



2006 VET in Schools Statistics

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

A REPORT FOR THE MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS
(MCEETYA) SECRETARIAT

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2006 VET in Schools data

Introduction

This report provides data to enable the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) to monitor Key Performance Measures (KPMs) and Program Measures (PMs) for VET in Schools activity in Australia. The measures (Box 1) were jointly developed in 2000 by the former National Education Performance Measurement Taskforce and the former VET in Schools Taskforce.

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 or 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">• completed an AQF VET qualification in that year• obtained an AQF statement of attainment in that year• completed a senior secondary certificate with a VET component

Data on each of the KPMs and PMs, where available, are provided in Section 1 of this report. Additional VET in Schools tables and an appendix detailing the technical notes on calculations used in compiling the measures have also been incorporated.

Scope

The scope of reporting is to be all activity encompassed by MCEETYA's definition of 'VET in Schools' (Box 2).

Box 2 MCEETYA's definition of VET in Schools

Vocational Education and training should be included as VET in Schools if:

- It is undertaken as part of a senior secondary certificate and
- Its completion by the student provides credit towards recognised vocational education and training credential within the Australian Qualification Framework.

Data quality issues

The 2006 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 is incomplete.
- ✧ There are fields that are intended to be used in producing the tables where no data are reported because, for example, they are not captured in school enrolment processes.
- ✧ The secondary data sources used are not sufficiently reliable or comparable to the AVETMISS-compliant data.
- ✧ There are 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.

Caution must be exercised in drawing any conclusions or interpreting comparative trends across jurisdictions. The data in this report have been collected for the sole purpose of providing reference data to report on key performance measures and program measures.

Reporting of numbers

Numbers in the tables are rounded to the nearest 100. In addition, groups with fewer than 50 persons are suppressed.

Section 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.

KPM 1 (Table 1) =	Number of VET in Schools students (Table 3) divided by	= 33.6
	Number of school students undertaking a senior secondary school certificate (Table 4)	

Table 1 Number of students in school-based apprentice and trainee programs and VET in School programs, Australia ('000), 2006

Program	Student type		Reference
School-based apprentices and trainees ^(a)	School-based apprentices and trainees ('000) ^(a)	12.9	Table 2 (A)
	School students undertaking a senior secondary school certificate ('000) ^{(b),(c)}	510.8	Table 4 (B)
	School-based apprentices and trainees as a proportion of school students undertaking a senior secondary school certificate (%)	2.5	A/B
VET in Schools students	VET in Schools students ('000)	171.7	Table 3 (C)
	School students undertaking a senior secondary school certificate ('000) ^{(b),(c)}	510.8	Table 4 (B)
	VET in Schools students as a proportion of school students undertaking a senior secondary school certificate (%)	33.6	C/B

(a) Students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship during 2006.

(b) 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 program and may incorporate units leading to the relevant AQF certificate I–IV qualification.

(c) Data on the number of school students undertaking senior secondary certificates of education have been obtained from the Board of Studies or Curriculum Councils in each state and territory, through the relevant state training authorities. The data generally contain 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 contain 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.

Source: NCVET MCEETYA VET in Schools collection; Australasian Curriculum, Assessment and Certification Authorities (ACACA).

Support tables

Table 2 Number of school-based apprentices and trainees^(a) by school sector and state/territory ('000), 2006

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	1.3	3.6	2.9	0.5	0.7	0.1	0.1	0.1	9.3
Australian Technical college	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*
Catholic school	0.2	1.3	0.7	0.1	*	*	*	*	2.3
Independent school	0.1	0.6	0.5	0.1	0.1	*	*	0.0	1.2
TAFE	*	*	*	0.0	0.0	0.0	0.0	0.0	*
Community education	0.0	*	*	0.0	0.0	0.0	0.0	0.0	*
Mixed	*	0.0	*	0.0	0.0	0.0	0.0	0.0	*
Total	1.7	5.5	4.1	0.6	0.8	0.1	0.1	0.1	12.9

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

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

See technical notes in appendix A.

(a) Students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship during 2006.

Table 3 All VET in Schools students by school sector and state/territory ('000), 2006

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	37.5	24.1	29.1	8.7	12.7	2.3	1.4	3.4	119.3
Australian Technical college	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Catholic school	10.0	7.3	7.5	2.2	2.8	0.3	0.2	1.0	31.3
Independent school	3.7	4.9	5.4	2.0	1.6	0.1	0.2	0.1	18.0
TAFE	0.7	1.4	0.1	0.0	*	0.0	0.0	0.0	2.2
Community education	0.0	0.4	*	0.0	0.0	0.0	0.0	0.0	0.4
Mixed	0.1	0.0	0.1	0.0	*	0.0	0.0	*	0.2
Total	52.3	38.1	42.2	12.9	17.2	2.7	1.8	4.5	171.7

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

Values fewer than 50 are represented by *.

See technical notes in appendix A.

Table 4 School students undertaking a senior secondary school certificate by school sector and state/territory ('000), 2006

School sector	NSW ^(a)	Vic. ^(b)	Qld ^(c)	SA	WA ^(d)	Tas.	NT	ACT	Aust.
Government school	87.9	85.5	52.7	33.6	30.5	3.5	4.3	6.0	304.0
Australian Technical college	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Catholic school	32.7	32.6	17.2	9.9	9.9	0.7	0.5	2.4	105.9
Independent school	22.3	31.3	17.5	10.1	9.4	0.6	0.6	0.8	92.7
TAFE	2.8	0.0	0.3	0.0	0.0	0.0	0.0	0.0	3.1
Community education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Adult ^(b)	0.0	4.8	0.0	0.0	0.0	0.0	0.0	0.0	4.8
Total	146.1	154.3	87.6	53.6	49.8	4.8	5.4	9.2	510.8

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

Values fewer than 50 are represented by *.

See technical notes in appendix A.

(a) The NSW data comprise individual students who were entered for one or more courses that contribute towards the NSW Higher School Certificate (HSC) in the 2006 calendar year.

(b) In Victoria, Adult education is their combined total of TAFE and community education students.

- (c) 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.
- (d) In Western Australia, the population of students includes those who were enrolled in at least one Curriculum Council subject or at least one unit of competency or at least one WACE course unit or at least one endorsed program in 2006.

Source: Australasian Curriculum, Assessment and Certification Authorities (ACACA).

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 or module as a proportion of all school students undertaking a senior secondary school certificate in that year

KPM 2 (Table 5) =	School students enrolled in a senior secondary school certificate who have completed at least one VET unit of competency or module (Table 6) divided by Number of school students undertaking in a senior secondary school certificate (Table 4)	= 27.6
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Table 5 The number of schools students enrolled in a senior secondary schools certificate who have successfully completed at least one VET unit of competency or module in 2006 as a proportion of the number of school students undertaking a senior secondary school certificate in 2006

		Reference
School students enrolled in a senior secondary school certificate who have completed at least one VET unit of competency or module ie VET in Schools students who have successfully completed at least one VET unit of competency or module ('000)	140.8	Table 6 (E)
School students undertaking a senior secondary school certificate ('000) ^{(a),(b)}	510.8	Table 4 (B)
School students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency or module as a proportion of all school students undertaking a senior secondary school certificate in that year (%)	27.6	E/B

- (a) 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 program and may incorporate units leading to the relevant AQF certificate I–IV qualification.
- (b) Data on the number of school students undertaking senior secondary certificates of education have been obtained from the Board of Studies or Curriculum Councils in each state and territory, through the relevant state training authorities. The data generally contain 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 contain 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.

Source: NCVET MCEETYA VET in Schools collection; Australasian Curriculum, Assessment and Certification Authorities (ACACA).

Support tables

Table 6 School-based apprentices and trainees and VET in Schools students who have successfully completed at least one VET unit of competency or module by state/territory ('000), 2006

Successful completion	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
School-based apprentices and trainees ^(a)	1.5	4.8	3.7	0.6	0.7	0.1	0.1	0.1	11.7
Other VET in Schools students	42.9	30.6	22.5	11.4	14.3	2.3	1.6	3.4	129.1
Total	44.4	35.5	26.2	12.0	15.1	2.5	1.7	3.5	140.8

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

- (a) Students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship during 2006.

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 (Table 7) =	Total VET in Schools enrolments within the senior secondary certificate(s) that contribute towards the achievement of an AQF VET qualification.	= 268,500
	ie the total number of VET in Schools course enrolments	

Table 7 VET in Schools course enrolments by school sector and state/territory ('000), 2006

School sector	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(b),(c)}	Aust.
Government school	49.7	29.9	61.8	11.4	18.4	2.8	2.3	11.3	187.5
Technical college	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
Catholic school	12.3	8.6	14.7	2.9	3.6	0.3	0.5	3.3	46.4
Independent school	4.2	6.7	9.2	2.7	2.4	0.1	0.3	0.3	26.0
TAFE	0.8	5.0	0.3	0.0	*	0.0	0.0	0.0	6.2
Community education	0.0	0.9	0.2	0.0	0.0	0.0	0.0	0.0	1.1
Mixed	0.2	0.0	0.4	0.0	*	0.0	0.0	0.1	0.7
Total	67.9	51.2	86.6	17.0	24.5	3.2	3.0	15.0	268.5

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

Values fewer than 50 are represented by *.

See Technical notes in appendix A.

(a) All NSW enrolments are in stand-alone, industry-specific VET courses that contribute both to the NSW Higher School Certificate (HSC) and an AQF VET qualification (in almost all cases a training package qualification).

(b) 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.

(c) In the ACT, there is no restriction on the number of VET subjects a student can study.

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 =	Total VET in Schools annual student contact (or curriculum) hours within the senior secondary certificate(s) that contribute towards an AQF VET qualification.	not available
	ie the number of VET annual student contact hours	

There is considerable variation in contact hours between jurisdictions. As a result, data for this program measure have not been provided.

Program Measure 3

Number and proportion of enrolled VET in Schools students by school year cohort¹, who at the end of the school year:

- (3.1) Completed an AQF VET qualification in that year; or
- (3.2) Obtained an AQF statement of attainment² in that year; or
- (3.3) Completed a senior secondary certificate with a VET component.

Program measure 3.1	Reference	
Number of course completions in an AQF VET qualification in 2006 ('000).	54.4	Table 8 (G)
Total VET in Schools enrolments ('000) within the senior secondary certificate(s) that contribute towards the achievement of an AQF VET qualification (PM1)	268.5	Table 7 (F)
Proportion of course enrolments in an AQF VET qualification in 2006 resulting in a completed qualification (%).	20.2	G/F
Program measure 3.2		
Number of course completions in an AQF statement of attainment ² in 2006 ('000).	145.9	Table 9 (H)
Proportion of course completions in an AQF statement of attainment ² in 2006 (%).	54.3	H/F
Program measure 3.3		
Number and proportion of course completions in a senior secondary certificate with a VET component in 2006 ('000).	Not available	

Support tables

Table 8 Number of course completions in an AQF VET qualification, by qualification category and state/territory ('000), 2006

Qualification category	NSW	Vic.	Qld	SA^(a)	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0.0	0.0	0.0	NA	0.0	0.0	0.0	0.0	0.0
Certificate IV	*	0.0	*	NA	*	*	*	0.0	*
Certificate III	0.7	2.2	1.0	NA	0.1	*	*	*	4.0
Certificate II	14.2	10.7	6.3	NA	1.9	0.6	0.2	0.8	34.7
Certificate I	4.1	*	7.7	NA	1.7	0.8	0.2	1.3	15.6
Other	0.0	0.0	0.0	NA	0.0	0.0	0.0	0.0	0.0
Total	18.9	12.9	15.0	NA	3.7	1.4	0.4	2.1	54.4

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
 Values fewer than 50 are represented by *.
 Course completions reported for 2006 are preliminary.

¹ Due to differences in compilation practices by states and territories (refer to page 7), it is not possible to report by school year cohort. The figures used in reporting these measures have been based on all school years under the MCEETYA definition of VET in Schools.

² 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 recognition of prior learning (RPL) processes.

- (a) Course completions were not supplied by South Australia. Hence data for this state have not been reported.

Table 9 Number of course enrolments who obtained an AQF statement of attainment², by qualification category and state/territory ('000), 2006

Qualification category	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0.0	0.1	0.1	0.1	*	0.0	*	0.0	0.4
Certificate IV	0.1	0.3	0.2	0.2	*	*	*	0.0	0.9
Certificate III	1.9	7.9	4.2	0.8	1.0	0.1	0.1	0.8	16.8
Certificate II	26.4	20.7	14.5	6.7	8.2	0.8	1.3	4.3	83.0
Certificate I	5.8	2.9	11.4	7.4	8.4	0.6	0.7	2.4	39.5
Other	2.8	0.6	1.3	0.5	*	0.0	0.1	0.0	5.3
Total	36.9	32.6	31.8	15.7	17.7	1.5	2.3	7.5	145.9

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Section 2: Additional tables

Table 10 VET in Schools students by state/territory ('000), 2006

Number of students	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
School-based apprentices and trainees ^(b)	1.7	5.5	4.1	0.6	0.8	0.1	0.1	0.1	12.9
Other VET in Schools students	50.7	32.6	38.1	12.3	16.4	2.5	1.7	4.5	158.7
Total	52.3	38.1	42.2	12.9	17.2	2.7	1.8	4.5	171.7

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

(a) NSW provided a reprovision of 2005 data, which are now consistent with the 2006 statistics contained in the current report. The revised number of VET in Schools students for NSW in 2005 was 53 063.

(b) Students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship during 2006.

Table 11 Other VET in Schools students (ie non school based apprentices and trainees) by school sector and state/territory ('000), 2006

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	36.2	20.5	26.2	8.2	12.1	2.2	1.3	3.3	110.0
Australian Technical college	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Catholic school	9.8	6.0	6.8	2.1	2.7	0.3	0.2	1.0	29.0
Independent school	3.6	4.4	4.9	1.9	1.6	0.1	0.2	0.1	16.7
TAFE	0.7	1.3	0.1	0.0	*	0.0	0.0	0.0	2.2
Community education	0.0	0.4	*	0.0	0.0	0.0	0.0	0.0	0.4
Mixed	0.1	0.0	0.1	0.0	*	0.0	0.0	*	0.2
Total	50.7	32.6	38.1	12.3	16.4	2.5	1.7	4.5	158.7

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

Values fewer than 50 are represented by *.

Table 12 VET in Schools students who have successfully completed at least one VET unit of competency or module by school sector ('000), 2006

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	31.4	22.3	18.2	7.9	10.8	2.1	1.3	2.5	96.5
Technical college	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Catholic school	9.0	6.9	4.5	2.2	2.6	0.3	0.2	0.9	26.6
Independent school	3.2	4.8	3.3	2.0	1.6	0.1	0.2	0.1	15.2
TAFE	0.5	1.2	0.1	0.0	*	0.0	0.0	0.0	1.8
Community education	0.0	0.3	*	0.0	0.0	0.0	0.0	0.0	0.3
Mixed	0.1	0.0	0.1	0.0	*	0.0	0.0	*	0.2
Total	44.4	35.5	26.2	12.0	15.1	2.5	1.7	3.5	140.8

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

Values fewer than 50 are represented by *.

See technical notes in appendix A.

Table 13 VET in schools course enrolments by qualification level and state/territory ('000), 2006

Qualification category	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0.0	0.2	0.2	0.1	*	0.0	*	0.0	0.5
Certificate IV	0.1	0.4	0.3	0.2	0.1	*	*	0.0	1.1
Certificate III	3.0	11.3	9.1	0.9	1.2	0.1	0.2	1.6	27.4
Certificate II	49.2	34.9	35.6	7.4	11.2	1.6	1.7	8.0	149.5
Certificate I	12.3	3.6	39.8	8.0	12.0	1.5	1.0	5.4	83.6
Other	3.3	0.9	1.6	0.5	*	0.0	0.1	0.0	6.4
Total	67.9	51.2	86.6	17.0	24.5	3.2	3.0	15.0	268.5

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 14 VET in Schools course enrolments by industry categories and state/territory ('000), 2006

Industry	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Arts, entertainment, sport and recreation	4.7	7.0	3.3	1.2	2.5	0.3	0.4	2.1	21.5
Automotive	2.3	2.5	0.9	0.6	1.0	0.2	0.1	0.4	8.0
Building and construction	7.0	3.0	8.1	0.9	1.1	0.2	0.2	0.6	21.1
Community services, health and education	1.2	3.0	2.1	0.9	0.5	0.5	0.2	0.6	8.8
Finance, banking & insurance	0.4	*	*	*	0.0	0.0	0.0	0.0	0.5
Food processing	0.1	*	0.1	0.2	0.1	*	*	0.0	0.4
TCF & furnishings	0.2	1.8	0.1	0.1	*	0.0	*	0.3	2.5
Communications	0.2	0.1	*	*	*	*	0.0	0.0	0.4
Engineering & mining	2.9	0.2	5.9	0.7	1.1	0.1	0.2	0.1	11.1
Primary industry	3.1	1.9	2.4	0.8	1.5	0.1	0.2	0.0	10.1
Process manufacturing	*	*	*	*	*	0.0	0.0	0.0	0.1
Sales & personal services	10.0	9.0	3.5	3.2	1.9	0.6	0.4	1.1	29.7
Tourism & hospitality	20.5	6.5	21.3	2.3	2.6	0.7	0.4	3.2	57.6
Transport & storage	0.3	0.1	0.3	0.1	0.1	*	0.1	0.0	1.0
Utilities	0.4	1.0	0.1	0.2	0.1	*	*	*	1.9
Business & clerical ^(a)	14.1	5.9	24.8	2.8	10.9	0.4	0.6	5.3	64.9
Computing ^(a)	0.3	3.3	6.0	0.4	0.1	*	*	1.2	11.2
Science, technical & other	0.1	1.6	1.6	0.7	0.2	0.0	*	0.3	4.6
General education & training	*	4.2	6.1	2.0	0.7	0.0	0.2	0.0	13.2
Total	67.9	51.2	86.6	17.0	24.5	3.2	3.0	15.0	268.5

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer 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 15 VET in Schools course enrolments by Indigenous status level ('000), 2006

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	2.5	0.4	4.3	0.3	1.2	0.3	0.8	0.2	9.9
Non-indigenous	60.2	50.8	82.3	9.0	19.4	3.0	2.2	14.8	241.7
Not known	5.2	0.0	0.0	7.8	3.9	*	*	0.0	16.9
Total	67.9	51.2	86.6	17.0	24.5	3.2	3.0	15.0	268.5

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 16 VET in Schools course enrolments by sex ('000), 2006

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	33.2	29.6	44.8	8.1	13.2	1.5	1.7	8.2	140.2
Females	34.7	21.6	41.8	8.9	11.3	1.7	1.4	6.8	128.3
Not known	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	*
Total	67.9	51.2	86.6	17.0	24.5	3.2	3.0	15.0	268.5

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 17 Number and proportion of course completions in an AQF VET qualification, by school sector and state/territory ('000), 2006

School sector	NSW	Vic.	Qld ^(a)	SA ^(b)	WA ^(c)	Tas.	NT	ACT	Aust.
Government school	12.7	7.8	10.6	NA	2.3	1.2	0.4	1.4	36.5
Technical college	0.2	0.0	0.0	NA	0.0	0.0	0.0	0.0	0.2
Catholic school	4.3	2.7	2.6	NA	0.7	0.1	*	0.6	11.1
Independent school	1.5	2.2	1.7	NA	0.7	*	*	0.1	6.2
TAFE	0.1	0.1	*	NA	0.0	0.0	0.0	0.0	0.2
Community education	0.0	*	0.0	NA	0.0	0.0	0.0	0.0	*
Mixed	*	0.0	0.1	NA	*	0.0	0.0	*	0.1
Unknown	0.1	0.0	0.0	NA	*	0.0	0.0	*	0.1
Total	18.9	12.9	15.0	NA	3.7	1.4	0.4	2.1	54.4
Proportion of total course enrolments (PM1) gaining an AQF Qualification	27.9%	25.1%	17.3%	NA	15.2%	43.9%	13.1%	14.0%	20.2%

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

See technical notes in appendix A.

NA denotes that the information is not available.

- (a) Queensland data presented in this table are 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 with the VET course enrolments for Years 11 and 12 presented elsewhere in this report.
- (b) Course completions were not supplied by South Australia. Hence data for this state have not been reported.
- (c) 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.

Table 18 Number of course completions in an AQF VET qualification, by industry category and state/territory ('000), 2006

Industry	NSW	Vic.	Qld	SA ^(a)	WA	Tas.	NT	ACT	Aust.
Arts, entertainment, sport and recreation	1.2	2.7	0.7	NA	0.3	0.1	0.1	0.1	5.1
Automotive	0.7	0.4	0.2	NA	0.3	0.1	*	0.1	1.7
Building and construction	1.2	0.3	1.7	NA	0.3	0.1	*	*	3.6
Community services, health and education	0.1	1.2	0.3	NA	0.1	0.2	*	*	1.9
Finance, banking & insurance	*	0.0	*	NA	0.0	0.0	0.0	0.0	*
Food processing	0.0	0.0	*	NA	*	0.0	0.0	0.0	*
TCF & furnishings	*	0.2	*	NA	0.0	0.0	0.0	*	0.3
Communications	0.0	*	*	NA	0.0	0.0	0.0	0.0	*
Engineering & mining	0.5	*	0.8	NA	0.3	*	*	*	1.7
Primary industry	0.8	0.4	0.5	NA	0.4	*	*	0.0	2.2
Process manufacturing	0.0	0.0	0.0	NA	*	0.0	0.0	0.0	*
Sales & personal services	2.5	2.4	0.9	NA	0.4	0.3	0.1	0.2	6.6
Tourism & hospitality	7.1	2.3	2.5	NA	0.5	0.3	0.1	0.6	13.4
Transport & storage	*	0.0	*	NA	0.1	*	0.0	0.0	0.1
Utilities	*	0.1	*	NA	*	*	*	*	0.2
Business & clerical ^(b)	4.7	1.8	4.9	NA	1.0	0.2	0.1	0.9	13.6
Computing ^(b)	*	0.8	1.0	NA	*	*	*	*	1.8
Science, technical & other	*	0.3	0.3	NA	0.1	0.0	*	0.1	0.7
General education & training	0.0	0.0	1.2	NA	0.1	0.0	*	0.0	1.4
Total	18.9	12.9	15.0	NA	3.7	1.4	0.4	2.1	54.4

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

Values fewer than 50 are represented by *.

NA denotes that the information is not available.

(a) Course completions were not supplied by South Australia. Hence data for this state have not been reported.

(b) 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 the Information Technology Training Package are therefore counted as business and clerical, resulting in higher numbers for this category and lower numbers for the computing category.

Table 19 Number of course completions in an AQF VET qualification, by Indigenous status and state/territory ('000), 2006

Indigenous status	NSW	Vic.	Qld	SA ^(a)	WA	Tas.	NT	ACT	Aust.
Indigenous	0.4	*	0.5	NA	0.2	0.1	0.1	*	1.3
Non-indigenous	18.0	12.8	14.5	NA	3.0	1.3	0.3	2.1	52.0
Not known	0.5	0.0	0.0	NA	0.6	0.0	0.0	0.0	1.1
Total	18.9	12.9	15.0	NA	3.7	1.4	0.4	2.1	54.4

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

Values fewer than 50 are represented by *.

NA denotes that the information is not available.

(a) Course completions were not supplied by South Australia. Hence data for this state have not been reported.

Table 20 Number of course completions in an AQF VET qualification, by sex and state/territory ('000), 2006

Sex	NSW	Vic.	Qld	SA ^(a)	WA	Tas.	NT	ACT	Aust.
Males	8.5	7.2	7.4	NA	2.0	0.7	0.2	1.0	26.9
Females	10.4	5.7	7.5	NA	1.7	0.7	0.2	1.2	27.4
Total	18.9	12.9	15.0	NA	3.7	1.4	0.4	2.1	54.4

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

NA denotes that the information is not available.

(a) Course completions were not supplied by South Australia. Hence data for this state have not been reported.

Table 21 Number and proportion of course enrolments who obtained an AQF statement of attainment, by school sector and state/territory ('000), 2006

School sector	NSW	Vic.	Qld ^(a)	SA	WA ^(b)	Tas.	NT	ACT	Aust.
Government school	27.3	18.9	22.4	10.1	13.4	1.2	1.6	5.5	100.4
Technical college	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Catholic school	6.6	5.3	5.5	2.9	2.7	0.2	0.4	1.9	25.5
Independent school	2.1	4.1	3.5	2.7	1.6	0.1	0.3	0.1	14.5
TAFE	0.5	3.6	0.1	0.0	*	0.0	0.0	0.0	4.2
Community education	0.0	0.6	0.1	0.0	0.0	0.0	0.0	0.0	0.6
Mixed	0.1	0.0	0.2	0.0	*	0.0	0.0	*	0.4
Total ('000)	36.9	32.6	31.8	15.7	17.7	1.5	2.3	7.5	145.9

Proportion of enrolments (PM1) gaining an AQF statement of attainment (%)

	54.4	63.6	36.7	92.1	72.3	45.5	77.1	49.7	54.3
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Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).

Values fewer than 50 are represented by *.

See Technical notes in appendix A.

(a) Queensland data presented in this table are 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 with 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, they argue that it is invalid and does not match the definition of the relevant program measure.

Table 22 Number of course enrolments who obtained an AQF statement of attainment, by industry category and state/territory ('000), 2006

Industry	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Arts, entertainment, sport and recreation	2.6	3.8	1.3	1.1	2.1	0.1	0.3	1.0	12.4
Automotive	1.4	1.9	0.4	0.6	0.7	0.1	0.1	0.2	5.3
Building and construction	4.4	2.4	1.9	0.9	0.7	0.1	0.1	0.3	10.9
Community services, health and education	0.9	1.6	0.8	0.7	0.3	0.2	0.1	0.3	4.9
Finance, banking & insurance	0.3	*	*	*	0.0	0.0	0.0	0.0	0.4
Food processing	0.1	*	*	0.1	*	*	*	0.0	0.3
TCF & furnishings	0.2	1.4	0.1	*	*	0.0	*	*	1.7
Communications	0.1	0.1	*	*	*	*	0.0	0.0	0.3
Engineering & mining	1.7	0.2	2.0	0.6	0.7	*	0.1	0.1	5.4
Primary industry	1.7	1.3	0.9	0.7	1.0	0.1	0.2	0.0	5.9
Process manufacturing	*	*	*	*	*	0.0	0.0	0.0	0.1
Sales & personal services	6.0	5.3	1.6	3.0	1.4	0.3	0.3	0.4	18.3
Tourism & hospitality	9.7	3.7	7.9	2.3	1.9	0.4	0.3	1.9	28.0

Industry	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Transport & storage	0.2	0.1	0.2	0.1	0.1	*	*	0.0	0.7
Utilities	0.4	0.7	0.1	0.2	0.1	*	*	*	1.5
Business & clerical ^(a)	6.8	3.5	9.1	2.6	7.7	0.2	0.5	2.8	33.1
Computing ^(a)	0.2	2.3	1.7	0.4	0.1	*	0.0	0.5	5.1
Science, technical & other	0.1	1.2	0.9	0.7	0.2	0.0	*	*	3.1
General education & training	*	3.2	3.0	1.7	0.6	0.0	0.1	0.0	8.6
Total	36.9	32.6	31.8	15.7	17.7	1.5	2.3	7.5	145.9

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

Values fewer 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 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 23 Number of course enrolments who obtained an AQF statement of attainment, by Indigenous status and state/territory ('000), 2006

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.4	0.3	1.5	0.2	0.8	0.1	0.7	0.1	5.1
Non-indigenous	31.9	32.3	30.3	8.5	14.0	1.3	1.7	7.4	127.3
Not known	3.6	0.0	0.0	6.9	2.9	*	*	0.0	13.5
Total	36.9	32.6	31.8	15.7	17.7	1.5	2.3	7.5	145.9

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 24 Number of course enrolments who obtained an AQF statement of attainment, by sex and state/territory ('000), 2006

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	18.2	19.2	15.8	7.4	9.4	0.7	1.3	4.1	76.1
Females	18.7	13.4	15.9	8.3	8.3	0.8	1.0	3.4	69.8
Total	36.9	32.6	31.8	15.7	17.7	1.5	2.3	7.5	145.9

Note: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 25 VET in Schools students by Indigenous status ('000), 2006

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.7	0.2	1.8	0.2	0.9	0.2	0.5	0.1	5.5
Non-indigenous	47.0	37.9	40.4	6.8	13.3	2.5	1.3	4.5	153.6
Not known	3.6	0.0	0.0	5.9	3.0	*	*	0.0	12.5
Total	52.3	38.1	42.2	12.9	17.2	2.7	1.8	4.5	171.7

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 26 VET in Schools students by sex ('000), 2006

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	25.2	21.5	21.1	6.2	8.8	1.2	1.0	2.5	87.6
Females	27.2	16.6	21.1	6.6	8.3	1.5	0.8	2.1	84.1
Not known	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	*
Total	52.3	38.1	42.2	12.9	17.2	2.7	1.8	4.5	171.7

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 27 VET in Schools students who have successfully completed at least one VET unit of competency or module, by Indigenous status ('000), 2006

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.3	0.2	1.0	0.2	0.7	0.2	0.4	*	4.1
Non-indigenous	40.0	35.3	25.2	6.5	11.7	2.3	1.3	3.5	125.6
Not known	3.1	0.0	0.0	5.3	2.7	*	*	0.0	11.1
Total	44.4	35.5	26.2	12.0	15.1	2.5	1.7	3.5	140.8

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Table 28 VET in Schools students who have successfully completed at least one VET unit of competency or module, by sex ('000), 2006

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	21.0	20.1	12.6	5.7	7.7	1.1	0.9	1.9	71.1
Females	23.3	15.3	13.7	6.3	7.4	1.3	0.8	1.6	69.7
Total	44.4	35.5	26.2	12.0	15.1	2.5	1.7	3.5	140.8

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
Values fewer than 50 are represented by *.

Appendix A: Technical notes

Please refer to the NCVET website

<<http://www.ncver.edu.au/avetmiss/publications/872.html>> for more information on terms.

References used in this appendix include:

- AVETMISS terminology - *bold and italics*
- AVETMISS data files - *italicised and underlined*
- Fields derived for reporting purposes - **bold**.

Key Performance Measure 1 and support tables

- *Credit transfer* activity is excluded from reporting.
- If a student has all their *enrolments* with a single *parent school type* (excluding *credit transfer*), then their **school sector** = the *parent school type*. If all *enrolments* are not with a single *parent school type*, then their **school sector** = 'mixed'.
- If the student has at least one *enrolment* (excluding *credit transfer*) where the *Client identifier—new apprenticeship* is not blank, then **school based new apprenticeship (sbna) flag** = 'Y'.
- The student count is a distinct count of *client id* by **sbna flag** and **school sector**.

Key Performance Measure 2 and support tables

- *Credit transfer* activity is excluded from reporting.
- If a student has all their *enrolments* with a single *parent school type* (excluding *credit transfer*), then their **school sector** = the *parent school type*. If all *enrolments* are not with a single *parent school type*, then their **school sector** = 'mixed'. This is the same **school sector** derivation as KPM1.
- If the student has at least one *enrolment* (excluding *credit transfer*) where the *Client identifier—new apprenticeship* is not blank, then **school based new apprenticeship (sbna) flag** = 'Y'. This is the same **sbna flag** derivation as KPM1.
- For students with a least one *enrolment module outcome – national* in ('20', '50'), then the student count is a distinct count of *client id* by **sbna flag** and **school sector**.

Program Measure 1 and support tables

- *Credit transfer* activity is excluded from reporting.
- If a student has all their *enrolments* with a single *parent school type* (excluding *credit transfer*), then their **school sector** = the *parent school type*. If all *enrolments* are not with a single *parent school type*, then their **school sector** = 'mixed'. This is the same **school sector** derivation as KPM1.
- The student count is the distinct count of *client id*, *course id*, *training provider location* by **school sector**.

Program Measure 2

There is considerable variation in contact hours between jurisdictions. As a result, data for this program measure have not been provided.

Program Measure 3.1 and support tables

- Credit transfer activity is excluded from reporting.
- Count each *qualification completion* 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 the *course* file, linking with *course id*) by:
 - *completed year* (from *qualification completion*)
 - *qualification category* (from *course*)

Program Measure 3.2 and support tables

- Credit transfer activity is excluded from reporting.
- Create a temporary table of distinct count of *client id, course id, training provider location* from the *enrolment* file, where *module outcome – national* in ('20','50'). The count represents course enrolments.
- If a record is in the temporary table and not in PM 3.1 (based on the *client id* and *course id* join), then sum the course enrolments (in the temporary table) by:
 - *completed year* (from *qualification completion*)
 - *qualification category* (from *course*)

Program Measure 3.3

Data are not available.