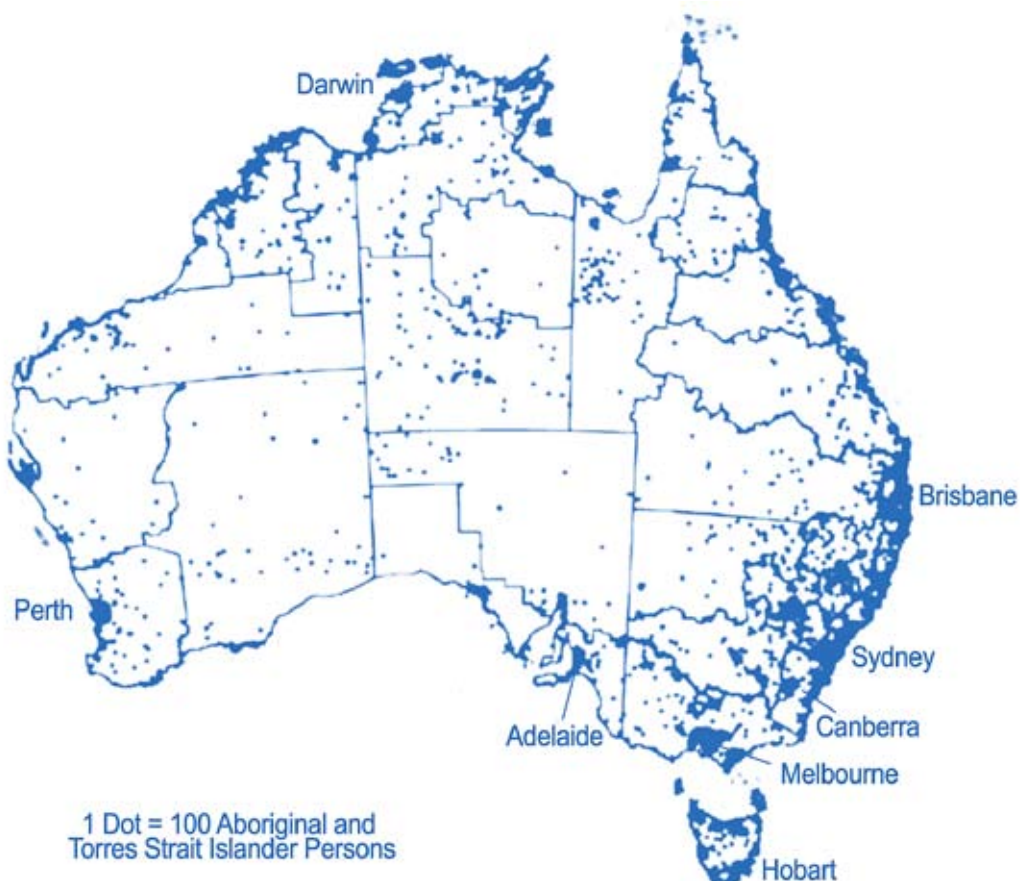
The Australian Bureau of Statistics (ABS) reported that the estimated resident Aboriginal and Torres Strait Islander population of Australia, as at 30 June 2006, was 517,000 people. This equates to 2.5 per cent of the total Australian population. The median age for the Aboriginal and Torres Strait Islander population was reported as 21.0 years, compared to

37.0 years for the non-Aboriginal and Torres Strait Islander population.

For the 2006 Census report, the ABS mapped the distribution of people identifying as Aboriginal and/or Torres Strait Islander (as a percentage) by State and Territory, and provided information about the distribution of this population according to remoteness.

Population Distribution

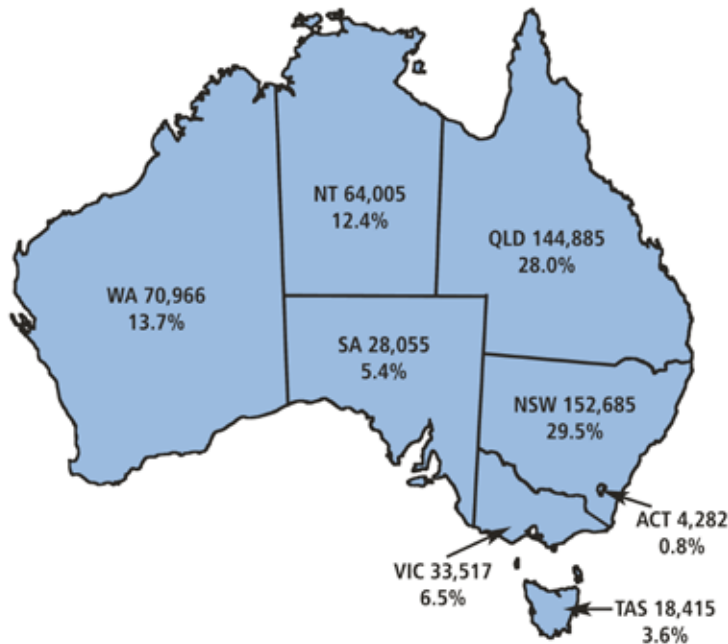
Figure 1: Aboriginal and Torres Strait Islander population distribution, Aboriginal and Torres Strait Islander Region Boundaries, 2006



Source: ABS, *Population Distribution, Aboriginal and Torres Strait Islander Australians 2006*, (Cat.No.4705.0), p.7, available online: [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/377284127F903297CA25733700241AC0/\\$File/47050_2006.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/377284127F903297CA25733700241AC0/$File/47050_2006.pdf)

Distribution by State/Territory 2006

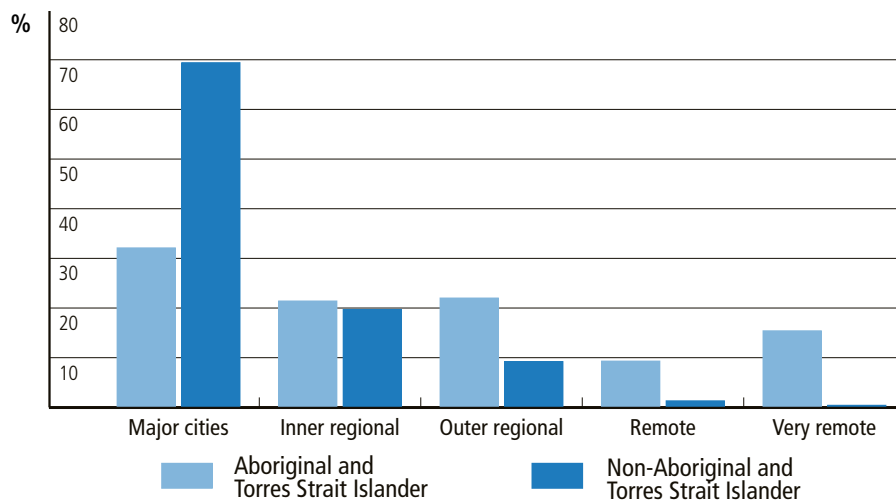
Figure 2: Number of Aboriginal and Torres Strait Islander Australians and percentage of total Aboriginal and Torres Strait Islander population, 2006



Source: ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians June 2006*, (Cat.No.3238.0.55.001) available online: <http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples+-+Population>

Distribution by Remoteness

Figure 3: Aboriginal and Torres Strait Islander population distribution, by remoteness, as of 30 June 2006



Source: ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006*, available online: http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3238.0.55.001Jun_2006?OpenDocument

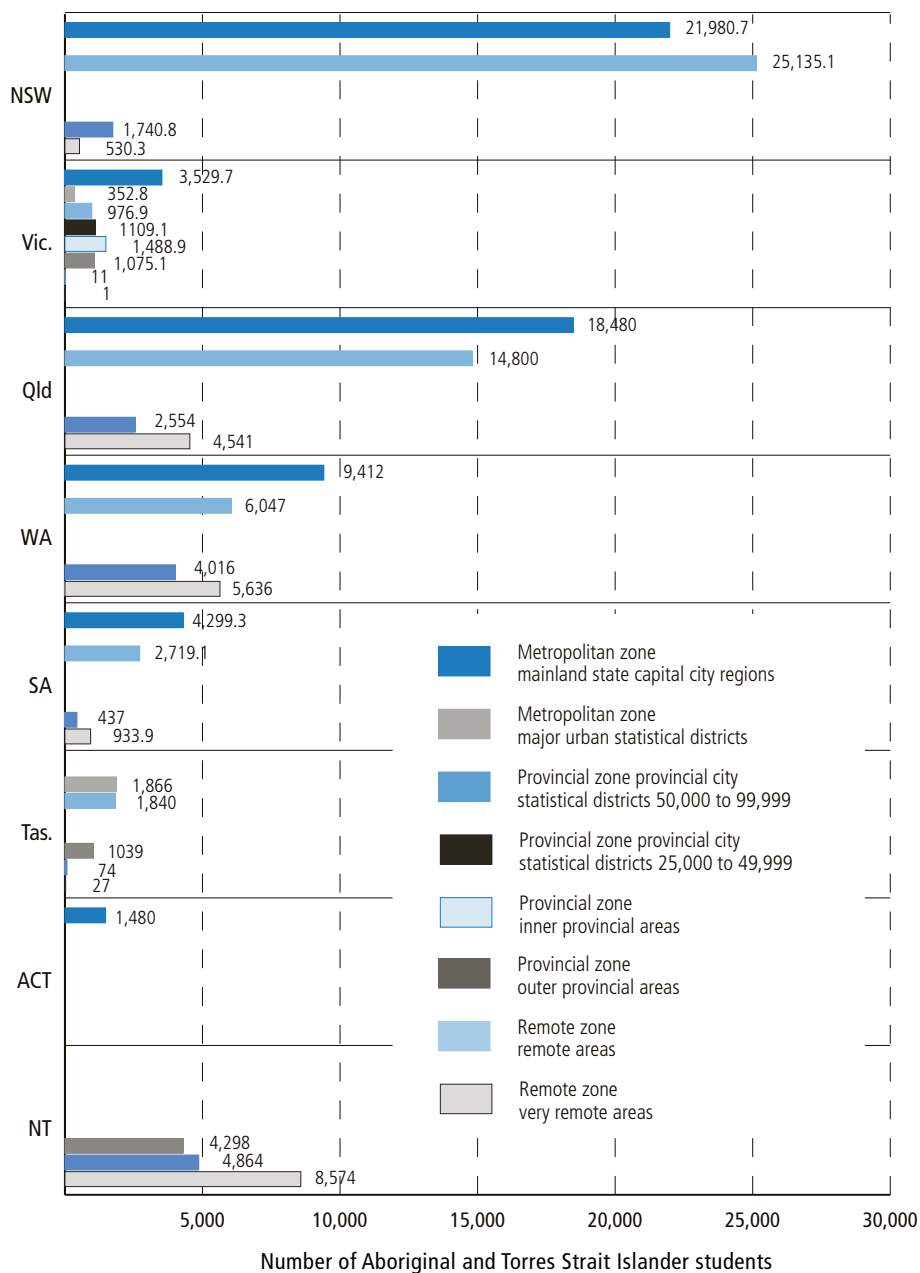
School Information

Tables providing detailed information about the number of full-time and part-time Aboriginal and Torres Strait Islander students are available in [Table 42b](#) – Full-time and part-time students 2006–2010, from the ABS, *Schools Australia, 2010*, on the Australian Bureau of Statistics website.

[Table 42b](#) includes a breakdown of student enrolments, showing numbers attending government, Catholic and independent schools by level and year of schooling, and also gender.

The graph below shows the number of students enrolled in 2010, in each geolocation, by State and Territory.

Figure 4: Number of Aboriginal and Torres Strait Islander students enrolled, by geolocation, by State and Territory, 2010



Source: State/Territory departments of education

Factors Impacting on Education

There are just over half a million Aboriginal and Torres Strait Islander people in Australia today, comprising 2.5 per cent of the Australian population.

Although many Aboriginal and Torres Strait Islander Australians have a good standard of living, too many experience unacceptable levels of disadvantage in living standards, life expectancy, education, health and employment. Current data shows a significant gap in these critical areas between the Aboriginal and Torres Strait Islander and other populations.

The Australian Bureau of Statistics estimates for 2009 show life expectancy for Aboriginal and Torres Strait Islander Australians to be lower than the 'Other' population, by approximately 11.5 years for males, and 9.7 years for females.

In the period 2002–2006, Aboriginal and Torres Strait Islander children under five years of age died at around three times the rate of other children (305.2 compared with 102.4 deaths per 100,000). Approximately 83 per cent of Aboriginal and Torres Strait Islander deaths below age five occurred in the first year of life, and of these, nearly half occurred within the first month.

Aboriginal and Torres Strait Islander children are less likely to participate in early childhood education, and without access to, and participation in, engaging, relevant preschool learning opportunities, are likely to be behind their peers from their first year of formal schooling, in some aspects of early language development and comprehension.

While most Aboriginal and Torres Strait Islander students in metropolitan and regional areas meet the minimum reading standard, the proportion achieving at least the minimum standard of literacy and numeracy skills decreases as the level of remoteness increases.

Australians who do not complete Year 12 are less likely to have the same opportunities as those who do. In 2006, Year 12 completions for Aboriginal and Torres Strait Islander Australians were 45.3 per cent, compared to 86.3 per cent for other Australians.

Aboriginal and Torres Strait Islander Australians also experience much higher levels of unemployment than other Australians. At the time of the 2006 Census, around 48 per cent of the Aboriginal and Torres Strait Islander workforce-aged population was in employment. This compares to 72 per cent for other Australians – a gap of 24 percentage points.

Source: Australian Government Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), *Indigenous Australians: Closing the Gap – The need to act*, (2009) http://www.fahcsia.gov.au/sa/indigenous/progserv/ctg/Pages/need_to_act.aspx

For individual State and Territory contexts please refer to the following links:

State and Territory Contextual Information

New South Wales

Over half of the Aboriginal and Torres Strait Islander students in New South Wales (50.9 per cent) are enrolled in schools in provincial locations. A further 44.5 per cent of students are enrolled in schools in metropolitan locations, while 3.5 per cent are in schools in remote locations, and only 1.1 per cent in schools in very remote locations.

Despite the concentration of enrolments in metropolitan and provincial areas, it is important to note that Aboriginal students are spread over a large number of schools. In New South Wales, although Aboriginal and Torres Strait Islander students represent 4.4 per cent of the total students, these enrolments are spread over 2,500 schools, which is more than 80 per cent of all schools in New South Wales. Moreover, 47.6 per cent of Aboriginal students in New South Wales are enrolled in schools in which they comprise less than 10 per cent of total student enrolments. The spread of Aboriginal students over a large number of schools, in which they comprise a small proportion of total students, has significant implications for program and resource distribution. This includes the strategic targeting of resources to schools where data indicates there is the greatest need.

Victoria

Aboriginal and Torres Strait Islander cultures are the oldest living cultures in the world. Aboriginal and Torres Strait Islander culture and heritage forms a fundamental part of Victoria's history and identity.

The land that is now called Victoria has an Aboriginal and Torres Strait Islander history that goes back tens of thousands of years. It is estimated that there were between 20,000 and 60,000 people, speaking more than 30 languages, when European settlers first arrived.

In 2006, the Australian Census showed that there were around 33,500 Aboriginal and Torres Strait Islander people living in Melbourne and regional Victoria, an increase from 27,800 in 2001. It is estimated that the Aboriginal and Torres Strait Islander population in 2010 has further risen to approximately 36,700 people².

The current Aboriginal and Torres Strait Islander population is about 0.65 per cent of the State's total. Victoria's Aboriginal and Torres Strait Islander population includes those connected to land in Victoria and those whose lands are elsewhere in Australia.

The demographic make-up of the Aboriginal and Torres Strait Islander population in Victoria differs from the general Victorian population. It is a young population — the median age of Aboriginal and Torres Strait Islander Victorians is estimated to be 21.8 years³ — while the median age of the general population is estimated to be 36.0 years. Children aged 0 to 17 make up 43.5 per cent of the Aboriginal and Torres Strait Islander population, compared with 23 per cent of the general population.

The Aboriginal and Torres Strait Islander population in Victoria has a higher growth rate than the population as a whole. All Aboriginal and Torres Strait Islander Victorians live in regional or urban areas, whereas nationally 25 per cent of Aboriginal and Torres Strait Islander Australians live in remote areas. No areas in Victoria are classified as remote.

Aboriginal and Torres Strait Islander Victorians have suffered disproportionately from historical policies that removed Aboriginal and Torres Strait Islander children from their homes

and families. Compared with Aboriginal and Torres Strait Islander people in other jurisdictions, 11.5 per cent of Aboriginal and Torres Strait Islander Victorians report having been removed from their natural family, compared with 7.0 per cent across the national Aboriginal and Torres Strait Islander population.⁴ Forty-seven per cent of Victorian Aboriginal and Torres Strait Islander respondents reported they had relatives removed from their family, compared to 37.6 per cent nationally.

In school systems within Victoria, the number of Aboriginal and Torres Strait Islander students continues to grow by over 11.5 per cent from 2008 to 2010. In 2010, Aboriginal and Torres Strait Islander students constituted 1.6 per cent of the government school population (up from 1.5 per cent in 2008), 0.47 per cent of students in Catholic schools (0.39 per cent in 2008), and 0.30 per cent in independent schools (0.23 per cent in 2008).

Queensland

Queensland has a highly regional population with medium to large population centres along the east coast. Approximately half of the population lives in the south-east of the State. However, higher proportions of Aboriginal people and Torres Strait Islander people live outside the Brisbane capital city area.

The estimated resident population in 2010 was approximately 4.5 million. According to the 2006 Census, there were 127,578 people in Queensland who were of Aboriginal and Torres Strait Islander origin. Of these, 98,716 were of Aboriginal origin and 18,374 were of Torres Strait Islander origin, and 10,455 were of both Aboriginal and Torres Strait Islander origin. These persons made up 3.3 per cent of the total Queensland population and about 28.3 per cent of the Australian Aboriginal and Torres Strait Islander population. While the Aboriginal and Torres Strait Islander population represents a lower proportion of the overall population who live in the Brisbane area, this represents approximately 40 per cent of the Aboriginal and Torres Strait Islander population in Queensland.

Schools

In August 2010, there were 1,702 schools in Queensland, of which 72.6 per cent (1,235) were government schools and 27.4

per cent (467) were non-government schools. Of the 1,702 schools in Queensland in 2010, 1,150 (69.5 per cent) were primary schools, 262 (15.8 per cent) were secondary schools and 242 (14.6 per cent) were combined primary/secondary schools. There are approximately 540 schools in the Brisbane capital city area. Queensland, in comparison to other Australian States, continues to have a relatively high proportion of small schools, particularly serving rural localities.

Students

Queensland had approximately 725,000 full-time students attending schools in 2010, 20.8 per cent of the Australian total. Of these, 67 per cent attended Queensland government schools and 33 per cent attended non-government schools. For the Aboriginal and Torres Strait Islander student population, the proportion of State school enrolments was approximately 87 per cent of Aboriginal and Torres Strait Islander students, or approximately 8 per cent of the overall State school student population.

In 2010, more than 47,700 Aboriginal and Torres Strait Islander students attended Queensland schools full time. More than 40,300 were enrolled in Queensland state schools, of which:

- 44 per cent attended in metropolitan areas
- 13 per cent attended in provincial cities
- 24 per cent attended in rural areas
- 19 per cent attended in remote areas.

Western Australia

Western Australia faces some unique challenges in closing the disadvantage gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander citizens. Western Australia has the third largest Aboriginal and Torres Strait Islander population of all the States and Territories. According to the Australian Bureau of Statistics, there were approximately 70,966 Indigenous people living in Western Australia in 2006. This equates to 3.4 per cent of the total State population and 14 per cent of the total Aboriginal and Torres Strait Islander population in Australia.⁵

The State's Aboriginal and Torres Strait Islander population has a young profile. Almost 40 per cent of the Aboriginal and Torres Strait Islander community is under the age of 15 years. These population characteristics impact on the provision of services, particularly in the areas of prevention and early intervention during the early childhood and school years to improve health, wellbeing and life opportunities.

A greater proportion of Western Australia's Aboriginal and Torres Strait Islander population live in remote or very remote areas of the State. It is estimated that 42 per cent of Aboriginal and Torres Strait Islander Western Australians live in remote or very remote areas, and 34 per cent live in major cities. In the Perth metropolitan area, Aboriginal and Torres Strait Islander people are more likely to live in the least wealthy suburbs, with only 15 per cent of Perth's Aboriginal and Torres Strait Islander population living in areas that have high socio-economic status.

Aboriginal and Torres Strait Islander communities in Western Australia are characterised by variation in size, high population mobility, cultural and linguistic diversity, and remoteness. Western Australia is second only to the Northern Territory in having a large proportion of Aboriginal and Torres Strait Islander people living in remote or very remote locations. There are more than 250 discrete Aboriginal and Torres Strait Islander communities dispersed across Western Australia. This is in addition to the many communities living within remote townships. The majority of discrete communities are classified as very remote⁶, meaning that there is very little access to goods, services and economic opportunities for those living in these communities. A further implication is the problem of attracting and retaining service providers, such as health professionals, teachers, police, legal services and child protection workers, who have appropriate training to meet the specific needs of Aboriginal and Torres Strait Islander communities in remote locations.

Adding to the impact of remoteness on service provision is the fact that over 60 per cent of these communities have a population of less than 50 people. These communities are spread throughout the Kimberley, Pilbara and Western Desert regions. The dispersal of a large number of communities with small populations makes it very difficult to address the needs of Aboriginal and Torres Strait Islander people in these areas.

There are more than 60 Aboriginal language groups in Western Australia,⁷ with approximately 14 per cent of the Aboriginal and Torres Strait Islander population speaking an Indigenous language at home. The prevalence and diversity of Aboriginal and Torres Strait Islander languages means that extra measures, such as interpreting and translating services, are required to ensure equitable access to services. There is also a complexity in service delivery within remote towns and communities, arising from the diverse cultural and linguistic 'mix' of Aboriginal and Torres Strait Islander groups within a town or the surrounding community. The varied characteristics of Aboriginal and Torres Strait Islander communities in Western Australia are recognised as significant factors in the planning and delivery of effective services.

Source: Western Australia Department of Indigenous Affairs, *Closing the Gap In Indigenous Life Outcomes Western Australia*, June 2010, available online at: <http://www.dia.wa.gov.au/Publications/>

South Australia

South Australia has a culturally diverse population, with medium to large population centres in the Adelaide metropolitan region, and at regional centres across the State. The estimated resident population for South Australia was 1,650,400, at the end of 2010, with 30,382 Aboriginal and Torres Strait Islander people, comprising 1.8 per cent of the total South Australian population. Nearly three-quarters of the total population live in Adelaide, however, just over half of the Aboriginal and Torres Strait Islander population live outside Adelaide, with a quarter living in the north of the State.

Schools

In August 2010, there were 776 schools in South Australia, of which, 75 per cent were government schools, and 25 per cent were non-government schools. Of the 776 schools in South Australia in 2010, 520 (67 per cent) were primary schools, 96 (12 per cent) were secondary schools, and 160 (21 per cent) were combined primary/secondary schools. There are approximately 424 schools in the Adelaide capital city area.

Students

South Australia had approximately 255,000 full-time students attending schools in 2010, 7.3 per cent of the Australian total. Of these, 64.0 per cent attended South Australian government schools and 36.0 attended non-government schools. For the Aboriginal and Torres Strait Islander student population, the proportion of government school enrolments was approximately 89.0 per cent of Aboriginal and Torres Strait Islander students, or approximately 5.0 per cent of the overall government student population.

South Australia has the second highest proportion of part-time students across Australia, at 2.5 per cent, while Australia as a whole has 0.7 per cent. The proportion of part-time Aboriginal and Torres Strait Islander students in South Australia is also second highest across Australia, but at a lower rate of 1.1 per cent.

In 2010, 9,448.1 Aboriginal and Torres Strait Islander students attended South Australian schools. Of the 8,390.2 enrolled in South Australian State schools:

- 4,299.3 full-time equivalent students comprised 3.8 per cent of all metropolitan enrolments
- 2,719.1 full-time equivalent students comprised 6.0 per cent of all provincial enrolments
- 437.9 full-time equivalent students comprised 7.0 per cent of all remote enrolments, and
- 933.9 full-time equivalent students comprised 48.9 per cent of all very remote enrolments.

The Department of Education and Children's Services (DECS) oversees children's services and public education in South Australia. DECS has approximately 25,000 people working in over 1,000 different locations, and its schools and preschools provide services to more than 180,000 children, students and their families.

In 2010 (Term Two data collection), there were 18,339 preschool enrolments in South Australia. There were 1,242 Aboriginal and Torres Strait Islander preschool enrolments, 6.8 per cent of all preschool enrolments. Ninety-four per cent of all preschool

enrolments are enrolled in government preschools, compared to 99.0 per cent of Aboriginal and Torres Strait Islander enrolments.

The number of Aboriginal and Torres Strait Islander students enrolled in South Australian schools and retained in senior secondary years has continued to grow over the past 10 years, with combined Year 11 and 12 enrolments increasing from 359.6 (full-time equivalent) in 2000, to 1,029.9 (full-time equivalent) in 2010. Similarly, in government schools, the Year 11 and 12 Aboriginal and Torres Strait Islander enrolments have increased from 327.6 (full-time equivalent) in 2000, to 885.8 (full-time equivalent) in 2010.

Tasmania

lutruwita (now known as Tasmania) has been the country of Tasmanian Aborigines for over 40,000 years. Pre-invasion lutruwita supported between four and 14 different Aboriginal Nations. The Tasmanian Aboriginal community of today is quite different to that of the *Old Peoples*. Their culture survives and continues to be dynamic, diverse and constantly evolving. Maintaining strong connections to community, country and culture continues to be an integral part of Aboriginal family and community life in Tasmania. Connection to country is connection to family, community, knowledge and learning. The importance of these connections in the lives and education of Aboriginal and Torres Strait Islander students is critical for successful and sustainable learning practice in schools.

Tasmania is the second smallest jurisdiction in Australia, with an estimated population of half a million people. According to the 2006 Census, of the 489,951 persons residing in Tasmania, 18,415 people identified as Aboriginal and Torres Strait Islander. This figure represented 3.9 per cent of the total Tasmanian population and 3.6 per cent of the Australian Aboriginal and Torres Strait Islander peoples' population.

In 2010, Tasmania recorded 80,841 full-time students attending Tasmanian schools, with 5,440 (6.7 per cent) of these students identified as Aboriginal and Torres Strait Islander. Tasmanian schools represented 2.8 per cent of the national total, with 268 schools operating across the State. Of this total, 202 were government schools administered by the Department of Education; 36 were Catholic schools,

administered by the Tasmanian Catholic Education Office, and 30 were independent schools operated by Independent Schools Tasmania. Approximately three quarters of Tasmania's schools have Aboriginal and Torres Strait Islander students enrolled. The majority of these students live and attend schools in the metropolitan and provincial areas.

Australian Capital Territory

In 2010, there were 65,412 students enrolled in ACT government and non-government schools, an increase of 1,032 (1.6 per cent) since February 2009. The overall increase in the number of enrolments is a result of increases of 642 (1.8 per cent) in primary schools, 161 (0.8 per cent) in high schools, 200 (2.1 per cent) in colleges and 29 (8.8 per cent) in special schools.

In 2010, there were 38,853 students enrolled in public schools, up 573 students (1.5 per cent) since 2009. This is an increase from 2009 and includes increases of 410 (1.8 per cent) in primary, 68 (0.7 per cent) in high and 66 (1.1 per cent) in college.

In 2010, public schools accounted for 59.4 per cent of the total student population with almost nine in 10 (87.3 per cent) preschool level enrolments in public schools.

Since 2009, the total number of Aboriginal and Torres Strait Islander students in ACT schools increased by 150 students (11.3 per cent) to 1,480 in 2010, with public schools increasing by 126 (11.6 per cent), independent schools increasing by 10 (11.9 per cent) and Catholic schools increasing by 14 (8.5 per cent). The government sector continued to have the highest proportion of Aboriginal and Torres Strait Islander students (1,208 or 3.1 per cent of total public enrolments). From 2006 to 2010, the public school system has shown the greatest increase numerically, up by 225 students (22.9 per cent).

Allocating resources to public schools physically located in Canberra focuses on strategically targeting need as well as student numbers. The most significant impact on resource allocation to schools is experienced by the location of Jervis Bay School, which is approximately 320km from Canberra.

Northern Territory

The Northern Territory has a population of 229,874, which is one per cent of the 2010 total Australian population (22,477,378).⁸ It is the third largest State or Territory, with a land area of 1,346,200 square kilometers, yet has the smallest population. The Northern Territory has the highest proportion of young people (median age 31.3, compared to the national median age of 36.9)⁹, the highest proportion of Aboriginal and Torres Strait Islander population (approximately 30 per cent),¹⁰ and the largest proportion of the population living in very remote locations, compared with any other jurisdiction.

The Northern Territory has 18,775 children aged zero to four years (representing 8.2 per cent of the total population) and 34,326 children aged five to 14 years (representing 14.9 per cent of the total population).¹¹ According to ABS estimates, at the 2006 Census, the Northern Territory recorded 14,658 Indigenous children aged five to 14 years (representing 22.9 per cent of the Indigenous population), and a total of 7,774 children under the age of five were Aboriginal and Torres Strait Islander (representing 12.1 per cent of the Aboriginal and Torres Strait Islander population).¹²

The Northern Territory has the largest proportion of Aboriginal and Torres Strait Islander population with approximately 64,005 Aboriginal and Torres Strait Islander people, representing 30.4 per cent of the total population,¹³

The proportion of the Aboriginal and Torres Strait Islander population is even greater in the school-aged population, with 40.6 per cent of students enrolled in Transition to Year 12 identified as Aboriginal and Torres Strait Islander, compared with the national average of 4.6 per cent.

Student mobility is high and continuity in learning programs is a major issue. Irregular attendance or chronic under-attendance also impact on student outcomes. Where non-Aboriginal and Torres Strait Islander attendance rates have remained stable at about 90 per cent since 2006, Aboriginal and Torres Strait Islander attendance rates are on average about 70 per cent. Aboriginal and Torres Strait Islander attendance rates are volatile and often follow seasonal trends.

Of all the Northern Territory students enrolled in government schools, 52 per cent are enrolled in provincial areas (including Darwin and Palmerston). A total of 19 per cent of the student population is enrolled in remote areas of the Northern Territory, 29 per cent of the student population is enrolled in very remote areas. Schools in very remote locations tend to have much smaller student populations but are required in order to ensure the Northern Territory government provides access to education for the entire dispersed Northern Territory population.

Students attending distance education schools such as the Northern Territory Open Education Centre (NTOEC), Alice Springs School of the Air, and Katherine School of the Air make up 3.1 per cent of the student population. Although classified as remote, the physical location of the students can be anywhere from provincial to very remote.

The average attendance rate in provincial and remote schools is over 85 per cent, however, the average attendance rate for Aboriginal and Torres Strait Islander students in very remote schools is 58.3 per cent. A range of strategies, under the 'Every Child, Every Day' initiative, are being implemented to address the issue of absenteeism, particularly in very remote schools.

As per the 2006 Census, about 44,717 people living in the Northern Territory have a language background other than English.¹⁴ Just 66.0 per cent of the population speak English only; 8.0 per cent are speakers of languages from other countries; 15.1 per cent are speakers of Aboriginal and Torres Strait Islander languages (29,192) and a further 10.8 per cent do not identify their language. Of the total number of Aboriginal and Torres Strait Islander language speakers in Australia (55,705), 52.4 per cent are located in the Northern Territory. For many Aboriginal and Torres Strait Islander learners studying in remote schools, English is rarely used in their communities outside of school. This means that while at school they are learning English as an additional language.

The Northern Territory has over 57 per cent of its government schools in the bottom 10 per cent of the Socioeconomic Indexes for Areas – Index of Relative Socioeconomic Disadvantage (SEIFA-IRSD – see below for definition) range. Over 28 per cent of Northern Territory students attend the schools in the bottom (most socio-economically disadvantaged) decile.¹⁵

Other factors that have a potential impact on education in the Northern Territory include a high level of seasonal mobility in remote communities, and a relatively high teacher turnover rate in remote schools.

SEIFA-IRSD

Socio-economic Indexes for Areas (SEIFA) is a suite of four measures created from Census information. The measures summarise different aspects of socio-economic conditions in an area and are appropriate for distinguishing between relatively disadvantaged areas. The Index of

Relative Socio-economic Disadvantage (IRSD) measures the proportion of:

- low income households in an area
- people who do not speak English well
- households that pay low rent
- people with no post-school qualifications.

Areas within Australia are then ordered from the lowest to highest scores. The lowest 10 per cent of areas are given a decile number of one and so forth, up to the highest 10 per cent of areas, which are given a decile number of 10. This means that areas are divided into 10 groups, depending on their score.

Footnotes

- ¹ Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term, 'Indigenous'. In some instances, particularly in labels for graphs and tables, the term 'Indigenous' has been included by the provider of the information and therefore it is unable to be changed.
- ² ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021, 2009*, (Cat.No.3238.0)
- ³ Ibid.
- ⁴ ABS, *National Aboriginal and Torres Strait Islander Social Survey, 2008*, (Cat.No.4714.0), available online at: <http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/>
- ⁵ ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021, 2009*, (Cat.No.3238.0)
- ⁶ According to the Australian Government Department of Health and Aged Care and ABS, ARIA (Accessibility/Remoteness Index for Australia)
- ⁷ Western Australia Department of Health, *Environmental Health Needs Survey 2008*, available online at: http://www.public.health.wa.gov.au/3/1066/1/environmental_health_needs_survey_ehns_report_.pm
- ⁸ ABS, *Australian Demographic Statistics* (Cat.No.3101.0), December 2010, Table 4. Issue Released 23/06/2011
- ⁹ ABS, *Population by Age and Sex, Australian States and Territories, June 2010* (Cat.No.3201.0). Issue released 21/12/2010.
- ¹⁰ ABS, *Northern Territory at a Glance 2011*, (Cat.No.1304.7)
- ¹¹ ABS, *Northern Territory at a Glance 2010*, (Cat.No.1304.7). (Estimated Resident Population at 30 June 2010)
- ¹² ABS, *Northern Territory at a Glance 2010*, (Cat.No.1304.7). (Experimental Estimated Resident Population at 30 June 2006)
- ¹³ ABS, *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006* (Cat.No.3238.0.55.001), Tables 1 and 3. Issue released, 19/08/2008.
- ¹⁴ ABS, *2006 Census Population and Housing: Northern Territory* (Cat.No.2068.0), Language spoken at home: (a) by sex
- ¹⁵ ABS, *2006 Census of Population and Housing: SEIFA, Australia* (Cat.No.2033.0.55.001) 2006 data only; and Northern Territory Department of Education and Training, *Age Grade Census, 2010*.