

# 2005 VET in Schools preliminary data

A NCVER report prepared on behalf of the Ministerial  
Council on Education, Employment, Training and  
Youth Affairs (MCEETYA)

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# MCEETYA VET in Schools data

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## Background

In 2000 MCEETYA commissioned the former National Education Performance Measurement Taskforce and the former VET in Schools Taskforce to jointly develop national Key Performance Measures (KPMs) and Program Measures (PMs) for VET in Schools activity in Australia. These are detailed in the table below.

In July 2003 on advice from the ANTA Ministerial Council, MCEETYA agreed that from 2005 the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) would be the standard for reporting VET in Schools activity in Australia, and that the data would be collected by the senior secondary assessment authority in each state/territory and reported through State Training Authorities to the national VET database compiled by the National Centre for Vocational Education Research (NCVER).

Ministers agreed that monitoring of the KPMs and PMs derived from the data would commence in 2006.

The scope of the annual data collection is to be all activity encompassed by MCEETYA's definition of "VET in Schools", reported at unit record level (i.e. data at the level of individual student enrolments).

The process that Ministers have agreed to will result in the collection of the data needed to enable MCEETYA to monitor both KPMs and three of the five PMs. The remaining two PMs require the collection of data on Structured Workplace Learning (SWL) which is not currently captured by AVETMISS. Because the AVETMISS does not make provision for collecting SWL data, states and territories will need to continue with current processes for providing this data.

**Box 1 Key performance measures and program measures**

Key Performance Measure 1	School students undertaking VET (with Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.
Key Performance Measure 2	School students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking a senior secondary school certificate in that year.
Program Measure 1	Total VET in Schools enrolments within the senior secondary certificate(s) that contribute towards the achievement of an AQF VET qualification.
Program Measure 2	Total VET in Schools annual student contact (or curriculum) hours within the senior secondary certificate(s) that contribute towards an AQF VET qualification.
Program Measure 3	Number and proportion of enrolled VET in Schools students by school year cohort, who at the end of the school year <ul style="list-style-type: none"> <li>• Completed an AQF VET qualification in that year</li> <li>• Obtained an AQF statement of attainment in that year</li> <li>• Completed a senior secondary certificate with a VET component</li> </ul>

*Note. Program measures 1 to 3 will be disaggregated against the following variables where it is appropriate and meaningful to do so: State/Territory; schooling sector; AQF level; ANTA industry area; Indigenous status; and Gender.*

## Times series

A new arrangement for the reporting of VET in Schools was implemented for 2005. Information was collected by unit record for the first time. Due to this break in series, **2005 data should not be compared to previous years.**

## Data Quality Issues

As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds:

- ♦ the number of student records provided to NCVET may be incomplete
- ♦ there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes
- ♦ the use of secondary data sources to determine some measures—for example, KPM1 requires data to be obtained on the number of school students undertaking a senior secondary certificate—may not be sufficiently reliable or comparable to the AVETMISS compliant data
- ♦ differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states/territories.

## Conclusions, Trends

As outlined above, caution must be exercised in drawing any conclusions or interpreting comparative trends across the jurisdictions from this report. The data in this report have been collected for the sole purpose of providing data reference to Key Performance Measures and Program Measures as agreed by MCEETYA in 2003.

## KPM data tables

The key performance measures (KPM1 and KPM2) are compiled from information contained in a variety of support tables contained in this report. All rows in the KPM tables are referenced to the

relevant row in the support tables they came from (e.g. A, B, C ...) and calculations are also referenced (e.g. A/D, C/D ...).

**Box 2 School students undertaking a senior secondary school certificate**

Key performance measures (KPM) used in this report are the proportion of VET in Schools students (and School Based Apprentices and Trainees) to **the number of school students undertaking a senior secondary certificate of education (SSCE)**.

A senior secondary certificate of education recognises the successful completion of secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is usually gained through two years of full time study following completion of Year 10. In some states, however, it may also be possible to commence the SSCE prior to Year 11. It may also be gained by older candidates through recognition of prior learning in combination with an accredited course, and on a part-time basis; and in conjunction with a TAFE or other workplace programs and may incorporate units leading to the relevant AQF Certificate I-IV qualification.

Data on the number of school students undertaking senior secondary certificates of education has been obtained from the Board of Studies or Curriculum Councils in each state and territory, through the relevant State Training Authorities. The data generally contains the number of Year 11 and Year 12 students undertaking the senior secondary certificates, although there may be some instances of some Year 10 students being included. For comparability reasons, the Queensland data contains the number of Year 11 and Year 12 students entered in the Queensland Studies Authority database, and not just the number of students undertaking a senior secondary school certificate. For Queensland, unit record data was provided for 2 527 individuals undertaking a school based apprenticeship or traineeship, although the aggregate number of students was 5 871.

## Reporting of numbers

Numbers in the tables are rounded to the nearest 100. In addition, in line with privacy and confidentiality guidelines associated with AVETMISS, groups with fewer than 50 persons are suppressed.

## AVETMISS

References to AVETMISS terminology have been highlighted in ***bold and italics***. Please refer to the NCVER website <<http://www.ncver.edu.au/avetmiss/publications/872.html>> for more information on terms. References to AVETMISS data files have been ***italicised and underlined***.



# Section 1 – Key Performance Measures

## Key Performance Measure 1

School students undertaking VET (with Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.

$$\text{KPM 1} = \frac{\text{Number of VET in Schools students}}{\text{Number of school students undertaking a senior secondary school certificate}}$$

**Table 1 Number of students in School Based Apprentice and Trainee programs and VET in School programs, Australia ('000), 2005**

Program	Student type	Number of students	Reference
School Based Apprentices and Trainees <sup>(a)</sup>	School Based Apprentices and Trainees <sup>(a)</sup>	13.0	A
	School students undertaking a senior secondary school certificate	489.2	D
	School Based Apprentices and Trainees as a proportion of school students undertaking a senior secondary school certificate (%)	2.6%	A/D
VET in Schools students	VET in Schools students	182.9	C
	School students undertaking a senior secondary school certificate	489.2	D
	VET in Schools students as a proportion of school students undertaking a senior secondary school certificate (%)	37.4%	C/D

(a) Students who undertook at least one module/unit of competency in a school based apprenticeship or traineeship during 2005.

Source: NCVET MCEETYA VET in Schools collection and ACACA agencies

## Support tables

**Table 2 VET in Schools students by state/territory ('000), 2005**

Number of students	NSW <sup>(a)</sup>	Vic.	Qld. <sup>(b)</sup>	SA	WA	Tas.	NT	ACT	Aust.	Ref.
School Based Apprentices and Trainees <sup>(c)</sup>	1.2	4.2	5.9	0.5	0.9	0.1	0.1	0.1	13.0	A
Other VET in Schools students	59.6	31.8	40.6	12.8	16.4	2.6	1.8	4.4	170.0	B
<b>Total</b>	<b>60.8</b>	<b>36.0</b>	<b>46.4</b>	<b>13.3</b>	<b>17.4</b>	<b>2.7</b>	<b>1.9</b>	<b>4.4</b>	<b>182.9</b>	<b>C</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

- (a) Unit record data was provided for 1,194 School based Apprentices and Trainees although the aggregate number of students was 1,600.
- (b) The Queensland data was obtained from the Queensland Studies Authority and from the Department of Education and Training. Unit record data was provided for 2,527 Queensland School based Apprentices although the aggregate number of students was 5,871.
- (c) Students who undertook at least one module/unit of competency in a school based apprenticeship or traineeship during 2005.

**Table 3 Number of School Based Apprentices and Trainees<sup>(a)</sup> by school sector and state/territory ('000), 2005**

School sector	NSW <sup>(b)</sup>	Vic.	Qld. <sup>(c)</sup>	SA	WA	Tas.	NT	ACT	Aust.	Ref.
Government School	0.9	2.9	4.3	0.4	0.9	0.1	*	0.1	9.5	A1
Catholic School	0.2	1.0	0.9	*	*	*	*	*	2.2	A2
Independent School	0.1	0.3	0.7	0.1	0.1	*	*	0	1.2	A3
TAFE	0		*	0	0	0	0	0	*	A4
Community Education	0		0	0	0	0	0	0	*	A5
Private Provider	0		0	0	0	0	0	0	0	A6
Mixed <sup>(d)</sup>	*		*	0	*	*	0	0	*	A7
Adult		*							*	A8
<b>Total</b>	<b>1.2</b>	<b>4.2</b>	<b>5.9</b>	<b>0.5</b>	<b>0.9</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>13.0</b>	<b>A</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) Students who undertook at least one module/unit of competency in a school based apprenticeship or traineeship during 2005.
- (b) Unit record data was provided for 1,194 School based Apprentices and Trainees although the aggregate number of students was 1,600.
- (c) The Queensland data was obtained from the Queensland Studies Authority and from the Department of Education and Training. Unit record data was provided for 2,527 Queensland School based apprentices and trainees although the aggregate number of students was 5,871.
- (d) See Technical notes in appendix A.

**Table 4 Other VET in Schools students by school sector and state/territory ('000), 2005**

School sector	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.	Ref.
Government School	43.6	20.8	27.5	8.7	12.5	2.3	1.4	3.3	120.1	B1
Catholic School	12.1	5.4	7.3	2.5	2.3	0.3	0.2	1.0	31.0	B2
Independent School	3.8	4.1	5.4	1.5	1.6	0.1	0.2	0.1	16.8	B3
TAFE	* <sup>(a)</sup>		0.2		*	0	0		0.2	B4
Community Education	0		*		0	0	0		*	B5
Private Provider	0		0		0	0	0		0	B6
Mixed	0.1		0.1		*	0	0	*	0.2	B7
Adult		1.5							1.5	B8
<b>Total</b>	<b>59.6</b>	<b>31.8</b>	<b>40.6</b>	<b>12.8</b>	<b>16.4</b>	<b>2.6</b>	<b>1.8</b>	<b>4.4</b>	<b>170.0</b>	<b>B</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) Over 500 NSW VET in Schools students were enrolled for their HSC at TAFE NSW colleges. These students were not correctly identified as being enrolled at TAFE and are included across the other sectors.

**Table 5 All VET in Schools students by school sector and state/territory ('000), 2005**

School sector	NSW	Vic.	Qld. <sup>(c)</sup>	SA	WA	Tas.	NT	ACT	Aust.	Ref.
Government School	44.5	23.6	31.8	9.2	13.3	2.3	1.5	3.4	129.6	C1
Catholic School	12.3	6.4	8.2	2.6	2.3	0.3	0.2	1.0	33.2	C2
Independent School	3.9	4.4	6.1	1.6	1.7	0.1	0.2	0.1	18.1	C3
TAFE	* <sup>(b)</sup>		0.2	0	*	0	0	0	0.2	C4
Community Education	0		*	0	0	0	0	0	*	C5
Private Provider	0		0	0	0	0	0	0	0	C6
Mixed <sup>(a)</sup>	0.1		0.1	0	*	*	0	*	0.3	C7
Adult		1.5							1.5	C8
<b>Total</b>	<b>60.8</b>	<b>36.0</b>	<b>46.4</b>	<b>13.3</b>	<b>17.4</b>	<b>2.7</b>	<b>1.9</b>	<b>4.4</b>	<b>182.9</b>	<b>C</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) See Technical notes in appendix A.

(b) Over 500 NSW VET in Schools students were enrolled for their HSC at TAFE NSW colleges. These students were not correctly identified as being enrolled at TAFE and are included across the other sectors reported.

(c) The Queensland data was obtained from the Queensland Studies Authority and from the Department of Education and Training. Unit record data was provided for 2,527 Queensland School based apprentices and trainees although the aggregate number of students was 5,871.

**Table 6 School students undertaking a senior secondary school certificate by school sector and state/territory ('000), 2005**

School sector	NSW <sup>(a)</sup>	Vic.	Qld. <sup>(b)</sup>	SA	WA <sup>(c)</sup>	Tas.	NT	ACT	Aust.	Ref.
Government School	81.9	76.7	51.7	32.4	27.8	8.0	4.1	5.8	288.5	D1
Catholic School	32.0	31.2	16.7	9.5	9.2	1.5	0.5	2.4	103.1	D2
Independent School	22.7	29.4	17.5	9.4	9.0	1.4	0.3	0.8	90.5	D3
TAFE	3.0		0.2		*				3.3	D4
Community Education					0				0	D5
Private Provider					0.1				0.1	D6
Mixed <sup>(d)</sup>					0				0	D7
Overseas schools					0.6				0.6	D8
Adult		3.2							3.2	D9
<b>Total</b>	<b>139.6</b>	<b>140.5</b>	<b>86.0</b>	<b>51.4</b>	<b>46.7</b>	<b>11.0</b>	<b>5.0</b>	<b>9.0</b>	<b>489.2</b>	<b>D</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) The NSW data comprises individual students who were entered for one or more courses that contribute towards the NSW Higher School Certificate in the 2005 calendar year.

(b) For comparability with other states, Queensland's data contains the number of Year 11 and Year 12 students entered in the Queensland Studies Authority database, and not just the number of students undertaking a senior secondary school certificate.

(c) In Western Australia, the population of students includes those who were enrolled to study either at least one Curriculum Council subject or at least one Unit of Competency in 2005.

(d) See Technical notes in appendix A.

Source: ACACA agencies.

## Key Performance Measure 2

School students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking a senior secondary school certificate in that year.

$$\text{KPM 2} = \frac{\text{Number of students who have successfully completed at least one VET unit of competency/module}}{\text{Number of school students undertaking a senior secondary school certificate}}$$

*A successful completion of a unit of competency or module is based on module outcome – national codes 20 (achieved/pass) and 50 (recognised prior learning).*

**Table 7 VET in Schools students successfully completed at least one VET unit of competency in 2005 as a proportion of the number of school students undertaking a senior secondary school certificate in 2005**

Students	Number of students in 2005 (‘000)	Reference
VET in Schools students who have successfully completed at least one VET unit of competency/module	139.0	G
School students undertaking a senior secondary school certificate	489.2	H
VET in Schools students who have successfully completed at least one VET unit of competency/module as a proportion of School students undertaking a senior secondary school certificate (%)	28.4%	G/H

Source: NCVET MCEETYA VET in Schools collection and ACACA agencies

## Support tables

**Table 8 School based Apprentices and Trainees and VET in Schools students who have successfully completed at least one VET unit of competency/module by state/territory (‘000), 2005**

Successful completion	NSW	Vic.	Qld. <sup>(a)</sup>	SA	WA	Tas.	NT	ACT	Aust.	Ref.
School Based Apprentices and Trainees <sup>(b)</sup>	1.1	3.6	1.9	0.5	0.8	0.1	*	0.1	8.1	E
Other VET in Schools students	44.9	29.5	23.4	12.2	13.4	2.3	1.7	3.5	130.9	F
<b>Total</b>	<b>46.0</b>	<b>33.1</b>	<b>25.3</b>	<b>12.7</b>	<b>14.2</b>	<b>2.4</b>	<b>1.7</b>	<b>3.5</b>	<b>139.0</b>	<b>G</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) The Queensland data refers to those 2,527 School based apprentices and trainees for whom unit record data was provided and not for the total of 5,871 students who undertook at least one module/unit of competency in a school based apprenticeship or traineeship. Information on those 3,344 School based apprentices and trainees without unit record data is not available.
- (b) Students who undertook at least one module/unit of competency in a school based apprenticeship or traineeship during 2005.

**Table 9 VET in Schools students who have successfully completed at least one VET unit of competency/module by school sector ('000), 2005**

School sector	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.	Ref.
Government School	33.0	21.5	17.0	8.6	10.4	2.0	1.3	2.6	96.3	G1
Catholic School	9.7	6.0	4.8	2.5	2.2	0.3	0.2	0.9	26.6	G2
Independent School	3.2	4.3	3.3	1.6	1.6	0.1	0.2	0.1	14.3	G3
TAFE	*(b)		0.1	0	*	0	0	0	0.2	G4
Community Education	0		*	0	0	0	0	0	*	G5
Private Provider	0		0	0	0	0	0	0	0	G6
Mixed <sup>(a)</sup>	0.1		0.1	0	*	*	0	*	0.2	G7
Adult		1.3							1.3	G8
<b>Total</b>	<b>46.0</b>	<b>33.1</b>	<b>25.3</b>	<b>12.7</b>	<b>14.2</b>	<b>2.4</b>	<b>1.7</b>	<b>3.5</b>	<b>139.0</b>	<b>G</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) See Technical notes in appendix A.

(b) Over 500 NSW VET in Schools students were enrolled for their HSC at TAFE NSW colleges. These students were not correctly identified as being enrolled at TAFE and are included across the other sectors.

**Table 10 School students undertaking a senior secondary school certificate by school sector and state/territory ('000), 2005**

School sector	NSW	Vic.	Qld. <sup>(a)</sup>	SA	WA <sup>(b)</sup>	Tas.	NT	ACT	Aust.	Ref.
Government School	81.9	76.7	51.7	32.4	27.8	8.0	4.1	5.8	288.5	H1
Catholic School	32.0	31.2	16.7	9.5	9.2	1.5	0.5	2.4	103.1	H2
Independent School	22.7	29.4	17.5	9.4	9.0	1.4	0.3	0.8	90.5	H3
TAFE	3.0		0.2		*				3.3	H4
Community Education					0				0	H5
Private Provider					0.1				0.1	H6
Mixed <sup>(c)</sup>					0				0	H7
Overseas schools					0.6				0.6	H8
Adult		3.2							3.2	H9
<b>Total</b>	<b>139.6</b>	<b>140.5</b>	<b>86.0</b>	<b>51.4</b>	<b>46.7</b>	<b>11.0</b>	<b>5.0</b>	<b>9.0</b>	<b>489.2</b>	<b>H</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) For comparability with other states, Queensland's data contains the number of Year 11 and Year 12 students entered in the Queensland Studies Authority database, and not just the number of students undertaking a senior secondary school certificate.

(b) In Western Australia, the population of students includes those who were enrolled to study either at least one Curriculum Council subject or at least one Unit of Competency in 2005.

(c) See Technical notes in appendix A.

Source: ACACA agencies.

# Section 2 – Program Measures

## Program Measure 1

Total VET in Schools enrolments within the senior secondary certificate(s) that contribute towards the achievement of an AQF VET qualification.

**PM1 =** Number of VET course enrolments<sup>1</sup>

### NCVER data quality observations

There are a high number of enrolments in South Australia where the Indigenous status is unknown. In Queensland and the ACT, the number of course enrolments appears to be very high.

### Support tables

*NCVER MCEETYA VET in Schools data*

**Table 11 VET in Schools course enrolments by school sector and state/territory ('000), 2005**

School sector	NSW <sup>(a)</sup>	Vic.	Qld. <sup>(c)</sup>	SA	WA	Tas.	NT	ACT <sup>(d),(e)</sup>	Aust.
Government School	56.3	29.2	61.6	12.3	20.7	2.8	2.1	10.5	195.6
Catholic School	15.0	7.3	15.7	3.7	3.0	0.3	0.4	2.8	48.2
Independent School	4.3	5.5	8.8	2.1	2.4	0.1	0.3	0.2	23.8
TAFE	* <sup>(b)</sup>		0.4	0	*	0	0	0	0.4
Community Education	0		0.1	0	0	0	0	0	0.1
Private Provider	0		0	0	0	0	0	0	0
Mixed <sup>(f)</sup>	0.2		0.5	0	*	*	0	0.1	0.9
Adult		5.5							5.5
<b>Total</b>	<b>75.8</b>	<b>47.5</b>	<b>87.1</b>	<b>18.2</b>	<b>26.1</b>	<b>3.3</b>	<b>2.9</b>	<b>13.6</b>	<b>274.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) All NSW enrolments are in stand alone, industry specific VET courses that contribute both to the NSW HSC and an AQF VET qualification (in almost all cases a Training Package qualification).
- (b) Over 500 NSW VET in Schools students were enrolled for their HSC at TAFE NSW colleges. These students were not correctly identified as being enrolled at TAFE and are included across the other sectors reported.
- (c) Queensland course enrolment information on those 3,344 School based apprentices and trainees without unit record data is not available (see KPM1 for more information).
- (d) In the ACT, VET is embedded within an ACT BSSS Course (subject). Students studying an ACT VET subject may be working towards more than one vocational certificate. This causes multiple course enrolments for the one student.
- (e) In the ACT, there is no restriction on the number of VET subjects a student can study.
- (f) See Technical notes in appendix A.

Source: NCVER MCEETYA VET in Schools collection

<sup>1</sup> A course enrolment is the registration of a student at a training provider location for the purpose of undertaking a course. Course enrolments are calculated as a count of the number of distinct enrolments in a course by each student at each training provider location. The total may be greater than the number of students because some students enrol in more than one course or at more than one training provider location.

**Table 12 VET in schools course enrolments by qualification level and state/territory ('000), 2005**

Qualification category	NSW	Vic.	Qld. <sup>(a)</sup>	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	*	0.2	0	0.1	*	0	0	0	0.2
Certificate IV	0.2	0.2	0	0.3	*	*	*	0	0.8
Certificate III	2.3	9.8	4.5	0.9	1.2	0.2	0.1	1.5	20.4
Certificate II	58.1	32.7	38.4	7.0	12.6	1.6	1.6	7.3	159.3
Certificate I	12.5	3.6	44.2	9.4	12.3	1.5	1.2	4.8	89.3
Other	2.8	1.0	0.1	0.5	0	0	*		4.3
<b>Total</b>	<b>75.8</b>	<b>47.5</b>	<b>87.1</b>	<b>18.2</b>	<b>26.1</b>	<b>3.3</b>	<b>2.9</b>	<b>13.6</b>	<b>274.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) Queensland course enrolment information on those 3,344 School based apprentices and trainees without unit record data is not available (see KPM1 for more information).

**Table 13 VET in Schools course enrolments by industry categories and state/territory ('000), 2005**

Industry	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	3.6	7.3	2.8	1.0	1.8	0.3	0.5	0.7	18.1
Automotive	2.4	2.6	0.2	0.7	1.1	0.2	0.1	0.5	7.8
Building and Construction	7.4	2.4	7.0	0.9	1.1	0.2	0.2	0.6	19.8
Community services, Health and Education	1.1	1.8	0.9	1.2	0.5	0.6	0.1	0.4	6.5
Finance, Banking & Insurance	0.4	0	0	*	0	0	0	0	0.4
Food processing	0.1	*	0	0.3	0.1	*	0	0	0.5
TCF & Furnishings	0.3	1.6	*	0.1	*	0	*	0.2	2.3
Communications	0.2	0.1	0	0.2	*	0	0	0	0.5
Engineering & Mining	3.1	0.6	4.8	0.7	1.3	0.1	0.2	0.1	10.8
Primary Industry	3.5	2.1	1.9	0.9	1.4	0.2	0.3	0	10.2
Process Manufacturing	*	*	0	*	0	0	0	0	*
Sales & Personal Services	10.2	7.4	1.3	2.5	1.7	0.6	0.4	0.7	24.8
Tourism & Hospitality	23.8	6.9	19.7	3.1	3.1	0.7	0.5	3.2	60.9
Transport & Storage	0.3	*	1.1	0.1	0.1	*	*	0	1.7
Utilities	0.3	0.7	0	0.2	0.1	*	*	*	1.5
<b>CATEGORY B</b>									
Business & Clerical <sup>(a)</sup>	17.8	4.8	23.6	3.3	12.6	0.4	0.3	5.6	68.3
Computing <sup>(a)</sup>	0.3	3.0	6.1	0.3	0.1	*	*	1.2	10.9
Science, Technical & Other	1.0	1.2	1.3	0.6	*	0	*	0.5	4.7
<b>CATEGORY C</b>									
General Education & Training	0.1	4.9	16.2	2.1	1.1	0	0.3	0	24.6
<b>Total</b>	<b>75.8</b>	<b>47.5</b>	<b>87.1</b>	<b>18.2</b>	<b>26.1</b>	<b>3.3</b>	<b>2.9</b>	<b>13.6</b>	<b>274.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) AVETMISS collects information on occupations categorised by ASCO, not on industry categories as required for the Program Measures. In the mapping of ASCO to industries, lower level qualifications in Information Technology (e.g. Certificate II) are categorised as business and Clerical rather than as Computing. Most VET in Schools courses based on the Information Technology Training Package are therefore counted as Business and Clerical resulting in inflated numbers for this category and low numbers for the Computing category.



**Table 14 VET in Schools course enrolments by Indigenous status level ('000), 2005**

<b>Indigenous status</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
Indigenous	2.2	0.4	3.9	0.2	1.5	0.3	1.1	0.2	9.9
Non-indigenous	72.6	47.0	83.2	5.9	22.7	3.0	1.8	13.4	249.6
Not known	1.0	*	0	12.0	1.8	*	*	0	14.9
<b>Total</b>	<b>75.8</b>	<b>47.5</b>	<b>87.1</b>	<b>18.2</b>	<b>26.1</b>	<b>3.3</b>	<b>2.9</b>	<b>13.6</b>	<b>274.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 15 VET in Schools course enrolments by gender ('000), 2005**

<b>Gender</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
Males	36.8	27.4	46.0	8.3	14.1	1.5	1.7	7.3	143.0
Females	39.0	20.1	41.1	9.8	12.0	1.8	1.2	6.4	131.4
Not known	*	0	*	0	0	*	0	0	*
<b>Total</b>	<b>75.8</b>	<b>47.5</b>	<b>87.1</b>	<b>18.2</b>	<b>26.1</b>	<b>3.3</b>	<b>2.9</b>	<b>13.6</b>	<b>274.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

## Program Measure 2

Total VET in Schools annual student contact (or curriculum) hours within the senior secondary certificate(s) that contribute towards an AQF VET qualification.

**PM 2 = Number of VET annual student contact hours**

Annual student contact hours (ASCH) for each training program are based on the total number of supervised nominal hours obtained from the AVETMISS *module/unit of competency* (NAT00060) data file.

Hours associated with enrolments continuing in subsequent years (i.e. with *module outcome – national code = 70 continuing*) are excluded. This reporting of hours is known as end date reporting. Enrolment activity is reported in the year that the enrolment ends and when the final outcome has been provided.

(Note: variation in contact hours between jurisdictions is the major anomaly in the current tables. Annual course hours within senior secondary certificates are overall fairly similar but contact hours reported for VET in Schools courses vary between 70 and 281 per course enrolment. These anomalies mean the data are too unreliable for publication. It is anticipated that these anomalies will be resolved for the collection and publication of the 2006 data.)

## Program Measure 3

The number and proportion of enrolled VET in Schools course enrolments by school year cohort, who at the end of the school year

- ◆ Completed an AQF VET qualification in that year
- ◆ Obtained an AQF statement of attainment<sup>2</sup> in that year
- ◆ Completed a senior secondary certificate with a VET component

### NCVER data quality observations

- ◆ Qualification completions reported for 2005 are preliminary. A final figure for qualifications completed in 2005 will be available in the 2006 report
- ◆ Qualification completions were not supplied by South Australia. Hence data for this state have not been reported for 3.1
- ◆ Queensland's data are based on AVETMISS submission data and excludes activity related to 3,344 School based apprentices and trainees, which were provided in aggregate form

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<sup>2</sup> An AQF Statement of Attainment is a record of recognised learning which, although falling short of an AQF qualification, may contribute towards a qualification outcome, either as partial completion of a course leading to a qualification, attainment of competencies within a Training Package, or completion of nationally accredited short course which may accumulate towards a qualification through RPL processes.

## Support tables

*NCVER MCEETYA VET in Schools data:*

**Table 16 Course completions in AQF qualifications, course enrolments obtaining an AQF statement of attainment, and number of senior secondary certificates with a VET component ('000), 2005**

	Year 8 to 10	Year 11	Year 12	Not known	Total
3.1. Number of course completions in an AQF VET qualification in 2005	0.5	6.7	51.6	0.1	58.9
3.2. Number of course enrolments who obtained an AQF statement of attainment in 2005	2.9	54.8	81.8	1.9	141.4
3.3. Number of students who completed a senior secondary certificate with a VET component <sup>(a)</sup>	-	-	-	-	64.9

Source ACACA agencies.

## 1. Number and proportion of course completions in an AQF VET qualification in 2005 (3.1)

**Table 17 Number and proportion of course completions in an AQF VET qualification, by state/territory ('000), 2005 (3.1)**

School sector	NSW	Vic.	Qld. <sup>(a)</sup>	SA	WA <sup>(b)</sup>	Tas.	NT	ACT	Aust.
Government School	11.8	8.1	13.8	NA	2.3	1.2	0.1	1.1	38.4
Catholic School	4.0	2.6	4.9	NA	0.7	0.1	*	0.6	13.1
Independent School	1.3	2.2	2.4	NA	1.0	*	*	0.1	7.0
TAFE	*		0.1	NA	*	0	0		0.1
Community Education	0		*	NA	0	0	0		*
Private Provider	0		0	NA	0	0	0		0
Mixed <sup>(c)</sup>	0.1		0.1	NA	0	*	0	*	0.2
Adult		0.1							0.1
Not known	0	*	0	NA	*	*	0	0	*
<b>Total</b>	<b>17.3</b>	<b>13.0</b>	<b>21.4</b>	<b>NA</b>	<b>4.0</b>	<b>1.4</b>	<b>0.1</b>	<b>1.8</b>	<b>58.9</b>
Proportion of enrolments gaining an AQF Qualification	22.8%	27.3%	NA	NA	NA	41.4%	5.1%	13.1%	23.0%

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) Queensland data presented in this table is for students awarded a Senior Certificate and do not represent a complete statement of all AQF VET Qualifications/Statements of Attainment achieved and therefore cannot be compared to the VET course enrolments for Years 11 and 12 presented elsewhere in this report.

(b) Western Australia does not support the publication of the proportion, as it is invalid and does not match the definition of the relevant program measure.

(c) See Technical notes in appendix A.

**Table 18 Number of course completions in an AQF VET qualification, by qualification category and state/territory ('000), 2005**

Qualification category	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0	0	0	NA	0	0	0	0	0
Certificate IV	*	0	*	NA	*	*	0	0	*
Certificate III	0.3	2.5	0.7	NA	0.2	0.1	*	*	3.8
Certificate II	14.1	10.3	9.8	NA	2.0	0.6	0.1	0.7	37.6
Certificate I	2.9	0.2	10.9	NA	1.8	0.6	0.1	1.1	17.5
Other	*	0	0	NA	0	0	0	0	*
<b>Total</b>	<b>17.3</b>	<b>13.0</b>	<b>21.4</b>	<b>NA</b>	<b>4.0</b>	<b>1.4</b>	<b>0.1</b>	<b>1.8</b>	<b>58.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 19 Number of course completions in an AQF VET qualification, by industry category and state/territory ('000), 2005**

Industry	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	0.4	2.3	0.7	NA	0.1	0.2	0.1	0.1	3.9
Automotive	0.5	0.4	0.1	NA	0.3	0.1	*	*	1.3
Building and Construction	0.8	0.3	1.4	NA	0.2	0.1	*	*	2.8
Community services, Health and Education	0.1	0.6	0.3	NA	0.1	0.2	0	*	1.4
Finance, Banking & Insurance	*	0	0	NA	0	0	0	0	*
Food processing	*	*	0	NA	*	*	0	0	*
TCF & Furnishings	*	0.2	0	NA	0	0	0	*	0.2
Communications	0	*	0	NA	*	0	0	0	*
Engineering & Mining	0.4	0.2	0.9	NA	0.3	*	*	*	1.7
Primary Industry	0.6	0.4	0.3	NA	0.4	0.1	*	0	1.8
Process Manufacturing	0	0	0	NA	0	0	0	0	0
Sales & Personal Services	1.9	1.8	0.3	NA	0.4	0.3	*	0.1	4.7
Tourism & Hospitality	7.0	4.2	2.6	NA	0.4	0.2	*	0.6	15.1
Transport & Storage	*	0	0.3	NA	*	*	0	0	0.3
Utilities	*	0.1	0	NA	*	*	*	*	0.1
<b>CATEGORY B</b>									
Business & Clerical <sup>(a)</sup>	4.9	1.6	4.6	NA	1.4	0.2	0.1	0.8	13.6
Computing <sup>(a)</sup>	*	0.8	2.3	NA	*	*	0	*	3.1
Science, Technical & Other	0.7	*	0.3	NA	0	0	0	0.1	1.2
<b>CATEGORY C</b>									
General Education & Training	*	0	7.2	NA	0.3	0	0	0	7.6
<b>Total</b>	<b>17.3</b>	<b>13.0</b>	<b>21.4</b>	<b>NA</b>	<b>4.0</b>	<b>1.4</b>	<b>0.1</b>	<b>1.8</b>	<b>58.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

(a) In the mapping of ASCO to industries, lower level qualifications in Information technology (e.g. Certificate II) are categorised as Business and Clerical rather than Computing. Most VET in Schools courses based on Information technology Training Packages are therefore counted as business and Clerical resulting in inflated numbers for this category and low numbers for the Computing category.

**Table 20 Number of course completions in an AQF VET qualification, by Indigenous status and state/territory ('000), 2005**

Indigenous status	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	0.3	*	0.7	NA	0.2	0.1	*	*	1.4
Non-indigenous	16.8	12.9	20.7	NA	3.5	1.3	0.1	1.8	57.0
Not known	0.2	*	0	NA	0.3	*	0	0	0.5
<b>Total</b>	<b>17.3</b>	<b>13.0</b>	<b>21.4</b>	<b>NA</b>	<b>4.0</b>	<b>1.4</b>	<b>0.1</b>	<b>1.8</b>	<b>58.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 21 Number of course completions in an AQF VET qualification, by gender and state/territory ('000), 2005**

<b>Gender</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
Males	7.4	6.6	11.2	NA	2.1	0.5	0.1	0.8	28.7
Females	9.9	6.4	10.2	NA	1.9	0.8	0.1	1.0	30.3
<b>Total</b>	<b>17.3</b>	<b>13.0</b>	<b>21.4</b>	<b>NA</b>	<b>4.0</b>	<b>1.4</b>	<b>0.1</b>	<b>1.8</b>	<b>58.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

## 2. Number and proportion of course enrolments who obtained an AQF statement of attainment in 2005 (3.2)

**Table 22 Number and proportion of course enrolments who obtained an AQF statement of attainment in 2005, by school sector ('000), 2005**

School sector	NSW	Vic.	Qld. <sup>(a)</sup>	SA	WA <sup>(b)</sup>	Tas.	NT	ACT	Aust.
Government School	29.3	17.6	20.7	11.4	12.4	1.2	1.7	5.8	100.2
Catholic School	7.8	4.2	5.0	3.6	2.0	0.2	0.4	1.8	25.0
Independent School	2.2	3.2	2.6	2.1	1.3	0.1	0.3	0.1	11.9
TAFE	0		0.2	0	*	0	0	0	0.2
Community Education	0		*	0	0	0	0	0	*
Private Provider	0		0	0	0	0	0	0	0
Mixed <sup>(c)</sup>	0.2		0.2	0	*	*	0	*	0.4
Adult		3.7							3.7
<b>Total</b>	<b>39.5</b>	<b>28.7</b>	<b>28.7</b>	<b>17.1</b>	<b>15.7</b>	<b>1.5</b>	<b>2.4</b>	<b>7.7</b>	<b>141.4</b>
Proportion of enrolments gaining an AQF Statement of Attainment	52.1%	60.5%	NA	94.3%	NA	45.7%	84.4%	56.5%	62.3%

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) Queensland data presented in this table is for students awarded a Senior Certificate and do not represent a complete statement of all AQF VET Qualifications/Statements of Attainment achieved and therefore cannot be compared to the VET course enrolments for Years 11 and 12 presented elsewhere in this report.
- (b) Western Australia does not support the publication of the proportion, as it is invalid and does not match the definition of the relevant program measure.
- (c) See Technical notes in appendix A.

**Table 23 Number of course enrolments who obtained an AQF statement of attainment in 2005, by qualification category and state/territory ('000)**

Qualification category	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	*	0.1	0	0.1	*	0	0	0	0.2
Certificate IV	0.1	0.2	0	0.3	*	*	*	0	0.6
Certificate III	1.4	6.1	0.8	0.9	0.8	0.1	0.1	0.9	11.1
Certificate II	29.3	19.0	14.9	6.5	7.8	0.8	1.3	4.2	83.9
Certificate I	6.3	2.6	13.0	8.9	7.1	0.6	1.0	2.5	42.0
Other	2.3	0.7	0.1	0.5	0	0	*	0	3.5
<b>Total</b>	<b>39.5</b>	<b>28.7</b>	<b>28.7</b>	<b>17.1</b>	<b>15.7</b>	<b>1.5</b>	<b>2.4</b>	<b>7.7</b>	<b>141.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 24 Number of course enrolments who obtained an AQF statement of attainment in 2005, by industry category and state/territory ('000)**

Industry	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	2.4	4.4	1.2	0.9	1.3	0.2	0.4	0.4	11.2
Automotive	1.7	2.0	0.1	0.7	0.6	0.1	0.1	0.2	5.3
Building and Construction	4.5	2.0	1.4	0.9	0.5	0.1	0.2	0.3	9.8
Community services, Health and Education	0.8	1.0	0.2	1.1	0.3	0.3	0.1	0.2	4.0
Finance, Banking & Insurance	0.3	0	0	*	0	0	0	0	0.3
Food processing	*	*	0	0.3	*	*	0	0	0.4
TCF & Furnishings	0.2	1.3	*	0.1	*	0	*	*	1.6
Communications	0.1	0.1	0	0.2	*	0	0	0	0.4
Engineering & Mining	1.6	0.3	1.1	0.7	0.8	*	0.2	*	4.8
Primary Industry	2.0	1.4	0.8	0.8	0.7	0.1	0.3	0	6.1
Process Manufacturing	*	*	0	*	0	0	0	0	*
Sales & Personal Services	6.4	4.3	0.4	2.4	0.9	0.3	0.3	0.4	15.4
Tourism & Hospitality	10.5	2.1	5.2	3.0	2.4	0.4	0.4	2.0	26.0
Transport & Storage	0.2	*	0.3	0.1	0.1	*	*	0	0.7
Utilities	0.3	0.5	0	0.2	0.1	*	*	*	1.1
<b>CATEGORY B</b>									
Business & Clerical <sup>(a)</sup>	8.0	2.7	9.3	3.1	7.6	0.1	0.2	3.2	34.2
Computing <sup>(a)</sup>	0.2	2.0	1.4	0.2	0.1	*	*	0.7	4.6
Science, Technical & Other	0.1	1.0	0.7	0.6	*	0	*	0.2	2.7
<b>CATEGORY C</b>									
General Education & Training	*	3.5	6.6	2.0	0.4	0	0.3	0	12.9
<b>Total</b>	<b>39.5</b>	<b>28.7</b>	<b>28.7</b>	<b>17.1</b>	<b>15.7</b>	<b>1.5</b>	<b>2.4</b>	<b>7.7</b>	<b>141.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) In the mapping of ASCO to industries, lower level qualifications in Information technology (e.g. Certificate II) are categorised as Business and Clerical rather than Computing. Most VET in Schools courses based on Information technology Training Packages are therefore counted as business and Clerical resulting in inflated numbers for this category and low numbers for the Computing category.

**Table 25 Number of course enrolments who obtained an AQF statement of attainment in 2005, by Indigenous status and state/territory ('000)**

Indigenous status	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.1	0.3	1.3	0.2	0.7	0.1	0.9	0.1	4.8
Non-indigenous	37.9	28.5	27.4	5.6	13.8	1.4	1.5	7.6	123.6
Not known	0.5	*	0	11.3	1.2	0	*	0	13.0
<b>Total</b>	<b>39.5</b>	<b>28.7</b>	<b>28.7</b>	<b>17.1</b>	<b>15.7</b>	<b>1.5</b>	<b>2.4</b>	<b>7.7</b>	<b>141.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.



**Table 26 Number of course enrolments who obtained an AQF statement of attainment in 2005, by gender and state/territory ('000)**

<b>Gender</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
Males	19.6	17.4	14.8	7.9	8.4	0.7	1.4	4.1	74.3
Females	19.9	11.3	13.9	9.3	7.3	0.7	1.0	3.6	67.1
Not known	*	0	0	0	0	0	0	0	*
<b>Total</b>	<b>39.5</b>	<b>28.7</b>	<b>28.7</b>	<b>17.1</b>	<b>15.7</b>	<b>1.5</b>	<b>2.4</b>	<b>7.7</b>	<b>141.4</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

## Section 3 – Additional Tables

**Table 27 VET in Schools students by Indigenous status ('000), 2005**

Indigenous status	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.6	0.2	1.5	0.2	1.0	0.2	0.6	0.1	5.4
Non-indigenous	58.4	35.7	41.6	4.2	15.0	2.5	1.3	4.4	163.0
Not known	0.9	*	3.3	9.0	1.3	*	*	0	14.5
<b>Total</b>	<b>60.8</b>	<b>36.0</b>	<b>46.4</b>	<b>13.3</b>	<b>17.4</b>	<b>2.7</b>	<b>1.9</b>	<b>4.4</b>	<b>182.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 28 VET in Schools students by gender ('000), 2005**

Gender	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Males	29.1	20.3	21.4	6.3	9.0	1.2	1.0	2.4	90.8
Females	31.7	15.7	21.7	7.0	8.3	1.5	0.8	2.1	88.8
Not known	*	0	3.3	0	0	*	0	0	3.4
<b>Total</b>	<b>60.8</b>	<b>36.0</b>	<b>46.4</b>	<b>13.3</b>	<b>17.4</b>	<b>2.7</b>	<b>1.9</b>	<b>4.4</b>	<b>182.9</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 29 VET in Schools students who have successfully completed at least one VET unit of competency/module, by Indigenous status ('000), 2005**

Indigenous status	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.1	0.2	0.9	0.2	0.7	0.2	0.6	0.1	3.8
Non-indigenous	44.3	32.9	24.4	4.0	12.4	2.2	1.2	3.5	125.0
Not known	0.6	*	0	8.5	1.1	*	*	0	10.2
<b>Total</b>	<b>46.0</b>	<b>33.1</b>	<b>25.3</b>	<b>12.7</b>	<b>14.2</b>	<b>2.4</b>	<b>1.7</b>	<b>3.5</b>	<b>139.0</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 30 VET in Schools students who have successfully completed at least one VET unit of competency/module, by gender ('000), 2005**

Gender	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
Males	21.7	18.7	12.1	6.0	7.3	1.1	1.0	1.9	69.7
Females	24.3	14.4	13.3	6.7	6.9	1.3	0.8	1.7	69.4
Not known	*	0	0	0	0	0	0	0	*
<b>Total</b>	<b>46.0</b>	<b>33.1</b>	<b>25.3</b>	<b>12.7</b>	<b>14.2</b>	<b>2.4</b>	<b>1.7</b>	<b>3.5</b>	<b>139.0</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 31 VET in Schools course enrolments, Government schools ('000), 2005**

Government School	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	2.9	4.7	2.1	0.8	1.2	0.3	0.4	0.7	13.1
Automotive	2.1	2.1	0.2	0.6	0.9	0.1	0.1	0.5	6.6
Building and Construction	5.1	1.6	5.5	0.8	0.9	0.2	0.1	0.3	14.5
Community services, Health and Education	0.9	1.3	0.9	1.0	0.4	0.5	0.1	0.3	5.3
Finance, Banking & Insurance	0.3	0	0	*	0	0	0	0	0.3
Food processing	0.1	*	0	0.3	0.1	*	0	0	0.5
TCF & Furnishings	0.2	1.1	*	*	*	0	*	0.1	1.5
Communications	0.1	0.1	0	0.1	*	0	0	0	0.3
Engineering & Mining	2.5	0.5	3.8	0.6	1.2	*	0.2	0.1	8.8
Primary Industry	3.0	1.3	1.7	0.8	1.2	0.2	0.2	0	8.3
Process Manufacturing	*	*	0	*	0	0	0	0	*
Sales & Personal Services	8.2	5.1	1.0	2.0	1.1	0.6	0.3	0.6	19.0
Tourism & Hospitality	16.4	4.1	13.1	2.0	2.1	0.5	0.3	2.0	40.6
Transport & Storage	0.2	*	0.9	0.1	0.1	*	*	0	1.3
Utilities	0.3	0.5	0	0.2	0.1	*	*	*	1.1
<b>CATEGORY B</b>									
Business & Clerical <sup>(a)</sup>	13.0	2.2	16.2	1.4	10.5	0.3	0.2	4.6	48.4
Computing <sup>1)</sup>	0.3	1.9	3.2	0.2	0.1	*	*	1.1	6.8
Science, Technical & Other	0.7	0.9	0.6	0.2	*	0	*	0.3	2.8
<b>CATEGORY C</b>									
General Education & Training	*	1.8	12.4	1.2	0.8	0	0.2	0	16.5
<b>Total</b>	<b>56.3</b>	<b>29.2</b>	<b>61.6</b>	<b>12.3</b>	<b>20.7</b>	<b>2.8</b>	<b>2.1</b>	<b>10.5</b>	<b>195.6</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

- (a) In the mapping of ASCO to industries, lower level qualifications in Information technology (e.g. Certificate II) are categorised as Business and Clerical rather than Computing. Most VET in Schools courses based on Information technology Training Packages are therefore counted as business and Clerical resulting in inflated numbers for this category and low numbers for the Computing category.

**Table 32 VET in Schools course enrolments, Catholic schools ('000), 2005**

<b>Catholic School</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	0.4	1.4	0.5	0.1	0.4	*	0.1	*	2.9
Automotive	0.2	0.3	0	0.1	0.1	*	*	*	0.7
Building and Construction	2.1	0.4	1.1	0.1	0.1	*	0.1	0.2	4.1
Community services, Health and Education	0.2	0.2	*	0.1	0.1	*	*	0.1	0.6
Finance, Banking & Insurance	0.1	0	0	*	0	0	0	0	0.1
Food processing	*	*	0	*	0	0	0	0	*
TCF & Furnishings	0.1	0.2	0	*	0	0	0	0.1	0.4
Communications	*	*	0	0.1	0	0	0	0	0.1
Engineering & Mining	0.5	0.1	0.8	*	0.1	*	*	*	1.5
Primary Industry	0.3	0.3	0.2	*	0.1	*	0.1	0	1.0
Process Manufacturing	0	0	0	0	0	0	0	0	0
Sales & Personal Services	1.7	1.3	0.2	0.3	0.2	*	*	0.1	3.8
Tourism & Hospitality	5.5	1.3	3.9	0.5	0.5	0.1	0.1	1.1	13.0
Transport & Storage	*	*	0.2	*	*	0	0	0	0.2
Utilities	*	0.1	0	*	*	*	*	*	0.2
<b>CATEGORY B</b>									
Business & Clerical	3.7	0.8	4.2	1.4	1.3	0.1	*	0.9	12.5
Computing	*	0.5	1.5	0	*	0	0	0.1	2.1
Science, Technical & Other	0.2	0.2	0.5	0.4	0	0	*	0.1	1.3
<b>CATEGORY C</b>									
General Education & Training	*	0.2	2.6	0.6	0.1	0	*	0	3.5
<b>Total</b>	<b>15.0</b>	<b>7.3</b>	<b>15.7</b>	<b>3.7</b>	<b>3.0</b>	<b>0.3</b>	<b>0.4</b>	<b>2.8</b>	<b>48.2</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 33 VET in Schools course enrolments, Independent schools ('000), 2005**

Independent School	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Aust.
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	0.3	0.9	0.1	0.1	0.2	*	0.1	0	1.7
Automotive	0.1	0.1	0	0.1	0.1	0	*	0	0.3
Building and Construction	0.2	0.1	0.3	0.1	0.1	*	*	0	0.7
Community services, Health and Education	0.1	0.2	0	0.1	*	*	*	0	0.5
Finance, Banking & Insurance	0.1	0	0	0	0	0	0	0	0.1
Food processing	*	*	0	*	0	0	0	0	*
TCF & Furnishings	*	0.1	*	*	0	0	*	*	0.2
Communications	*	*	0	*	0	0	0	0	*
Engineering & Mining	0.1	*	0.2	*	0.1	*	*	0	0.3
Primary Industry	0.2	0.2	0.1	0.1	0.1	*	0.1	0	0.6
Process Manufacturing	0	0	0	0	0	0	0	0	0
Sales & Personal Services	0.3	0.6	0.1	0.2	0.3	*	*	0	1.5
Tourism & Hospitality	1.8	1.0	2.6	0.6	0.5	*	0.1	0.1	6.7
Transport & Storage	*	*	0.1	*	0	*	0	0	0.1
Utilities	*	0.1	0	*	*	*	0	0	0.1
<b>CATEGORY B</b>									
Business & Clerical	1.0	1.2	3.0	0.5	0.7	*	*	0.1	6.6
Computing	*	0.6	1.3	0.1	*	*	0	*	2.0
Science, Technical & Other	0.1	*	0.2	0.1	*	0	*	*	0.4
<b>CATEGORY C</b>									
General Education & Training	*	0.4	0.9	0.3	0.2	0	0.1	0	1.8
<b>Total</b>	<b>4.3</b>	<b>5.5</b>	<b>8.8</b>	<b>2.1</b>	<b>2.4</b>	<b>0.1</b>	<b>0.3</b>	<b>0.2</b>	<b>23.8</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

**Table 34 VET in Schools course enrolments, TAFE and other providers ('000), 2005**

<b>TAFE &amp; other providers</b>	<b>NSW</b>	<b>Vic.</b>	<b>Qld.</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>	<b>Aust.</b>
<b>CATEGORY A</b>									
Arts, Entertainment, Sport and Recreation	*	0.3	*	0	0	0	0	*	0.4
Automotive	*	0.1	0	0	0	0	0	0	0.2
Building and Construction	*	0.4	0.1	0	0	0	0	*	0.5
Community services, Health and Education	*	0.1	*	0	0	0	0	*	0.1
Finance, Banking & Insurance	0	0	0	0	0	0	0	0	0
Food processing	0	0	0	0	0	0	0	0	0
TCF & Furnishings	0	0.2	0	0	0	0	0	*	0.2
Communications	0	*	0	0	0	0	0	0	*
Engineering & Mining	*	*	0.1	0	*	0	0	0	0.1
Primary Industry	*	0.2	*	0	*	0	0	0	0.2
Process Manufacturing	0	*	0	0	0	0	0	0	*
Sales & Personal Services	*	0.4	0	0	0	*	0	*	0.5
Tourism & Hospitality	0.1	0.5	0.1	0	*	0	0	*	0.6
Transport & Storage	0	*	*	0	0	0	0	0	*
Utilities	*	*	0	0	0	0	0	0	*
<b>CATEGORY B</b>									
Business & Clerical	0.1	0.5	0.2	0	*	0	0	*	0.8
Computing	0	*	*	0	0	0	0	*	0.1
Science, Technical & Other	0	0.1	*	0	0	0	0	*	0.2
<b>CATEGORY C</b>									
General Education & Training	*	2.5	0.3	0	*	0	0	0	2.8
<b>Total</b>	<b>0.2</b>	<b>5.5</b>	<b>1.0</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0.1</b>	<b>6.8</b>

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).

Due to confidentiality reasons, values less than 50 are represented by \*.

# Appendix A – Technical notes

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## Technical notes for Key Performance Measure 1

A number of technical issues were taken into consideration when compiling the data for KPM1.

These include:

1. If a student had all their enrolments with a single parent school type (excluding credit transfer enrolments) then their school type was the *parent school type*. If all enrolments were not with a single *parent school type*, then their school type was “*mixed*”.
2. *Credit transfer activity* is excluded from the data.
3. If the student has at least one *enrolment* (excluding *credit transfer*) where the “*Client identifier – new apprenticeships*” is not blank, then *sbna flag* = ‘Y’.
4. The student count is a distinct count of *client id* by *sbna flag* and *school type*.

The Victorian tables were based on the following collection scope:

- ◆ Senior secondary certificate participation is comprised of students undertaking two senior secondary certificates awarded by the Victorian Curriculum and Assessment Authority (VCAA): the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). A third certificate, the International Baccalaureate (IB), is not awarded by the VCAA, so is excluded from reporting scope.
- ◆ VCE is typically a two year course full time, yet there is a trend for students to commence part time study in VCE in Year 10. This certificate is also available for students enrolled in the TAFE or ACE sectors. Increasing numbers of 15-19 year olds are taking this option, although this option is designed primarily for adults returning to study.
- ◆ The enrolments and competencies of those students enrolled in VCE with offshore providers (such as in China and Indonesia) are not included in these statistics.
- ◆ VCAL has three levels: foundation (equivalent to AQF level 1), intermediate (equivalent to AQF level 2) and extension (equivalent to AQF level 3). Each level is designed as a one year full time program. Some students complete more than one VCAL in a calendar year. However, they are counted only once in these statistics.
- ◆ There is also a pilot of Senior Extension in three schools. The numbers of these students are excluded as it is a requirement for participants to have completed Year 12 prior to enrolling, so they have been counted as completers in previous years.

## Technical notes for Key Performance Measure 2

A number of technical issues were taken into consideration when compiling the data for KPM2.

These include:

1. If a student had all their enrolments with a single parent school type (excluding credit transfer enrolments) then their school type was the *parent school type*. If all enrolments were not with a single *parent school type*, then their school type was “*mixed*”. This is the same type that was derived in KPM1.
2. *Credit transfer activity* is excluded from the data.
3. If the student has at least one *enrolment* (excluding *credit transfer*) where the “*Client identifier – new apprenticeships*” is not blank, then *sbna flag* = ‘Y’. This is the same flag that was derived in KPM1.
4. For students with a least one enrolment *outcome* in (‘20’, ‘50’) then the count is *distinct client id* by *sbna flag* and *school type*

## Technical notes for Program Measure 1

A number of technical issues were taken into consideration when compiling the data for this performance measure. These include:

1. *Credit transfer activity* is excluded from the data.
2. If a student had all their enrolments with a single parent school type (excluding credit transfer enrolments) then their school type was the *parent school type*. If all enrolments were not with a single *parent school type*, then their school type was “*mixed*”. This is the same type that was derived in KPM1.
3. If the student has at least one *enrolment* (excluding *credit transfer*) where the “*Client identifier – new apprenticeships*” is not blank, then *sbna flag* = ‘Y’. This is the same flag that was derived in KPM1.
4. Count distinct combination of (*client id, course id, training provider location*) by:
  - ♦ *sbna flag*
  - ♦ *school type*
  - ♦ *qualification category* (from AVETMISS *course* [NAT00030] data file linking with *course id*)
  - ♦ *industry training area* (right join from AVETMISS *enrolment* [NAT00120] data file to *course* [NAT00030] data file linking with *course id* and then right joined from *asco id*)
  - ♦ *atsi flag* (from AVETMISS *client* [NAT00080] data file linking with *client id*)
  - ♦ *sex* (from AVETMISS *client* [NAT00080] data file linking with *client id*)

## Technical notes for Program Measure 2

A number of technical issues were taken into consideration when compiling the data for this performance measure. These include:

1. If a student had all their enrolments with a single parent school type (excluding credit transfer enrolments) then their school type was the *parent school type*. If all enrolments were not with a single *parent school type*, then their school type was “*mixed*”. This is the same type that was derived in KPM1.
2. If the student has at least one *enrolment* (excluding *credit transfer*) where the “*Client identifier – new apprenticeships*” is not blank, then *sbna flag* = ‘Y’. This is the same flag that was derived in KPM1.
3. If *module outcome* in the AVETMISS *enrolment* (NAT00120) data file is either *credit transfer* (‘60’) or *continuing assessment* (‘70’), then *hours* = 0. Otherwise, *hours* = *nominal hours supervised* (from AVETMISS *module/unit of competency* [NAT00060] data file, linking with *module id*).
4. *Hours* to be summed by:
  - ♦ *sbna flag*
  - ♦ *school type*
  - ♦ *qualification category* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id*)
  - ♦ *industry training area* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id* and then right joined from *asco id*)
  - ♦ *atsi flag* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)
  - ♦ *sex* (from AVETMISS *client* [NAT00080] data file linking with *client id*)



## Technical notes for Performance Measure 3.1 and 3.2

A number of technical issues were taken into consideration when compiling the data for PM 3.1 and PM 3.2. These include:

1. *Credit transfer* activity is excluded from the data
2. School year is defined as [*Highest school level completed*] + 1.
3. If a student had all their enrolments with a single parent school type (excluding credit transfer enrolments) then their school type was the *parent school type*. If all enrolments were not with a single *parent school type*, then their school type was “*mixed*”.
4. If the student has at least one *enrolment* (excluding *credit transfer*) where the “*Client identifier – new apprenticeships*” is not blank, then *sbna flag* = ‘Y’. This is the same flag that was derived in KPM1.

### PM 3.1

- ♦ Count each *award* (from the AVETMISS *qualification completed* [NAT00130] data file), where *qualification category* in either (211, 213, 221, 222, 311, 312, 411, 413, 421, 511, 514, 521, 524, 611, or 613) and *vet flag* = ‘Y’ (from AVETMISS *course* [NAT00030] data file, linking with *course id*) by:
  - *sbna flag*
  - *school type*
  - *completed year* (from AVETMISS *qualification completed* [NAT00130] data file)
  - *qualification category* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id*)
  - *industry training area* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id* and then right joined from *asco id*)
  - *highest school level completed* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)
  - *atsi flag* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)
  - *sex* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)

### PM 3.2

- ♦ Create a temporary table of distinct combination of (*client id, course id, training provider location*) from the AVETMISS *enrolment* (NAT00120) data file, where *module outcome* in (‘20’, ‘50’). Count of each record = course enrolments
- ♦ If a record is in the temporary table but not in 3.1 (based on the *client id* and *course id* join) then sum *course enrolments* (in temporary table) by
  - *sbna flag*
  - *school type*
  - *completed year* (from AVETMISS *qualification completed* [NAT00130] data file)
  - *qualification category* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id*)
  - *industry training area* (right join from AVETMISS *enrolment* [NAT00120] data file to AVETMISS *course* [NAT00030] data file, linking with *course id* and then right joined from *asco id*)
  - *highest school level completed* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)
  - *atsi flag* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)
  - *sex* (from AVETMISS *client* [NAT00080] data file, linking with *client id*)