



2008 VET in Schools Statistics

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

A REPORT FOR THE MINISTERIAL COUNCIL FOR EDUCATION, EARLY
CHILDHOOD DEVELOPMENT AND YOUTH AFFAIRS
(MCEECDYA) SECRETARIAT

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2008 VET in Schools data

Introduction

This report provides data to enable the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) 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 all activity encompassed by MCEECDYA's definition of 'VET in Schools' (Box 2).

Box 2 MCEECDYA'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 2008 VET in Schools statistics are subject to some data quality problems. These fall into one of two kinds:

- ✧ Fields where no data are reported because they are not captured in school enrolment processes. As a result there is a high proportion of unknown information for some fields; for example, Indigenous status.
- ✧ There are differences in definition and compilation practices used by states and territories to populate some fields, resulting in anomalies between states and territories. For example, the number of school students undertaking a senior secondary certificate is not comparable across states and territories due to different definitions of a senior secondary certificate.

Caution must be exercised in drawing any conclusions or interpreting comparative trends across jurisdictions.

Reporting of numbers

Numbers in the tables are rounded to the nearest 100. In addition, cells with fewer than 50 observations 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	=
	Number of school students undertaking a senior secondary school certificate (Table 4)	41.0%

Table 1 Students in school-based apprentice and trainee programs and VET in School programs, Australia, 2008

Program	Student type		Reference
School-based apprentices and trainees ^(a)	School-based apprentices and trainees ('000) ^(a)	25.7	Table 2 (A)
	School students undertaking a senior secondary school certificate ('000) ^{(b), (c)}	536.7	Table 4 (B)
	School-based apprentices and trainees as a proportion of school students undertaking a senior secondary school certificate (%)	4.8	A/B
VET in Schools students	VET in Schools students ('000)	220.0	Table 3 (C)
	School students undertaking a senior secondary school certificate ('000) ^{(b), (c)}	536.7	Table 4 (B)
	VET in Schools students as a proportion of school students undertaking a senior secondary school certificate (%)	41.0	C/B

- (a) Students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship during 2008.
- (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 Senior Secondary Certificate of Education 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 contains the number of Year 11 and Year 12 students who were enrolled in one or more courses that contribute towards the Queensland Certificate of Education.

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

Table 2 Number of school-based apprentices and trainees^(a) by school sector and state/territory ('000), 2008

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	1.6	4.6	7.7	0.4	0.7	0.2	0.1	0.2	15.5
Australian Technical College	0.2	0.3	0.3	0.0	0.1	0.1	0.0	0.0	0.9
Catholic school	0.2	1.6	0.7	*	0.1	0.1	0.0	0.1	2.8
Independent school	0.1	0.7	0.5	*	0.1	0.1	*	*	1.5
TAFE	*	*	4.9	0.0	0.0	0.1	0.0	0.0	4.9
Adult community education	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	*
Total	2.2	7.2	14.0	0.5	0.8	0.5	0.1	0.4	25.7

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 2008.

Table 3 All VET in Schools students by school sector and state/territory ('000), 2008

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	39.6	26.3	45.0	9.1	16.1	2.5	1.7	3.0	143.3
Australian Technical College	0.7	0.3	0.3	0.0	0.2	0.1	0.0	0.0	1.6
Catholic school	9.9	8.8	7.7	1.7	3.2	0.4	0.2	1.0	32.8
Independent school	4.0	5.3	5.7	1.7	2.0	0.2	0.2	*	19.2
TAFE	0.8	1.9	19.7	0.0	0.0	0.1	0.0	0.0	22.4
Adult community education	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.7
Total	54.9	43.4	78.4	12.5	21.6	3.2	2.0	4.0	220.0

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), 2008

School sector	NSW ^{(a), (b)}	Vic. ^{(c), (d)}	Qld ^{(e), (f)}	SA ^(b)	WA ^{(b), (g)}	Tas ^(h)	NT	ACT ^{(h), (i), (j)}	Aust.
Government school	90.5	88.2	56.6	33.0	33.8	3.1	4.2	5.8	315.3
Australian Technical College	0.4	0.0	0.6	0.3	0.2	0.1	0.0	0.0	1.6
Catholic school	33.3	33.6	18.3	10.5	11.1	0.8	0.6	2.4	110.6
Independent school	24.7	34.0	18.3	10.7	11.2	0.6	0.7	1.0	101.2
TAFE	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6
Adult community education ^(c)	0.0	5.4	0.0	0.0	0.0	0.0	0.0	0.0	5.4
Total	151.6	161.2	93.8	54.5	56.4	4.6	5.4	9.2	536.7

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

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 2008 calendar year.
- b) Overseas student numbers have not been included for South Australia, New South Wales and Western Australia.
- c) In Victoria, Adult community education is their combined total of TAFE and community education students.
- d) For Victoria, the total number of students enrolled in a senior secondary certificate includes some students below Year 11.
- e) For comparability with other states, Queensland's data contains the number of Year 11 and Year 12 students who were enrolled in one or more courses that contribute towards the Queensland Certificate of Education.
- f) Student numbers for the two colleges operated by TAFE Queensland as schools, are included in the 'Government School' category.
- g) In Western Australia, the population of students includes those who in 2008 were enrolled in at least one of the following: Curriculum Council subject, unit of competency, WACE course unit or endorsed program.
- h) Mature age students are included in Tasmania and the ACT.
- i) The ACT's 'Catholic School' category includes Catholic Education Office (CEO) and Independent Catholic Colleges.
- j) Students in the ACT undertaking their secondary school certificate at Canberra Grammar School are not included in the 'Independent Schools' category as they undertake NSW HSC.

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)	= 36.1%
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Table 5 School students enrolled in a senior secondary school certificate who have successfully completed at least one VET unit of competency or module, 2008

		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)	193.5	Table 6 (E)
School students undertaking a senior secondary school certificate ('000) ^{(a), (b)}	536.7	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 (%)	36.1	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 Senior Secondary Certificate of Education 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 contains the number of Year 11 and Year 12 students who were enrolled in one or more courses that contribute towards the Queensland Certificate of Education.

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

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), 2008

Successful completion	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
School-based apprentices and trainees ^(a)	2.1	6.5	12.7	0.5	0.7	0.5	0.1	0.3	23.3
Other VET in Schools students	45.9	33.4	55.6	11.3	16.7	2.4	1.9	3.0	170.2
Total	48	39.9	68.3	11.8	17.4	2.9	2	3.3	193.5

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 2008.

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. **= 347,400**

ie the total number of VET in Schools course enrolments

Table 7 VET in Schools course enrolments by school sector and state/territory ('000), 2008

School sector	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(b),(c)}	Aust.
Government school	53.1	33.0	89.4	12.5	25.6	3.0	2.7	9.3	228.7
Australian Technical College	1.2	0.4	1.4	0.0	0.3	0.1	0.0	0.0	3.5
Catholic school	12.3	11.0	14.0	2.3	4.7	0.4	0.3	3.5	48.4
Independent school	4.8	6.7	10.5	2.6	3.1	0.3	0.3	*	28.4
TAFE	1.0	4.7	31.2	0.0	0.0	0.1	0.0	0.0	36.9
Adult community education	0.0	1.6	0.0	0.0	0.0	0.0	0.0	0.0	1.6
Total	72.3	57.5	146.5	17.4	33.7	3.8	3.3	12.9	347.4

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

Values fewer than 50 are represented by *.

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. ie the number of VET annual student contact hours	not available
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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 students¹, who have:

- (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 2008 ('000).	86.8	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)	347.4	Table 7 (F)
Proportion of course enrolments in an AQF VET qualification in 2008 resulting in a completed qualification (%).	25.0	G/F
Program measure 3.2		
Number of course enrolments by students who obtained an AQF statement of attainment ² in 2008 ('000).	201.4	Table 9 (H)
Proportion of course enrolments by students who obtained an AQF statement of attainment ² in 2008 (%).	58.0	H/F
Program measure 3.3		
Number and proportion of course completions in a senior secondary certificate with a VET component in 2008 ('000).	Not available	

¹ Program Measure 3 is the number and proportion of enrolled VET in Schools students by school year cohort, who have completed an AQF VET qualification in that year, obtained an AQF statement of attainment in that year or completed a senior secondary certificate with a VET component however 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 MCEECDYA 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.

Table 8 Number of course completions in an AQF VET qualification, by qualification level and state/territory ('000), 2008

Qualification level	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0.0	0.0	0.1	0.0	*	0.0	0.0	0.0	0.1
Certificate IV	*	0.0	0.1	0.0	0.1	*	*	0.0	0.2
Certificate III	1.1	1.8	2.7	0.0	0.5	*	*	*	6.2
Certificate II	13.7	12.0	16.6	*	3.2	0.8	0.2	0.8	47.3
Certificate I	4.6	0.0	22.3	*	4.2	0.5	0.2	1.3	33.0
Total	19.4	13.8	41.8	*	7.9	1.3	0.4	2.1	86.8

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
 Values fewer than 50 are represented by *.
 Course completions reported for 2008 are preliminary. This data may be revised upwards in the 2009 collection due to late notification of qualifications completed.

Table 9 Number of course enrolments by students who obtained an AQF statement of attainment^(a), by qualification level and state/territory ('000), 2008

Qualification level	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Diploma or higher	0.0	0.1	0.3	0.1	*	0.0	*	0.0	0.5
Certificate IV	0.1	0.4	0.6	0.2	0.1	0.0	*	0.0	1.4
Certificate III	3.0	10.2	14.2	1.0	1.6	0.2	0.4	0.4	30.9
Certificate II	27.0	22.9	31.5	6.6	7.7	1.0	1.3	3.5	101.6
Certificate I	4.8	3.6	22.1	6.8	7.9	0.7	0.9	3.2	50.1
Other	6.9	0.4	7.8	1.4	0.5	0.0	0.1	0.0	16.9
Total	41.9	37.6	76.6	16.0	17.7	2.0	2.6	7.1	201.4

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

Section 2: Additional tables

Table 10 VET in Schools students by state/territory ('000), 2008

Number of students	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
School-based apprentices and trainees ^(a)	2.2	7.2	14.0	0.5	0.8	0.5	0.1	0.4	25.7
Other VET in Schools students	52.8	36.1	64.3	12.0	20.8	2.7	2.0	3.7	194.2
Total	54.9	43.4	78.4	12.5	21.6	3.2	2.0	4.0	220.0

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 2008.

Table 11 Other VET in Schools students (ie non school based apprentices and trainees) by school sector and state/territory ('000), 2008

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	38.0	21.8	37.3	8.6	15.5	2.3	1.6	2.8	127.8
Australian Technical College	0.5	*	*	0.0	0.1	0.0	0.0	0.0	0.6
Catholic school	9.7	7.2	7.0	1.7	3.1	0.3	0.2	0.9	30.0
Independent school	3.9	4.6	5.2	1.7	2.0	0.1	0.2	*	17.7
TAFE	0.8	1.8	14.8	0.0	0.0	0.0	0.0	0.0	17.4
Adult community education	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.7
Total	52.8	36.1	64.3	12.0	20.8	2.7	2.0	3.7	194.2

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

Values fewer than 50 are represented by *.

Table 12 VET in Schools students who have successfully completed at least one VET unit of competency or module by school sector ('000), 2008

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	34.1	24.2	40.6	8.4	12.5	2.2	1.6	2.4	126.0
Australian Technical College	0.6	0.3	0.3	0.0	0.2	0.1	0.0	0.0	1.5
Catholic school	9.0	8.1	6.7	1.7	2.9	0.3	0.2	0.9	29.9
Independent school	3.6	5.0	4.7	1.7	1.8	0.2	0.2	*	17.2
TAFE	0.6	1.7	16.1	0.0	0.0	0.1	0.0	0.0	18.4
Adult community education	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.6
Total	48.0	39.9	68.3	11.8	17.4	2.9	1.9	3.3	193.5

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.

Table 13 VET in schools course enrolments by qualification level and state/territory ('000), 2008

Qualification level	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(b), (c)}	Aust.
Diploma or higher	0.0	0.1	0.5	0.1	*	0.0	*	0.0	0.7
Certificate IV	0.1	0.5	1.2	0.2	0.2	*	*	0.0	2.2
Certificate III	4.6	13.4	21.5	1.1	2.4	0.3	0.4	0.6	44.3
Certificate II	48.3	38.7	60.2	7.2	13.8	2.0	1.5	6.2	178.0
Certificate I	11.3	4.4	50.5	7.4	16.8	1.5	1.3	6.1	99.3
Other	7.9	0.4	12.6	1.4	0.5	0.0	0.1	0.0	22.9
Total	72.3	57.5	146.5	17.4	33.7	3.8	3.3	12.9	347.4

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

Table 14 VET in Schools course enrolments by Indigenous status ('000), 2008

Indigenous status	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(b), (c)}	Aust.
Indigenous	3.4	0.5	5.2	0.4	2.2	0.3	1.1	0.2	13.2
Not indigenous	63.0	57.0	124.8	12.1	27.3	3.6	2.0	12.7	302.4
Not known	6.0	0.0	16.4	4.9	4.3	*	0.2	0.0	31.8
Total	72.3	57.5	146.5	17.4	33.7	3.8	3.3	12.9	347.4

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

Values fewer than 50 are represented by *.

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.

Table 15 VET in Schools course enrolments by sex ('000), 2008

Sex	NSW ^(a)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(b), (c)}	Aust.
Males	35.5	31.8	74.3	8.6	18.4	1.7	1.8	7.0	179.2
Females	36.8	25.7	72.1	8.8	15.3	2.1	1.5	5.9	168.2
Total	72.3	57.5	146.5	17.4	33.7	3.8	3.3	12.9	347.4

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

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.

Table 16 Number of course completions in an AQF VET qualification, by school sector and state/territory ('000), 2008

School sector	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Government school	13.0	8.3	30.0	*	3.9	1.1	0.3	1.3	58.0
Australian Technical College	0.2	*	0.3	0.0	0.1	0.0	0.0	0.0	0.7
Catholic school	4.3	3.1	5.5	0.0	2.6	0.1	*	0.8	16.4
Independent school	1.7	2.2	3.0	*	1.3	*	0.1	*	8.3
TAFE	0.1	0.1	3.0	0.0	0.0	*	0.0	0.0	3.3
Adult community education	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	*
Not Known	0.1	0.0	*	0.0	*	0.0	*	0.0	0.2
Total	19.4	13.8	41.8	*	7.9	1.3	0.4	2.1	86.8

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.

Course completions reported for 2008 are preliminary. This data may be revised upwards in the 2009 collection due to late notification of qualifications completed.

Table 17 Number of course completions in an AQF VET qualification, by Indigenous status and state/territory ('000), 2008

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	0.6	0.1	0.6	0.0	0.3	0.1	0.1	*	1.7
Not indigenous	18.2	13.7	38.1	*	7.0	1.2	0.3	2.1	80.6
Not known	0.7	0.0	3.2	*	0.6	0.0	*	0.0	4.5
Total	19.4	13.8	41.8	*	7.9	1.3	0.4	2.1	86.8

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
 Values fewer than 50 are represented by *.
 Course completions reported for 2008 are preliminary. This data may be revised upwards in the 2009 collection due to late notification of qualifications completed.

Table 18 Number of course completions in an AQF VET qualification, by sex and state/territory ('000), 2008

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	8.2	7.3	19.9	*	4.4	0.5	0.2	1.0	41.6
Females	11.2	6.5	21.9	*	3.5	0.9	0.2	1.1	45.2
Total	19.4	13.8	41.8	*	7.9	1.3	0.4	2.1	86.8

Notes: Data in this table may not be comparable due to compilation issues (refer to page 7).
 Values fewer than 50 are represented by *.
 Course completions reported for 2008 are preliminary. This data may be revised upwards in the 2009 collection due to late notification of qualifications completed.

Table 19 Number of course enrolments by students who obtained an AQF statement of attainment^(a), by school sector and state/territory ('000), 2008

School sector	NSW ^(b)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(c), (d)}	Aust.
Government school	31.2	21.5	45.2	11.1	14.7	1.5	2.1	5.1	132.4
Australian Technical College	0.9	0.4	1.1	0.0	0.2	0.1	0.0	0.0	2.6
Catholic school	6.6	6.8	6.1	2.2	1.6	0.2	0.3	2.0	25.9
Independent school	2.5	4.1	4.9	2.6	1.2	0.2	0.2	*	15.6
TAFE	0.6	3.7	19.3	0.0	0.0	*	0.0	0.0	23.7
Adult community education	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	1.1
Total	41.9	37.6	76.6	16.0	17.7	2.0	2.6	7.1	201.4

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

(a) 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.

(b) 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).

(c) 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.

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

Table 20 Number of course enrolments by students who obtained an AQF statement of attainment^(a), by Indigenous status and state/territory ('000), 2008

Indigenous status	NSW ^(b)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(c), (d)}	Aust.
Indigenous	2.0	0.4	3.2	0.3	1.0	0.1	0.9	0.1	8.0
Not indigenous	35.4	37.1	64.1	11.4	14.3	1.8	1.6	7.0	172.8
Not known	4.4	0.0	9.2	4.3	2.5	*	0.2	0.0	20.6
Total	41.9	37.6	76.6	16.0	17.7	2.0	2.6	7.1	201.4

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

Values fewer than 50 are represented by *.

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

Table 21 Number of course enrolments by students who obtained an AQF statement of attainment^(a), by sex and state/territory ('000), 2008

Sex	NSW ^(b)	Vic.	Qld	SA	WA	Tas.	NT	ACT ^{(c), (d)}	Aust.
Males	21.3	21.1	40.4	7.9	9.6	1.0	1.5	4.0	106.7
Females	20.5	16.5	36.2	8.1	8.1	1.0	1.1	3.1	94.7
Total	41.9	37.6	76.6	16.0	17.7	2.0	2.6	7.1	201.4

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

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

Table 22 VET in Schools students by Indigenous status ('000), 2008

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	2.3	0.3	2.7	0.3	1.3	0.2	0.7	0.1	7.8
Not indigenous	48.3	43.0	66.6	8.8	17.3	3.0	1.2	4.0	192.3
Not known	4.3	0.0	9.1	3.4	2.9	*	0.1	0.0	19.9
Total	54.9	43.4	78.4	12.5	21.6	3.2	2.0	4.0	220.0

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 23 VET in Schools students by sex ('000), 2008

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	26.4	23.9	39.4	6.1	11.5	1.4	1.1	2.2	112.0
Females	28.6	19.4	39.0	6.3	10.1	1.8	0.9	1.8	108.0
Total	54.9	43.4	78.4	12.5	21.6	3.2	2.0	4.0	220.0

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

Table 24 VET in Schools students who have successfully completed at least one VET unit of competency or module, by Indigenous status ('000), 2008

Indigenous status	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Indigenous	1.8	0.3	2.2	0.2	0.9	0.2	0.6	*	6.3
Not indigenous	42.3	39.6	58.5	8.4	14.3	2.7	1.2	3.3	170.4
Not known	3.9	0.0	7.6	3.1	2.2	*	0.1	0.0	16.9
Total	48.0	39.9	68.3	11.8	17.4	2.9	1.9	3.3	193.5

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.

Table 25 VET in Schools students who have successfully completed at least one VET unit of competency or module, by sex ('000), 2008

Sex	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Males	22.7	22.0	34.6	5.8	9.3	1.2	1.0	1.9	98.5
Females	25.2	17.9	33.8	6.0	8.1	1.6	0.9	1.5	95.0
Total	48.0	39.9	68.3	11.8	17.4	2.9	1.9	3.3	193.5

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

Appendix A: Technical notes

Please refer to the NCVER website

<<http://www.ncver.edu.au/avetmiss/21055.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 of 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** = ‘the sector of the last school that the student attended’.
- 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.
- This is based on the same **school sector and school based new apprenticeship (sbna) flag** derivations as KPM1.
- For students with a least one *enrolment module outcome – national* in (20, 51) 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.
- This is based on 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 level* is in (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 level* (from *course*)
- This is the same **school sector** derivation as KPM1.

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, 51). 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 level* (from *course*)
- This is the same **school sector** derivation as KPM1.

Program Measure 3.3

Data are not available.