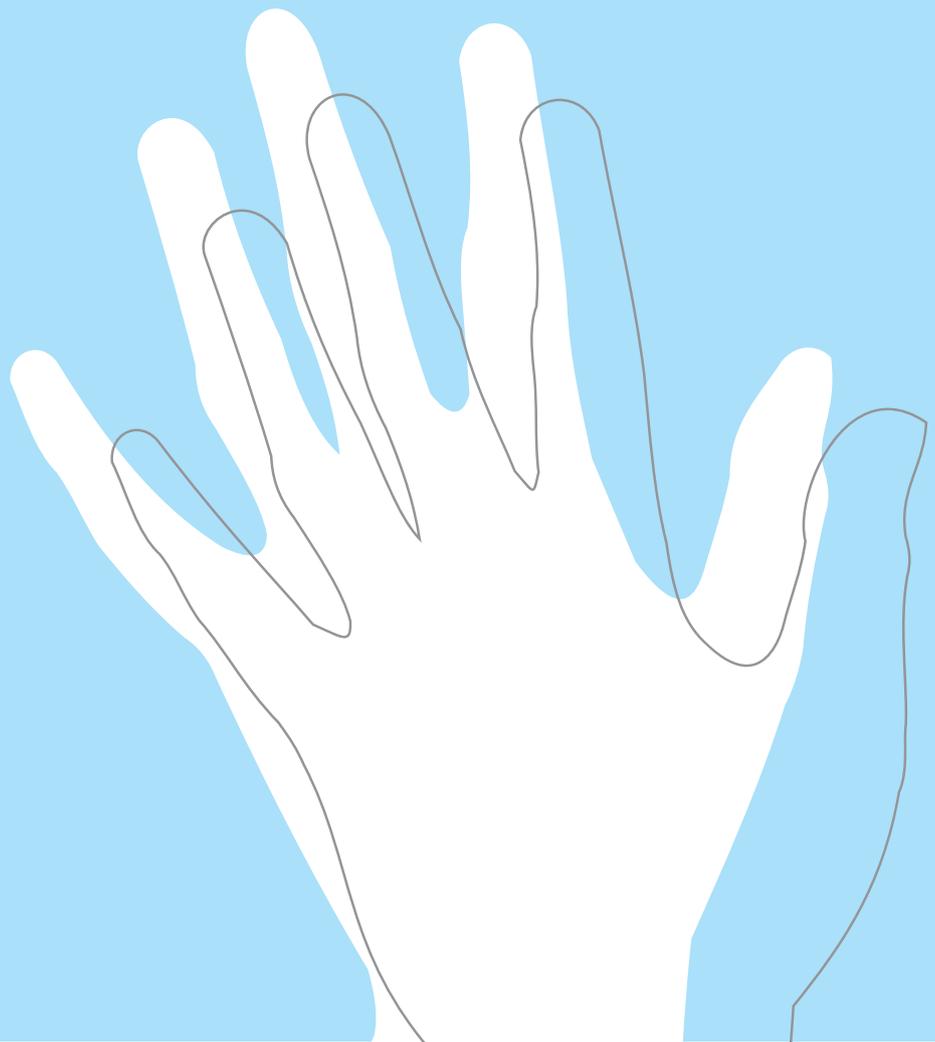


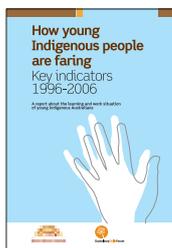
How young Indigenous people are faring

Key indicators 1996-2006

A report about the learning and work situation
of young Indigenous Australians

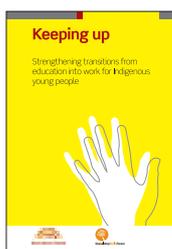


How young Indigenous people are faring: Key indicators 1996–2006 and its companion Keeping up: Strengthening transitions from education into work for young Indigenous people have been jointly published by Reconciliation Australia and the Dusseldorp Skills Forum.



How young Indigenous people are faring: Key indicators 1996–2006 uses ABS

Census data to examine and comment on changes in the education and labour force participation of young Indigenous people (15 to 19 year-olds, 20 to 24 year-olds and 25 to 29 year-olds).



Keeping up: Strengthening transitions from education into work for young Indigenous people draws on the key

insights from the *How young Indigenous people are faring* paper. It maps the patterns of what is happening for young Indigenous people and identifies how improvements can be made.

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Foreword

Let us utilise these reports to make a stand together for our young people.

We should see the data provided in “How young Indigenous people are faring” as a line in the sand from which to move forward, and from which to measure our progress over time.

In the summary report, “Keeping up”, there are inspiring examples of programs and organisations that are working effectively to strengthen Indigenous youngsters’ connections to learning and work.

Look around your community and state, and you will find many more examples of similar successful programs. Why then does this report reveal such a discrepancy of outcomes for Indigenous and young non-Indigenous people?

The reasons are complex and varied. One such factor is the short term funding of innovative programs, which prevents the achievement of sustainable results. Another is the lack of recognition and support for the passionate people whose ideas and hard work is what makes the difference for our young people.

Having now begun the process of accepting our shared responsibility for past failures, we now need to focus on developing our joint capacity for success.

It scarcely needs repeating but we are all in it together to assure the future of the nation by giving all our kids the chance to find their potential.

The education revolution we need begins and ends with people and community. A revolution based on the belief that all Australians have the right to a good education; an education which recognises and respects diversity as a strength for our nation’s future.

Please take the time to digest both the data and the recommendations set out in the reports, and share them with colleagues and friends.



Professor Mick Dodson AM
Co Chair
Reconciliation Australia

Over the next decade, more young Indigenous people than ever before will rightfully expect an equal opportunity to make the most of the education, training and work which is afforded to other young Australians.

How well we respond to their expectations will be a measure of how genuine we are in valuing the rich diversity of our nation.

Recently, Prime Minister Rudd reaffirmed his government’s 10 year goal to halve the education and work opportunity gap between Indigenous and young non-Indigenous people.

Let’s not only hold the government to its promise, but work together to improve on it.

“How young Indigenous people are faring” examines the changes in the education and labour force participation of young Indigenous people as reported in the 1996, 2001 and 2006 *ABS Censuses of Population and Housing*.

“Keeping up” provides an analysis of the facts and figures behind the efforts to close the gap over the last decade, and reveals where some gains have been made despite an overall widening trend.

Based on the lessons learnt from the successes and failures, “Keeping up” offers strategies and recommendations as to how the situation can be significantly improved.

The Forum, in partnership with Reconciliation Australia, presents these two reports as a contribution to the process of closing the gap, and I would like to thank Regina Hill of Effective Philanthropy and Mike Long from CEET at Monash University for their work in compiling them.



Jack Dusseldorp
Chair
Dusseldorp Skills Forum

Key findings



This report uses information from the 1996, 2001 and 2006 ABS *Censuses of Population and Housing* to examine changes in the education and labour force participation of Indigenous teenagers (15 to 19 year-olds), young adults (20 to 24 year-olds) and 25 to 29 year-olds.

This section provides a brief commentary on the results. Those results are structured by a series of broad questions.

Young Indigenous Australians are less likely...

	Indigenous	Non-Indigenous
to be fully engaged in study and/or work		
Teenagers	61%	86%
Young adults	38%	75%
25 to 29 year-olds	36%	69%
to be enrolled in full-time study		
Teenagers	49%	70%
Young adults	8%	26%
25 to 29 year-olds	4%	8%
to have a full-time job		
Teenagers	12%	15%
Young adults	29%	48%
25 to 29 year-olds	31%	60%

Over the last decade...

	1996	2001	2006
participation in full-time study or full-time work has...			
<i>increased among Indigenous teenagers</i>	54%	56%	61%
<i>increased slightly among young Indigenous adults</i>	35%	33%	38%
<i>not changed among Indigenous 25 to 29 year-olds</i>	35%	33%	36%
participation in full-time study has...			
<i>increased among Indigenous teenagers</i>	42%	46%	49%
<i>not changed among young Indigenous adults</i>	8%	9%	8%
<i>declined among Indigenous 25 to 29 year-olds</i>	6%	6%	4%
participation in full-time work has...			
<i>not changed among Indigenous teenagers</i>	12%	10%	12%
<i>increased very slightly among young Indigenous adults</i>	27%	24%	29%
<i>increased very slightly among Indigenous 25 to 29 year-olds</i>	29%	26%	31%

Are young Indigenous Australians currently disadvantaged in education and work?

The results in this report show that young Indigenous Australians are disadvantaged compared with non-Indigenous Australians across most measures of participation in education, participation in employment and educational attainment.

Has the participation of young Indigenous Australians in study and work improved over the last decade?

Improvements in participation in the full-time study and work of young Indigenous Australians have been patchy. The strongest growth between 1996 and 2006 has been among teenagers, driven mainly by higher levels of school participation. Full-time engagement among young adults edged upwards only because of the joint effect of small increases in both full-time study and full-time work—but for 25 to 29 year-olds, there was no change.

After declining between 1996 and 2001, participation in full-time employment increased between 2001 and 2006 for young adults and 25 to 29 year-olds and offset stable or declining participation in full-time study to increase overall full-time engagement in work and study. Participation in full-time education and work by young Indigenous Australians improved more strongly between 2001 and 2006.



Participation of young Indigenous Australians in full-time study or full-time work...

	Males	Females	Persons
Engagement in full-time study or work for Indigenous teenagers in 1996 declined in next five years as they left school			
Teenagers in 1996	54%	53%	54%
Young adults in 2001	37%	29%	33%
25 to 29 year-olds in 2006	44%	28%	36%

Participation in full-time study declines rapidly as Indigenous teenagers leave school

Teenagers in 1996	39.5%	43.8%	42.7%
Young adults in 2001	8.0%	9.5%	8.8%
25 to 29 year-olds in 2006	3.5%	5.2%	4.4%

Full-time employment increases with age but less strongly for females and not sufficiently to offset the decline in education

Teenagers in 1996	14.4%	8.9%	11.6%
Young adults in 2001	28.5%	19.0%	23.8%
25 to 29 year-olds in 2006	40.7%	22.4%	31.2%

Over the last decade the gap between Indigenous and young non-Indigenous people in participation in...

	1996	2001	2006
full-time study or full-time work has...			
narrowed for teenagers	30%	28%	25%
widened for young adults	34%	37%	37%
widened for 25 to 29 year-olds	29%	31%	33%

full-time study has...

narrowed for teenagers	25%	24%	22%
widened for young adults	10%	15%	18%
widened for 25 to 29 year-olds	-2%	0%	4%

full-time work has...

barely changed for teenagers	4%	4%	3%
narrowed among young adults	23%	22%	19%
barely changed for 25 to 29 year-olds	30%	30%	29%

Does the participation of young Indigenous Australians in full-time study and work improve over time for the same cohort?

Following Indigenous Australians who were teenagers in 1996, young adults in 2001 and 25 to 29 year-olds in 2006 shows that full-time engagement in study or work declines markedly as young people leave school and then increases for males as full-time employment increases, but is stable for females as slight increases in full-time employment do not fully offset a continued decline in participation in full-time study.

Has the gap between Indigenous and non-Indigenous Australians in full-time participation in study and work narrowed over the last decade?

The gap in participation in full-time education and employment between young Indigenous and non-Indigenous Australians mostly did not narrow between 1996 and 2006. Despite any improvements in the participation in full-time education and work among young Indigenous Australians, frequently growth was as strong or stronger for non-Indigenous Australians. Teenagers were an exception—the growth in participation in school education among Indigenous teenagers narrowed the gap in full-time study and in overall full-time engagement in study and work between Indigenous and non-Indigenous Australians. Full-time employment also improved for young adults.

The often stronger growth in participation in study and work by young Indigenous Australians between 2001 and 2006 was frequently matched by changes for the young non-Indigenous Australians. The gap narrowed somewhat for participation in full-time education among teenagers and in full-time employment among young adults.

Where the gap has narrowed, it has often narrowed only slightly. Projecting any current progress into the future suggests that, at current rates of progress, equality would not be achieved until 2056 or later. Additionally the overall gap in full-time engagement in work and study has widened for young adults and 25 to 29 year-olds, mainly because of a systematic decline in relative levels of participation in full-time study across the decade.

Over the last decade...

1996¹ 2001 2006

the proportion of Indigenous Australians who have completed Year 12 has...

not changed among teenagers ²	na	13%	14%
increased among young adults ³	na	33%	37%
increased among 25 to 29 year-olds ³	na	31%	34%

the proportion of Indigenous Australians who have completed a degree or higher...

has not changed for young adults	2%	2%	2%
has increased for 25 to 29 year-olds	3%	4%	5%

the proportion of Indigenous Australians with a non-school qualification has...

increased for young adults	12%	16%	23%
increased for 25 to 29 year-olds	16%	21%	29%

the proportion of Indigenous Australians who have complete Year 9 or less has...

declined among young adults ³	na	25%	21%
declined among 25 to 29 year-olds ³	na	26%	22%

1. Comparisons with other years may be affected by changes in the coding of educational qualifications.
2. Comparisons affected by high proportions still attending school.
3. Denominator includes a small number of students still at school.

Have the educational attainments of young Indigenous Australians improved in recent years?

Young Indigenous Australians have markedly lower levels of educational attainment than non-Indigenous Australians. For instance, the proportion of young Indigenous adults who have completed Year 12 (37%) is about half that of young non-Indigenous adults (73%) and for 25 to 29 year-olds, the proportion of non-Indigenous Australians with degrees (30%) is six times higher than for non-Indigenous Australians.

The educational attainments of non-Indigenous Australians, however, have improved in recent years. Comparable information about educational attainment was not always available from the 1996 Census, but the proportion of young adults and 25 to 29 year-olds who completed Year 12 increased between 2001 and 2006 and the proportion with a non-school qualification nearly doubled between 1996 and 2006.

Much of the improvement in attainment, however, was among lower level qualifications—there was no change in the last decade in the proportions of young Indigenous Australians obtaining a degree or higher qualification. This is consistent with the often unchanged levels of participation in full-time study among young Indigenous adults and 25 to 29 year-olds.

The improvements in Year 12 completion and in school participation among Indigenous teenagers over the last decade suggest that the proportion of young Indigenous adults and 25 to 29 year-olds who have completed Year 12 will continue for at least the next decade. This increase may provide the foundation for improvement in higher-level qualifications given suitable government support through programs such as ABSTUDY.



Compared to non-Indigenous Australians in 2006 Indigenous Australians are...

	Indigenous	Non-Indigenous
less likely to have completed Year 12¹		
Young adults	37%	73%
25 to 29 year-olds	34%	71%
less likely to have a degree or higher		
Young adults	2%	15%
25 to 29 year-olds	5%	30%
less likely to have a diploma or advanced diploma²		
Young adults	2%	7%
25 to 29 year-olds	3%	9%
less likely to have a Certificate III or IV²		
Young adults	13%	16%
25 to 29 year-olds	15%	18%
more likely to have completed Year 9 or less¹		
Young adults	21%	4%
25 to 29 year-olds	22%	5%

1. Denominator includes a small number of students still at school.
2. Refers to highest educational qualification.

In recent years *the gap* between the proportions of Indigenous and non-Indigenous Australians...

	1996 ¹	2001	2006
completing Year 12 is almost unchanged			
for young adults ²	na	37%	36%
for 25 to 29 year-olds ²	na	34%	36%
obtaining a degree or higher has widened			
among young adults ³	10%	11%	13%
among 25 to 29 year-olds ³	15%	19%	25%
obtaining a diploma or advanced diploma is almost unchanged			
for among young adults ³	na	4%	5%
for 25 to 29 year-olds ³	na	5%	5%
obtaining a Certificate III or IV has narrowed slightly			
for young adults ³	na	5%	3%
for 25 to 29 year-olds ³	na	7%	3%
obtaining a non-school qualification has widened			
young adults ³	22%	21%	34%
for 25 to 29 year-olds ³	29%	32%	32%

1. Comparisons with other years may be affected by changes in the coding of educational qualifications.
2. Denominator includes a small number of students still at school.
3. Refers to highest educational qualification.

Has the gap in educational attainments between Indigenous and non-Indigenous Australians narrowed in recent years?

There are few signs that the gap in educational attainment between young Indigenous and other Australians has narrowed in recent years—improvement in educational attainments for non-Indigenous Australians have generally been at least as strong as those for Indigenous Australians.

Despite any improvements in the level of educational attainment among young Indigenous Australians in recent years, the gap in educational attainments has often widened—particularly for higher education qualifications and for non-school qualifications overall. There was, however, some evidence of narrowing of the gap for Certificates III and IV—qualification levels that include the traditional apprenticeships.

Across regions over the last decade participation in full-time study or full-time work has...

1996 2001 2006

increased for Indigenous teenagers in capital cities and in regional and remote areas

	1996	2001	2006
Capitals	61%	64%	68%
Regional	59%	63%	66%
Remote	37%	36%	42%

increased slightly for young Indigenous adults in capital cities and regional areas, but *not* in remote areas

	1996	2001	2006
Capitals	47%	45%	50%
Regional	35%	33%	38%
Remote	21%	19%	22%

not increased for Indigenous 25 to 29 year-olds in capitals or regional or remote areas

	1996	2001	2006
Capitals	46%	43%	47%
Regional	34%	33%	35%
Remote	24%	21%	22%

Has full-time participation in study or work increased for young Indigenous Australians across all regions in the last decade?

Young Indigenous Australians in capital cities are more likely to be fully engaged in study or work than young Indigenous people in regional areas, who, in turn, are more likely to be fully engaged in study and work than are young Indigenous people in remote and very remote areas. For teenagers, there is little difference between the capital cities and regional areas—the difference emerges for young adults and 25 to 29 year-olds.

Across regions over the last decade participation in full-time study has...

1996 2001 2006

increased for Indigenous teenagers living in capital cities and in regional and remote areas

	1996	2001	2006
Capitals	47%	51%	54%
Regional	47%	52%	53%
Remote	28%	27%	33%

not increased for young Indigenous adults living in capital cities or in regional or remote areas

	1996	2001	2006
Capitals	12%	13%	13%
Regional	8%	9%	8%
Remote	3%	3%	3%

not increased for Indigenous 25 to 29 year-olds living in capital cities or regional or remote areas

	1996	2001	2006
Capitals	9%	7%	6%
Regional	6%	7%	5%
Remote	3%	2%	2%

The improvement—or absence of improvement—in Indigenous participation in full-time study and work between 1996 and 2006 has varied only slightly across regions for the different age groups. Full-time engagement by Indigenous teenagers improved overall and to a similar extent in capital cities and regional and remote and very remote areas. The improvement was driven by increases in participation in full-time education (mainly in school) in all regions with little improvement in participation in full-time work.

The small increase in full-time engagement among young Indigenous adults was slightly stronger in capital cities and regional areas than in remote and very remote areas, but the differences are small and not identifiable for participation in full-time study or work considered separately.

1. 'Remote' includes very remote.



Across regions over the last decade participation in full-time work has...

1996 2001 2006

not increased for Indigenous teenagers living in capital cities and in regional and remote areas

Capitals	13%	13%	14%
Regional	12%	10%	12%
Remote	9%	9%	8%

not increased for young Indigenous adults living in capital cities or in regional or remote areas

Capitals	35%	32%	36%
Regional	27%	23%	29%
Remote	18%	16%	19%

increased slightly for Indigenous 25 to 29 year-olds living in capital cities but *not* in remote areas

Capitals	38%	35%	41%
Regional	28%	25%	30%
Remote	22%	18%	22%

Similarly, changes in full-time engagement among Indigenous 25 to 29 year-olds were small and varied only slightly across regions, with capital cities and regional areas performing only slightly better than remote or very remote areas. Participation in full-time education weakened marginally in all areas, particularly in the capital cities, but this decline was offset by small improvements in participation in full-time work, again mainly in the capital cities.

Indigenous participation in full-time study or work often weakened between 1996 and 2001 before recovering between 2001 and 2006. The last five years, therefore, presents a stronger picture of improvement in participation, although differences across the regions remain relatively small. An exception might be the stronger growth in participation in full-time education by teenagers in remote and very remote areas.

Across regions, over the last decade, *the gap between young Indigenous and non-Indigenous Australians in participation in full-time study or full-time work has...*

1996 2001 2006

narrowed for teenagers in capital cities but not in remote areas

	1996	2001	2006
Capitals	24%	22%	19%
Regional	21%	20%	19%
Remote	39%	41%	40%

not narrowed for young adults in capital cities and in regional and remote areas

	1996	2001	2006
Capitals	25%	28%	27%
Regional	27%	28%	31%
Remote	45%	45%	49%

widened for 25 to 29 year-olds in capital cities and in regional and remote areas

	1996	2001	2006
Capitals	21%	23%	24%
Regional	23%	23%	27%
Remote	41%	39%	46%

Across regions, over the last decade, *the gap between young Indigenous and non-Indigenous Australians in participation in full-time study has...*

1996 2001 2006

narrowed for teenagers living in capital cities and in regional and remote areas

	1996	2001	2006
Capitals	23%	21%	19%
Regional	15%	14%	12%
Remote	18%	21%	14%

widened for young adults living in capital cities and in regional areas but is unchanged for remote areas

	1996	2001	2006
Capitals	9%	14%	17%
Regional	3%	4%	7%
Remote	-1%	0%	0%

widened for 25 to 29 year-olds living in capital cities and in regional areas but is unchanged for remote areas

	1996	2001	2006
Capitals	-3%	0%	3%
Regional	-4%	-4%	0%
Remote	-2%	-1%	-1%

Has the gap in full-time participation in study or work between young Indigenous and non-Indigenous Australians narrowed within regions?

The gap in full-time engagement in study and work between Indigenous and non-Indigenous teenagers narrowed overall between 1996 and 2006, but the trend was stronger in capital cities and not evident in remote and very remote areas. The gap in full-time education narrowed in all regions, but in remote and very remote areas was offset by a widening gap in full-time employment.

The gap in full-time engagement in study and work between Indigenous and young non-Indigenous adults and 25 to 29 year-olds widened between 1996 and 2006 to a similar extent in all regions, although possibly slightly less in the capital cities. A feature of the widening gap has been the increasing gap in participation in full-time studies in the capital cities and regional areas, which in capital cities has been offset somewhat by a narrowing of the gap in full-time employment. In rural and remote areas, the gap in education was almost unchanged but widened for employment.

1. 'Gaps' are measured by percentage point differences.

2. 'Remote' includes very remote.



Across regions, over the last decade, *the gap* between young Indigenous and non-Indigenous Australians in participation in full-time work has...

1996 2001 2006

not changed for teenagers living in capital cities or regional areas but has widened for those living in remote areas

Capitals	1%	-4%	0%
Regional	6%	6%	7%
Remote	20%	20%	26%

narrowed for young adults living in capital cities but is unchanged for those living in regional or remote areas

Capitals	15%	13%	10%
Regional	23%	24%	24%
Remote	47%	45%	49%

narrowed slightly for 25 to 29 year-olds in capital cities, is unchanged in regional areas and has widened in remote areas

Capitals	23%	23%	20%
Regional	26%	26%	27%
Remote	42%	40%	47%

In recent years the proportion of young Indigenous Australians who have completed Year 12 has...

1996 2001 2006

increased in all regions for teenagers

Capitals	na	17%	18%
Regional	na	12%	13%
Remote	na	8%	10%

increased in all regions for young adults

Capitals	na	44%	47%
Regional	na	35%	38%
Remote	na	18%	22%

increased in all regions for 25 to 29 year-olds

Capitals	na	41%	44%
Regional	na	32%	34%
Remote	na	18%	22%

Has the proportion of young Indigenous Australians who have completed Year 12 increased across all regions?

The proportion of young Indigenous people who completed Year 12 is higher in capital cities than in regional areas and, in turn, is higher in regional areas than in remote and very remote areas. Information on Year 12 completion is only available for the 2001 and 2006 censuses, but for the five years 2001 to 2006, the proportion of young Indigenous Australians increased by similar amounts in all three regions for all three age groups.

In recent years, the gap in Year 12 completion between young Indigenous and non-Indigenous Australians...

1996 2001 2006

is almost unchanged within all regions for teenagers

	1996	2001	2006
Capitals	na	13%	12%
Regional	na	8%	8%
Remote	na	13%	12%

is almost unchanged within all regions for young adults

	1996	2001	2006
Capitals	na	30%	30%
Regional	na	23%	24%
Remote	na	39%	37%

is almost unchanged within all regions for 25 to 29 year-olds

	1996	2001	2006
Capitals	na	28%	30%
Regional	na	21%	24%
Remote	na	39%	38%

Has the gap in Year 12 completion between young Indigenous and non-Indigenous Australians narrowed within regions?

The gap in Year 12 completion is narrowest in regional areas and widest in remote and very remote areas. Across the five years 2001 to 2006 it showed little sign of narrowing for any region for any of the three age groups.

Influences on the full-time employment of young Indigenous Australians who are not studying full-time (%)

State or territory		NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
Young adult males	Obs.	39.1	48.0	46.4	33.7	34.0	53.2	17.0	51.6
	Adj.	36.3	41.8	43.7	32.4	35.2	50.6	32.1	38.4
25 to 29 year-old males	Obs.	44.6	52.2	48.8	31.5	34.9	56.8	21.8	64.3
	Adj.	41.1	45.5	46.5	31.2	36.1	55.2	36.2	48.0
Young adult females	Obs.	24.7	29.5	26.1	19.9	20.5	26.8	13.1	45.2
	Adj.	22.4	23.0	23.2	20.0	23.1	24.5	24.7	36.8
25 to 29 year-old females	Obs.	22.6	31.4	27.0	21.6	17.2	29.2	14.4	52.1
	Adj.	21.1	26.7	24.4	22.0	18.1	28.5	24.5	36.6

What are the influences on full-time employment for young Indigenous Australians?

For young Indigenous people not studying full-time, full-time employment is higher:

- for males.
- for males in Tasmania, Queensland and Victoria.

Although male Indigenous Australians have high levels of full-time employment, this is confounded with capital city status and higher levels of educational attainment. Similarly, although males in the Northern Territory have very low levels of full-time employment, much of this reflects the regional profile of the Northern Territory as well as lower educational attainment. The pattern is similar for females, although the results are stronger for the ACT and less strong for Queensland. After removing the regional employment effect and differences in employment associated with education, full-time employment for females in the Northern Territory is comparable with that in other jurisdictions.



Influences on the full-time employment of young Indigenous Australians who are not studying full-time (%) (continued)

Region		Capital cities	Inner regional	Outer regional	Remote	Very remote
Young adult males	Obs.	48.7	41.0	37.3	29.5	20.7
	Adj.	45.1	37.4	35.1	34.4	31.8
25 to 29 year-old males	Obs.	54.3	42.3	39.8	34.8	23.1
	Adj.	50.1	38.1	38.0	39.3	34.8
Young adult females	Obs.	31.6	23.7	21.9	18.0	11.7
	Adj.	27.5	22.1	22.0	20.7	19.1
25 to 29 year-old	Obs.	31.5	19.8	20.9	22.0	13.6
	Adj.	26.7	18.6	20.3	25.9	22.0

1. 'Obs.' are observed percentages

2. 'Adj' are adjusted means derived from an OLS regression equation containing all the variables shown and participation in part-time study and then standardised around the overall mean

Non-school qualifications	Degree or higher	Adv. dip. or diploma	Cert-ificate III or IV	Cert-ificate I or II	Cert-ificate other	None
Young adult males						
Obs.	74.6	68.1	68.1	50.5	38.8	31.1
Adj.	59.8	57.5	63.5	45.4	34.0	32.6
25 to 29 year-old males						
Obs.	68.0	69.4	66.2	44.2	46.6	32.8
Adj.	54.6	57.2	61.1	40.8	43.4	35.3
Young adult females						
Obs.	72.1	53.5	44.7	30.9	33.0	16.4
Adj.	59.0	45.2	39.6	28.5	30.1	18.1
25 to 29 year-old females						
Obs.	63.2	47.5	40.9	25.3	33.4	14.9
Adj.	51.4	39.3	37.1	23.1	30.3	17.1

— **in capital cities.** For both male and female young adults and 25 to 29 year-olds participation in employment declines almost progressively across the categories of capital cities, inner regional, outer regional, remote and very remote. Some, but by no means all, of the difference is due to other characteristics such as educational attainment. If these differences were removed, full-time employment would be higher in remote and very remote areas and there might be little difference in employment levels outside capital cities.

— **for persons who have completed Year 12.** For both male and female young adults and 25 to 29 year-olds participation in full-time employment is increased by each additional year of schooling completed. The differences are large and persist after controlling for state of residence, regional location and further study.

Influences on the full-time employment of young Indigenous Australians who are not studying full-time (%) (continued)

	Highest level of schooling completed				
	Year 12	Year 11	Year 10	Year 9	Year 8 or below
Young adult males					
Obs.	52.7	41.7	36.8	23.1	12.7
Adj.	47.5	41.1	37.0	27.3	23.4
25 to 29 year-old males					
Obs.	56.5	47.8	39.6	26.7	13.5
Adj.	50.4	47.2	40.5	31.3	23.7
Young adult females					
Obs.	38.8	20.5	16.4	7.2	6.8
Adj.	33.9	21.9	18.1	11.9	12.9
25 to 29 year-old females					
Obs.	39.6	19.6	16.3	8.3	4.2
Adj.	33.9	21.1	18.9	13.2	9.4

1. 'Obs.' are observed percentages
2. 'Adj.' are adjusted means derived from an OLS regression equation containing all the variables shown and participation in part-time study and then standardised around the overall mean

— **for persons with non-school qualifications.** Completion of a university qualification is associated with high levels of full-time employment for both male and female young adults and 25 to 29 year-olds. VET qualifications are also associated with higher levels of full-time employment. For males there is often little difference between the full-time employment of those with university qualifications and of those with diploma-level and Certificate III or IV level qualifications. Certificate I or II level qualifications are associated with more modest, but nevertheless important, increases in full-time employment for both males and females even after controlling for schooling and other characteristics.

Does CDEP contribute to improving Indigenous employment?

Nearly one in ten Indigenous males aged 20 to 24 and 25 to 29 participated in Community Development and Employment Projects (CDEP) in 2001, although participation was nearly a third lower in 2006. CDEP provided mostly (but not entirely) part-time work. It seems likely that Indigenous unemployment would be higher without CDEP.



Concluding remarks

The picture Census data provides of Indigenous participation in study and work and of Indigenous educational attainment over the last decade is mixed. Against a background of overall disadvantage, there are some positives:

- Participation in full-time education (especially in school) by Indigenous teenagers has increased in relative and absolute terms. The gap in participation in full-time study between Indigenous and young non-Indigenous people narrowed between 1996 and 2006. This may translate into higher rates of Year 12 completion in coming years and contribute to future improvements in educational attainment and employment.
- Participation in full-time employment increased between 2001 and 2006 for young Indigenous adults and 25 to 29 year-olds.
- The proportion of young Indigenous adults and 25 to 29 year-olds who had completed Year 12 increased and the proportion with post school qualifications increased quite substantially.
- Higher levels of schooling and post school education are strongly associated with higher levels of full-time employment.

On the negative side, any improvements for young Indigenous Australians were rarely sufficient to keep up with society-wide improvements:

- Participation in full-time study by young Indigenous adults and 25 to 29 year-olds stagnated or declined. Participation in higher education and attainment of higher education qualifications, in particular, failed to show any growth despite increasing levels of Year 12 completion. The level of support provided through ABSTUDY could be revisited. If policies focus on school-level change only, older Indigenous people will be left to live with the result of past disadvantage.
- The improvements in the educational attainments of young Indigenous Australians were rarely strong enough to close the gap with the increasing educational attainments of non-Indigenous Australians and gaps in educational attainment frequently widened. Even where progress has occurred, the rate of improvement is such that it would need to continue well past the middle of this century to close the gap entirely.

How young Indigenous people are faring 1996-2006



■ Introduction

■ Life expectancy

The Prime Minister, Kevin Rudd, in his February 2008 Apology to Australia's Indigenous Peoples, spoke of the urgent need to close:

- the gap in life expectancy;
 - the gap in educational achievement; and
 - the gap in employment opportunities;
- between Indigenous and non-Indigenous Australians.¹

He announced policy targets to:

- halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children within a decade;
- halve the gap in infant mortality rates between Indigenous and non-Indigenous children within a decade; and
- close the life expectancy gap between Indigenous and non-Indigenous people within a generation.

This report focuses on changes in the education and employment of young Indigenous Australians using information from the Australian Bureau of Statistics (ABS) 1996, 2001 and 2006 *Censuses of Population and Housing*. With (near) complete coverage of the population, the Census provides estimates that allow comparisons over time between Indigenous and non-Indigenous Australians across some important educational and employment characteristics. Together with selected administrative collections and specifically targeted surveys, the Census provides one of the few reliable sources of information about Indigenous Australians.

This report examines:

- differences between Indigenous and other Australians in 2006;
- changes across the decade from 1996 to 2006; and
- changes in these differences over the last decade for educational and employment participation and educational attainments.

1. *Apology to Australia's Indigenous Peoples*
www.aph.gov.au/house/Rudd_Speech.pdf

Table 1

Years of life expectancy of Indigenous and all Australians, 1996-2001

	MALES			FEMALES		
	Indigenous	Population	Ratio	Indigenous	Population	Ratio
At birth	59.4	77.0	0.8	64.8	82.4	0.8
15-19	45.8	60.7	0.8	51.0	66.0	0.8
20-24	41.3	56.0	0.7	46.3	61.1	0.8
25-29	37.1	51.4	0.7	41.6	56.2	0.7

NOTES Indigenous values derived from Abridged experimental Indigenous life tables, Australia 1996-2001, ABS, *Deaths Australia, 2006, 3302.0*, Table 9.12. Population rates are for ages 17, 22 and 27, Australian life tables, 1999-2001, *Deaths Australia, 2001, 3302.0*, Tables 6.30 and 6.31.

Results are reported for three age groups:

- teenagers (15 to 19 year-olds);
- young adults (20 to 24 year-olds); and
- 25 to 29 year-olds.

The report also draws on already-published information about the educational and labour force participation of Indigenous youth as well as demographic and other data.

Young Indigenous Australians are those most likely to have been influenced by recent policy initiatives in the areas of Indigenous health, education and employment. The results provide the basis for reflection on the effectiveness of the policies and programs of the last few decades as well as on future challenges.

Young Indigenous Australians have substantially lower life expectancies than young non-Indigenous Australians

Life expectancy is an indicator of the overall health and well-being of a population. The life expectancy of Indigenous Australians is about 17 years lower than for the overall Australian population—59 years for Indigenous males compared with 77 years for all Australian males and 65 years for Indigenous females compared with 82 years for all Australian females.²

Australia is among the top dozen or so of the 193 countries for which the World Health Organization reports life expectancies. Indigenous Australians have life expectancies several years or more below the global average.³

Indigenous life expectancy may have improved over the last several decades—both in absolute terms and relative to the non-Indigenous population.⁴ In the Northern Territory, for instance, life expectancy for Indigenous males increased from about 52 years in the late 1960s to 60 years in the early 2000s and for females from 54 to 68 years.

2. Indigenous values from 'Abridged experimental Indigenous life tables, Australia 1996-2001', ABS, *Deaths Australia, 2006, 3302.0*, Table 9.12 and non-Indigenous values from 'Australian life tables, 1999-2001', *Deaths Australia, 2001, 3302.0*, Tables 6.30 and 6.31.



Table 2

Age-specific death rates per 100,000 population, Indigenous and non-Indigenous Australians, 2002-2006

Age	MALES			FEMALES		
	Indigenous	Non- Indigenous	Ratio	Indigenous	Non- Indigenous	Ratio
5-14 years	30.3	11.7	2.6	22.9	9.2	2.5
15-24 years	194.4	72.5	2.7	101.1	28.4	3.6
25-34 years	422.0	101.8	4.1	193.1	38.0	5.1

NOTES ABS, *Deaths Australia, 2006, 3302.0*

Based on data for Queensland, South Australia, Western Australia and the Northern Territory only.

Indigenous rates are likely to be underestimated.

Table 1 shows the life expectancy of Indigenous and non-Indigenous persons for the three age groups that are the focus of this report. The results show that young male and female Indigenous Australians have considerably fewer years of expected life than males and females from the corresponding broader population—about 14 to 15 years less. The gap between Indigenous and non-Indigenous Australians narrows slightly between each of the five-year age groups, as does the ratio of years of expected life. Nevertheless, life expectancy differences persist for young Indigenous Australians even after surviving the risks of higher infant mortality.

Table 2 presents the other side of life expectancy—death rates per 100,000 population.⁵ For the years 2002-2006, Indigenous 15 to 24 year-old males were about two and a half times more likely to die in any given year than non-Indigenous 15 to 24 year-old males. For every 100,000 persons, 194 (0.19%) 15 to 24 year-old male Indigenous Australians died per year in 2002-2006 compared with 72 (0.07%) male non-Indigenous Australian 15 to 24 year-olds.

Young Indigenous Australians are more likely to die from ‘external causes’ such as suicide, accidents and assault. Young Indigenous males are more than three times as likely as young non-Indigenous males to die from intentional self harm (including suicide) and young Indigenous females are more than five times as likely.⁶

The next chapters discuss the full-time engagement of Indigenous Australians in study and work and then their participation in study and employment before a brief concluding chapter.

3. World Health Organization (WHO), *World Health Statistics 2007*. pp. 20-30.
 4. Wilson T, Condon J & Barnes T, 2007. Northern Territory Indigenous life expectancy improvements, 1967-2004. *Australian and New Zealand Journal of Public Health*. Vol. 31, pp. 184-188

5. Estimates of Indigenous death rates include some uncertainty and are less reliable for young Indigenous (and non-Indigenous) people. The rates involve small absolute numbers and the number of deaths can vary by chance from year to year regardless of longer term trends. As in Table 2, the numbers are typically aggregated over five year periods and presented for broader-than-usual age bands. Recording of the Indigenous status of deceased persons is poor in some jurisdictions and hence Table 2 is based only on Queensland, South Australia, Western Australia and the Northern Territory. Even within these jurisdictions, there are a number of deceased persons whose Indigenous status is not recorded and hence Indigenous death rates are probably higher than shown in Table 2.
 6. ABS, AIHW, 2005. *op cit*. pp. 159-160.

1. Full-time engagement in study or work



- Combinations of work and study
- Influences on the full-time engagement of young Indigenous Australians
- Recent changes in full-time engagement

This chapter provides an overview of participation in education and work by young Indigenous and non-Indigenous Australians. It examines the combinations of work and study that collectively constitute ‘full-time engagement’—the proportion of young Australians who are in full-time study or full-time work or who combine part-time study and part-time work. Later chapters examine study and work separately.

Young Indigenous Australians are much less likely than young non-Indigenous Australians to be fully engaged in study or work

Table 3 shows the different possible combinations of work and study activities and the distribution of Indigenous and non-Indigenous persons among these combinations. The table focuses on the level of activity—full-time, part-time or none—provides a convenient overview of the main activities of young Indigenous and non-Indigenous Australians and the differences between them.

The white cells in **Table 3** correspond to combinations of activities that constitute less than full-time engagement in study or work—persons who are not studying and are in part-time employment and persons who are not studying full-time and are unemployed or not in the labour force. Among young people, these are the group identified as ‘at-risk’ of poorer long-term outcomes.⁷

Young Indigenous people are much less likely than young non-Indigenous people to be fully engaged in study or work:

- 61% of Indigenous teenagers compared with 86% of non-Indigenous teenagers;

- 38% of young Indigenous adults compared with 75% of young non-Indigenous adults;
- 36% of Indigenous 25 to 29 year-olds compared with 69% of non-Indigenous 25 to 29 year-olds.

Full-time engagement declines as age increases for both Indigenous and non-Indigenous Australians, but the gap widens between them. Indigenous youth start from a much lower base and there is a steeper decline in full-time engagement between teenagers and young adults. The lower levels of full-time engagement among 25 to 29 year-olds are the result of movement out of full-time study (especially school for teenagers) and a less than commensurate entry into full-time work.

The changes and differences in full-time engagement are driven by the shift in participation from full-time study to full-time work—relatively few Indigenous or non-Indigenous people combine part-time study with part-time work. Participation in full-time study is lower among Indigenous teenagers (50% compared with 70%) and is relatively lower for young adults (8% compared with 26%) and 25 to 29 year-olds (4% compared with 8%). Full-time work starts from a lower level among Indigenous teenagers (12% compared with 15%) and increases more slowly with age.

7. Long M, 2007. *How young people are faring, 2006*. Dusseldorp Skills Forum, Sydney.



Table 3

Participation in study and work by Indigenous status and age, Australia, 2006 (%)

	Labour force									
	INDIGENOUS					NON-INDIGENOUS				
	Full-time work	Part-time work	Seeking work	Not in the labour force	Total	Full-time work	Part-time work	Seeking work	Not in the labour force	Total
15-19 year-olds										
Full-time study	0.5	8.1	2.2	38.1	48.9	0.6	23.6	3.4	42.8	70.4
Part-time study	1.7	1.0	0.6	1.9	5.3	3.4	1.3	0.3	0.9	6.0
Not studying	9.5	10.0	7.7	18.6	45.8	11.0	5.7	3.1	3.8	23.6
Total	11.7	19.1	10.6	58.6	100.0	15.1	30.7	6.9	47.4	100.0
20-24 year-olds										
Full-time study	0.7	2.4	0.7	4.6	8.4	1.4	12.3	1.7	10.9	26.3
Part-time study	2.6	1.3	0.5	1.1	5.5	5.7	2.2	0.4	1.0	9.3
Not studying	25.5	16.3	10.5	33.8	86.0	40.7	10.7	4.2	8.8	64.3
Total	28.9	20.0	11.6	39.5	100.0	47.9	25.2	6.4	20.6	100.0
25-29 year-olds										
Full-time study	0.6	0.9	0.3	2.5	4.4	0.6	2.7	0.5	4.0	7.9
Part-time study	2.1	0.9	0.5	1.2	4.7	5.0	1.5	0.3	1.1	7.9
Not studying	28.4	16.6	9.0	36.8	90.9	54.5	12.2	3.6	13.9	84.3
Total	31.2	18.4	9.8	40.6	100.0	60.2	16.4	4.5	19.0	100.0

NOTES ABS, 2006 *Census of population and housing*, adapted from customised tables.

White cells correspond to persons not fully engaged in study or work.

More detail is provided in Tables A2, A3 and A4.

Five combinations of work and study correspond to less than full-time engagement. For all three age groups, a higher proportion of Indigenous than non-Indigenous youth is in each of these combinations. In each age group, the greatest relative and absolute difference between Indigenous and non-Indigenous people is for the lowest level of participation—*those not in the labour force and not studying*. Among Indigenous teenagers, nearly one in every five is not in the labour force and not studying, which rises to about one in every three for young adults and 25 to 29 year-olds (34% and 36% respectively). Indigenous teenagers are nearly five times more likely than non-Indigenous teenagers to have no engagement in study or work while the value for young adults and 25 to 29 year-olds is about three times higher.

The level of full-time engagement of Indigenous youth and the gap between Indigenous and non-Indigenous students varies between male and female students, students in different states and locations and their level of schooling and post school educational attainment.

In 2006 full-time engagement was lowest among Indigenous youth in the Northern Territory

Across all three age groups, the full-time engagement of Indigenous Australians was higher in 2006 in the ACT, Victoria and Tasmania and markedly lower in the Northern Territory and somewhat lower in Western Australia and possibly South Australia (Table A5). Some of these differences reflect the different proportions of Indigenous populations in remote and very remote areas where engagement is very low.

The engagement gap between Indigenous and non-Indigenous Australians is generally widest in remote and very remote areas

For Indigenous Australians, full-time engagement in 2006 was generally higher in the main cities, somewhat lower in inner and outer regional areas and lower still in remote and very remote areas across all three age groups (Table A6). The regional differences in full-time engagement are markedly smaller for non-Indigenous Australians and, although frequently lower in regional areas, engagement in remote and very remote areas is sometimes similar to the levels in the main cities. Hence the engagement gap between Indigenous and non-Indigenous Australians is generally widest in remote and very remote areas.

While the relatively high level of engagement of non-Indigenous Australians in remote and very remote areas suggests that opportunities are available and there is scope for 'Indigenisation' of some jobs, this interpretation should not be over-stated. Non-Indigenous Australians living in these areas are likely to be a self-selecting group that has moved into these areas to take advantage of specific employment opportunities.

The lower level of schooling among Indigenous Australians contributes to the lower level of full-time engagement of young Indigenous Australians

Full-time engagement in study or work is highest for persons who complete Year 12 and then declines as the level of schooling declines. This is generally true for both Indigenous and non-Indigenous Australians.⁸ There are two major differences between Indigenous and young non-Indigenous Australians.

1. The level of full-time engagement for Indigenous Australians who have completed Year 12 was substantially lower in 2006 than for non-Indigenous Australians—a difference of 26 percentage points for teenagers, 25 percentage points for young adults and 22 percentage points for 25 to 29 year-olds (Table A7).
2. The full-time engagement gap between Year 12 and Year 8 is often similar for Indigenous and non-Indigenous Australians in terms of percentage points, but because of the lower overall level of engagement for Indigenous Australians, the relative importance of completing Year 12 is greater for Indigenous than non-Indigenous Australians.

8. The values for teenagers are an exception. They exclude persons still attending school and hence are not necessarily comparisons of like with like. The focus should be on the older two age groups.



Table 4

Percent full-time engaged in study or work by Indigenous status, age and sex, Australia, 1996, 2001 and 2006

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
15-19 year-olds						
Male	54.0	84.1	56.5	84.5	62.4	86.9
Female	53.1	82.9	56.5	84.7	59.8	85.5
Persons	53.5	83.5	56.5	84.6	61.1	86.2
20-24 year-olds						
Male	40.6	74.5	36.8	73.5	43.9	79.1
Female	29.6	64.0	29.1	66.4	31.9	70.7
Persons	35.0	69.3	32.9	70.0	37.9	74.9
25-29 year-olds						
Male	44.2	76.7	39.6	74.2	44.1	79.3
Female	26.6	51.8	26.2	53.1	28.2	58.5
Persons	34.9	64.2	32.7	63.6	35.9	68.9

NOTES ABS, 2006 *Census of population and housing*, adapted from customised tables. More detail is provided in Tables A5 to A8.

These results show that the lower level of schooling of Indigenous Australians (discussed in the next chapter) is only one source of the lower level of full-time engagement of young Indigenous Australians. Even if there were no differences in the level of schooling, Indigenous Australians would still have lower levels of engagement than non-Indigenous Australians.

Although the full-time engagement of Indigenous Australians is less than the full-time engagement of non-Indigenous Australians for every level of educational attainment, the gap between Indigenous and non-Indigenous Australians widens as educational attainment declines. For instance, for 25 to 29 year-old males in 2006, the gap for degrees or higher is 16 percentage points but doubles for persons whose highest attainment is Year 9 or less.

Higher educational attainment is an important correlate of full-time engagement for young Indigenous people and a basis for improving Indigenous engagement. Although higher levels of educational attainment are associated with lower differences between young Indigenous and non-Indigenous Australians, the strength of its effect in redressing Indigenous disadvantage should not be overstated. The level of full-time engagement for Indigenous 25 to 29 year-olds with a higher education qualification is only 69%—the same as the average for all non-Indigenous 25 to 29 year-olds. As with level of schooling, these results suggest that although improvement of the educational attainment of young Indigenous Australians could contribute to substantially closing the full-time engagement gap with young non-Indigenous Australians, other differences will remain.

Changes in full-time engagement in recent years

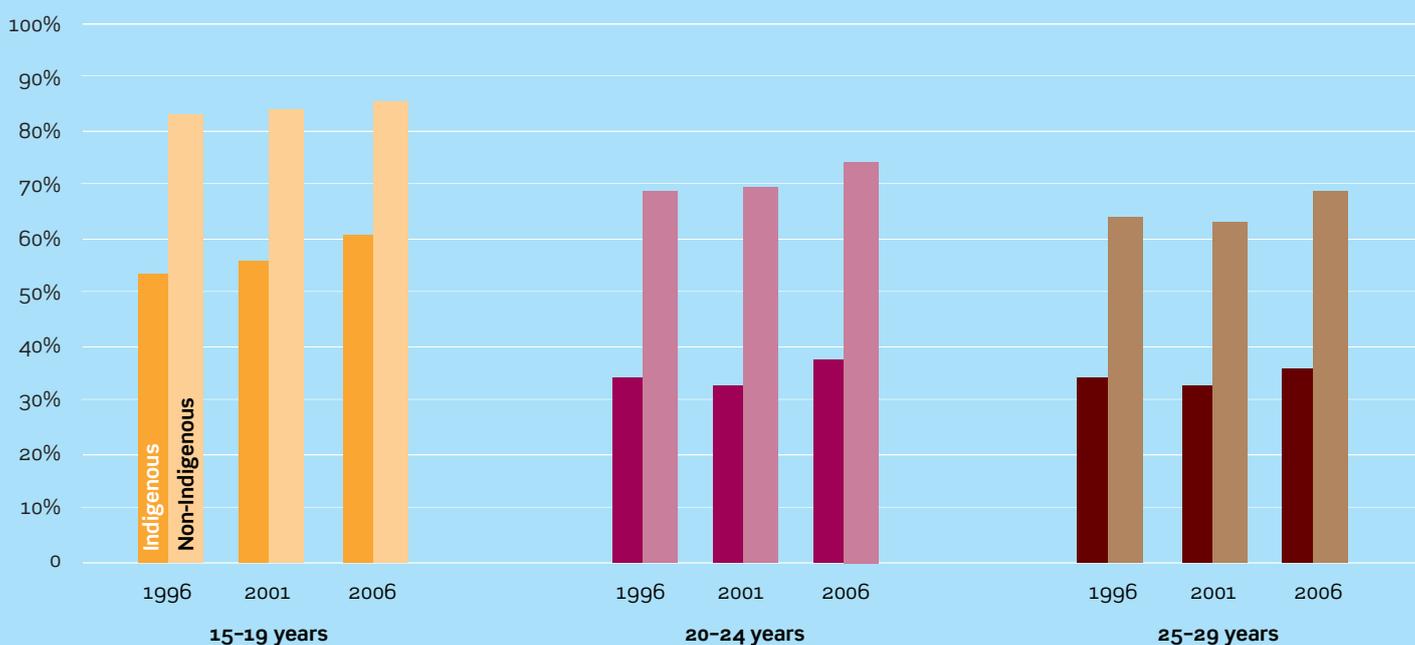
This section seeks to answer the question of whether the full-time engagement of young Indigenous Australians has improved in recent years. It discusses changes between 1996 and 2006 in the level of full-time engagement in work or study of Indigenous and non-Indigenous Australians. **Table 4** shows the percent of Indigenous and non-Indigenous Australians fully engaged in work or study in 1996, 2001 and 2006 overall and for males and females separately.

In 2006 Indigenous males had markedly lower levels of full-time engagement than non-Indigenous males and Indigenous females had markedly lower levels of full-time engagement than non-Indigenous females for all three age groups and this difference increased with age:

- 62% compared with 87% for males and 60% compared with 86% for females;
- 44% compared with 79% and 32% compared with 71% for male and female young adults respectively; and
- 44% compared with 79% and 28% compared with 58% for male and female 25 to 29 year-olds respectively (**Table 4**).

Figure 1

Percent fully engaged in work or study by Indigenous status and age: Australia, June 1996, 2001 and 2006



See Table 4

Figure 1 shows the full-time engagement in work or study of Indigenous and non-Indigenous persons for each of the three age groups over time. Together with the values in **Table 3**, it shows that:

- full-time engagement in work or study among Indigenous **teenagers** increased over the last decade. In 1996, 54% of Indigenous teenagers were in full-time study or work which increased to 56% in 2001 and then to 61% in 2006. The increase was slightly higher for males than for females.

Over the same ten years, full-time engagement of non-Indigenous teenagers edged upwards only slightly (from 84% in 1996 to 87% in 2006). Hence the increase in full-time engagement of Indigenous teenagers narrowed the gap with non-Indigenous teenagers. A 30 percentage point difference in 1996 fell to 28 percentage points in 2001 and to 25 percentage points in 2006. The improvement was slightly stronger for males than females.

- full-time engagement in work and study among **young Indigenous adults** fell slightly between 1996 and 2001 (from 35% to 33%) but then more than recovered that fall over the next five years to reach 38% in 2006. The full-time engagement of Indigenous males and females shows a similar trend, although the initial decline to 2001 and the subsequent increase to 2006 were more pronounced for males than for females.

Full-time engagement for young non-Indigenous adults increased more strongly over the decade, from 69% in 1996 to 75% in 2006. The engagement gap between Indigenous and young non-Indigenous adults widened from 34 percentage points in 1996 to 37 percentage points in 2006. The gap increased slightly more for females than males.

- the full-time engagement of Indigenous **25 to 29 year-olds** increased by only one percentage point between 1996 and 2006—from 35% in 1996 to 36% in 2006. Again, engagement initially declined slightly, before increasing over the next five years. The slight improvement in participation was among young Indigenous women—there was no change for male Indigenous 25 to 29 year-olds.

Over the decade, full-time engagement among non-Indigenous 25 to 29 year-olds increased more strongly than for Indigenous Australians and the absolute and relative gaps widened. In 1996 the difference was 29 percentage points and by 2006 it had grown to 33 percentage points.



In summary, the full-time engagement of Indigenous teenagers improved from 1996 to 2006 (and compared with non-Indigenous teenagers); the full-time engagement of young Indigenous adults improved slightly (but not compared with young non-Indigenous adults); and the full-time engagement of Indigenous 25 to 29 year-olds improved only slightly (but declined compared with non-Indigenous 25 to 29 year-olds). If the changes in the full-time engagement gap between Indigenous and non-Indigenous Australians in the second half of the decade were projected forward, the gap would close:

- in about 2050 for teenagers;
- not at all for young adults;
- not at all for 25 to 29 year-olds.

Several tables in the appendix (Tables A5 to A8) show the way in which this change (or lack of change) is distributed among the states, regions and persons with differing levels of educational attainment.

The greatest improvement was in Queensland

States and territories are largely responsible for educational policies and individually, or in concert with the Australian Government, implement a variety of universal and targeted programs designed to improve educational participation and outcomes. While differences in Indigenous engagement among the states may reflect many factors other than the state's policies, programs or expenditure, comparisons of changes in engagement over time are probably less influenced by these other factors.

The differences among the states show little consistency across age groups. Queensland tends to have shown the greatest improvement in Indigenous engagement. Some of this improvement in Indigenous engagement reflects population-wide improvements in engagement, but Queensland is also generally towards the higher end of the distribution of states and territories in terms of narrowing (or sometimes, showing least widening of) the engagement gap between Indigenous and young non-Indigenous Australians. On the other hand, the circumstances of young Indigenous Australians have shown least improvement (and sometimes greatest deterioration) in the Northern Territory, mostly from a very low base.

The full-time engagement of Indigenous teenagers increased between 1996 and 2006 overall and in all states and territories. The greatest increase was in the ACT (13 percentage points, from 66% to 79%) and Queensland (9 percentage points, from 56% to 65%) and least in Tasmania (2 percentage points) and the Northern Territory (4 percentage points) (Table A5). The engagement gap between Indigenous and non-Indigenous teenagers declined most strongly in the ACT and Western Australia, but actually increased in Tasmania and the Northern Territory.

The full-time engagement of young Indigenous adults increased only slightly between 1996 and 2006. Changes in most states and territories are close to the national average, although stronger in Queensland (an increase of 6 percentage points) and weaker in the Northern Territory where full-time engagement declined from 21% in 1996 to 19% in 2006. The engagement gap increased between Indigenous and young non-Indigenous adults in all states and territories, most strongly in the ACT (by 8 percentage points, from 15 percentage points in 1996 to 23 percentage points in 2006) and South Australia (by 6 percentage points from 30 percentage points in 1996 to 36 percentage points in 2006). The smallest increases (2 percentage points) were in Queensland and New South Wales.

The full-time engagement of Indigenous 25 to 29 year-olds increased only slightly between 1996 and 2006. The increases in Tasmania (6 percentage points) and Queensland (5 percentage points) are larger than the changes in other states and territories while full-time engagement declined in the Northern Territory, South Australia, Western Australia and the ACT. In the period 1996 to 2006 the engagement gap between Indigenous and non-Indigenous 25 to 29 year-olds increased in almost all states, most strongly in the ACT (12 percentage points) and in South Australia (9 percentage points). Only Tasmania (2 percentage points) showed any narrowing of the engagement gap.

Full-time engagement is lowest in remote and very remote areas

Most young Indigenous people do not face the issues of geographic isolation. Although young Indigenous people are more likely to live in remote and very remote locations than are non-Indigenous people, the majority live in (inner and outer) regional areas and more live in the main cities than in remote or very remote locations (Table A1). Policies designed to address barriers to study and work associated with remoteness are appropriate for only a minority of Indigenous youth—although a minority often facing the greatest disadvantages. Most, though, face other barriers less related to access than to urban social infrastructure.



Participation in full-time work or study increased between 1996 and 2006 among Indigenous teenagers regardless of their regional location although the increase was marginally smaller in very remote areas. The gap in full-time engagement between Indigenous and non-Indigenous teenagers declined most strongly in the main cities (by 5 percentage points, from 24 percentage points in 1996 to 19 percentage points in 2006) and increased in very remote areas.

Full-time engagement in work or study for young Indigenous adults living in remote and very remote locations was almost unchanged between 1996 and 2006. There was some increase in inner regional areas but only very slight increases in the main cities or outer regional areas. Importantly, the engagement gap between Indigenous and young non-Indigenous adults increased modestly in all regions and most strongly in the outer regional and remote areas (5 percentage points).

The level of full-time work or study among Indigenous 25 to 29 year-olds barely changed between 1996 and 2006 and the differences among the regions were very small. The gap between Indigenous and non-Indigenous 25 to 29 year-olds increased in all regions, but more strongly in the remote (8 percentage points) and inner and outer regional areas (5 percentage points).

Table A6 suggests that improvement in the full-time engagement of Indigenous youth is more difficult in remote and very remote areas. Increases in engagement have been slightly stronger in the main cities than elsewhere but, for 20 to 29 year-olds, have been less than any corresponding increases for non-Indigenous youth. The barriers to greater participation in work and study faced by Indigenous youth (especially 20 to 29 year-olds) are not restricted to those associated with rurality and remoteness.

Completing Year 12 improves full-time engagement

Full-time engagement among young Indigenous people is higher for those who completed more years of schooling (Table A7). Between 2001 and 2006 the gap in full-time engagement between Indigenous and non-Indigenous persons who had completed Year 12 narrowed slightly, while the gap for other levels of schooling increased, most strongly among those with the lowest levels of education. Young Indigenous adults who had completed Year 12 were able to participate in the *growth* in engagement between 2001 and 2006 to the same extent as young non-Indigenous adults (albeit from a lower base).

In summary, the full-time engagement in study or work of Indigenous teenagers improved strongly in the decade between 1996 and 2006 and the engagement gap between Indigenous and non-Indigenous teenagers narrowed markedly. Even so, the rate of narrowing would need to be sustained over the next 50 years for the gap to disappear. The next chapter points to improvements in schooling as the source of this improvement. The decade was less positive for young Indigenous adults and 25 to 29 year-olds—full-time engagement edged slightly upwards but the gap widened as the full-time engagement of non-Indigenous Australians increased by slightly more.

2. Study



- Participation in education
- Participation in school
- Year 12 completion
- Literacy and numeracy at school
- School attendance
- Participation in TAFE and university
- Educational attainment

This chapter examines the differences in the educational participation and attainments of young Indigenous and non-Indigenous Australians and their changes over the decade to 2006.

Changes in the educational participation gap have been mixed

Table 5 shows the educational participation of young Indigenous and non-Indigenous Australians by level of institution and type of enrolment for the years 1996, 2001 and 2006.

- Participation in education was lower for Indigenous teenagers than for non-Indigenous teenagers. In 2006 54% of Indigenous teenagers were attending an educational institution compared with 76% of non-Indigenous teenagers. The largest differences were for schools (44% compared with 55%) and universities (2% compared with 11%). Participation in TAFE and 'Other institutions' was markedly more equitable.

The educational participation of Indigenous teenagers increased between 1996 and 2006—from 46% in 1996 to 51% in 2001 and 54% in 2006. Most of the increase was enrolment at school, which increased from 35% in 1996 to 38% in 2001 and 44% in 2006. Participation in TAFE and university was almost unchanged between 1996 and 2006 after being somewhat higher in 2001.

Although the educational participation of non-Indigenous teenagers also increased between 1996 and 2006 the participation of Indigenous teenagers increased more quickly and hence the participation gap narrowed—from 27 percentage points to 22 percentage points.

Most of this improvement is associated with the increase in school enrolments. The relative participation of Indigenous youth in TAFE and university, however, was virtually unchanged across the decade.

- In 2006 the educational participation of *young Indigenous adults* (14%) was less than half that of young non-Indigenous adults (36%). Most of the difference was in universities, where the rate of Indigenous participation (6%) was about a quarter of the non-Indigenous participation rate (24%). Indigenous participation in TAFE was also lower than non-Indigenous participation, but the differences were markedly lower.

The educational participation of young Indigenous adults edged upwards from 12% in 1996 to 14% in 2001 and was then unchanged in 2006. This modest increase in educational participation reflects similar small changes in participation in TAFE and university.

The slight increase in educational participation contrasts with the growth in educational participation among young non-Indigenous adults between 1996 and 2006. The participation gap between Indigenous and young non-Indigenous adults widened from 16 percentage points in 1996 to 22 percentage points in 2006. The increase in the overall participation gap mainly reflects increasing inequality in participation in universities, where the gap widened from 13 percentage points in 1996 to 18 percentage points in 2006.

Table 5

Percent enrolled for study for a qualification by Indigenous status, age and sex, Australia, 1996, 2001 and 2006

Study	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
15-19 year-olds						
SCHOOL	35.2	51.7	38.3	53.2	43.5	55.3
Full-time	34.6	51.4	37.5	52.8	42.5	54.8
Part-time	0.5	0.3	0.8	0.4	0.9	0.5
TAFE	7.1	9.0	8.7	9.9	7.1	8.8
Full-time	4.3	4.7	5.3	5.3	3.5	4.2
Part-time	2.8	4.3	3.4	4.6	3.6	4.5
UNIVERSITY	2.4	10.8	2.6	11.6	2.3	11.3
Full-time	2.2	10.4	2.3	11.1	2.1	10.7
Part-time	0.1	0.5	0.2	0.5	0.2	0.6
OTHER	0.9	1.0	1.2	1.3	1.3	1.1
Full-time	0.5	0.7	0.7	0.8	0.7	0.7
Part-time	0.4	0.3	0.5	0.5	0.6	0.4
TOTAL	45.5	72.5	50.7	76.0	54.2	76.4
Full-time	41.7	67.1	45.8	70.0	48.9	70.4
Part-time	3.8	5.4	5.0	6.0	5.3	6.0
20-24 year-olds						
SCHOOL	0.7	0.5	0.6	0.4	0.8	0.9
Full-time	0.5	0.4	0.4	0.4	0.7	0.9
Part-time	0.1	0.1	0.2	0.1	0.1	0.1
TAFE	5.7	8.4	7.1	9.1	6.2	8.6
Full-time	3.1	2.9	3.7	3.6	2.6	3.7
Part-time	2.6	5.5	3.4	5.4	3.6	4.9
UNIVERSITY	4.8	17.5	5.3	22.2	5.8	24.3
Full-time	3.7	14.1	4.2	18.7	4.6	21.0
Part-time	1.1	3.4	1.1	3.5	1.2	3.3
OTHER	0.9	1.6	1.1	2.0	1.2	1.8
Full-time	0.4	0.6	0.5	0.8	0.5	0.8
Part-time	0.4	0.9	0.6	1.2	0.7	1.1
TOTAL	12.1	28.0	14.0	33.8	14.0	35.7
Full-time	7.8	18.1	8.8	23.5	8.4	26.3
Part-time	4.3	9.9	5.3	10.3	5.5	9.3
25-29 year-olds						
SCHOOL	0.3	0.2	0.2	0.1	0.4	0.3
Full-time	0.3	0.1	0.1	0.1	0.3	0.3
Part-time	0.1	0.1	0.1	0.0	0.1	0.1
TAFE	5.0	4.6	5.5	5.0	4.1	4.5
Full-time	3.0	1.1	2.8	1.5	1.5	1.7
Part-time	2.0	3.5	2.7	3.4	2.6	2.9
UNIVERSITY	3.9	6.9	4.0	8.5	3.6	9.0
Full-time	2.5	3.0	2.5	4.2	2.2	5.3
Part-time	1.4	4.0	1.5	4.3	1.4	3.8
OTHER	0.7	1.4	1.1	1.9	1.0	1.8
Full-time	0.3	0.4	0.5	0.5	0.4	0.6
Part-time	0.4	1.0	0.6	1.4	0.6	1.2
TOTAL	10.0	13.1	10.8	15.4	9.1	15.7
Full-time	6.1	4.6	6.0	6.3	4.4	7.9
Part-time	3.9	8.5	4.9	9.1	4.7	7.9

NOTES ABS, 2006 Census of population and housing, adapted from customised tables.
More detail is provided in Tables A9 to A12 and A18 to A19.

- Participation in education by Indigenous *25 to 29 year-olds* (9.1%) is lower than for non-Indigenous 25 to 29 year-olds (15.7%), but the difference between Indigenous and non-Indigenous Australians is slightly less than for young adults. Participation in university is still lower (4% compared with 9%), although participation in TAFE is similar for both Indigenous and non-Indigenous 25 to 29 year-olds.

The educational participation of Indigenous 25 to 29 year-olds edged downwards from 10% in 1996 to 9% in 2006 despite having increased to 11% in 2001. The small decline in educational participation reflects similar small declines in participation in TAFE and university studies.

Over the same period, the educational participation of non-Indigenous 25 to 29 year-olds increased and hence the gap between the educational participation of Indigenous and non-Indigenous 25 to 29 year-olds increased from 3 percentage points in 1996 to 7 percentage points in 2006. Again the increase in the gap was mainly associated with an increasing gap in enrolments at universities.

Educational participation among young Indigenous people is mostly substantially lower than for young non-Indigenous people. The major change in participation in education among young Indigenous Australians has been the increase in participation in schooling among teenagers which has

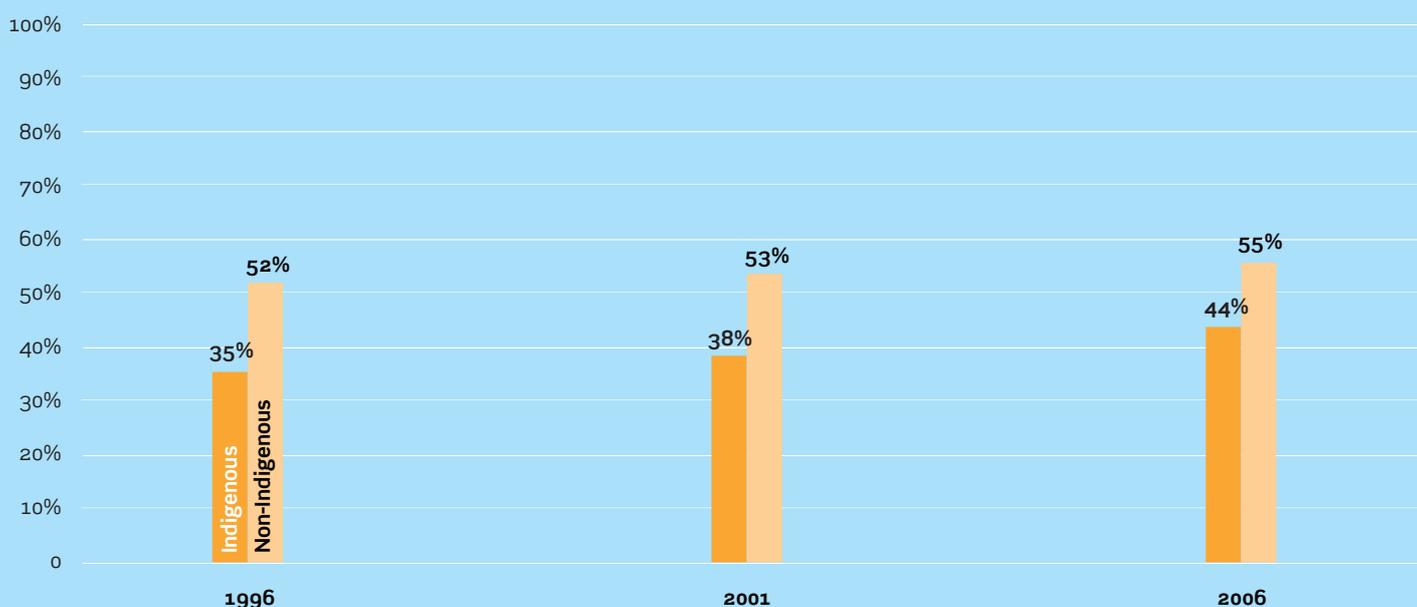
narrowed the participation gap between Indigenous and non-Indigenous Australians. The results are less positive for 20 to 29 year-olds with little or no overall improvement in educational participation from 1996 to 2006 and often a widening of the participation gap between Indigenous and non-Indigenous 20 to 29 year-olds. Much of the deterioration of the relative educational circumstances of 20 to 29 year-old Indigenous Australians has been associated with lower participation in universities.

Full-time study is one of two contributors to full-time engagement discussed in the previous chapter. Participation in full-time education has contributed:

- to the increasing full-time engagement of Indigenous teenagers (mainly through higher levels of participation in schooling) and a narrowing in the gap in full-time engagement between Indigenous and non-Indigenous teenagers;
- to the slight improvement in full-time engagement of young Indigenous adults and to the widening gap in full-time engagement;
- nothing to the slight improvement in the full-time engagement of Indigenous 25 to 29 year-olds but its decline has contributed to the widening full-time engagement gap.



Figure 2

School participation by Indigenous status: 15 to 19 year-olds, Australia, 1996, 2001 and 2006


See Tables 5, A9 and A12.

The increases in the enrolments of Indigenous teenagers in school and in Year 12 completion are the most significant improvements in the decade 1996 to 2006

In 2006 the participation of Indigenous teenagers in school was less than four-fifths that of non-Indigenous teenagers (Tables 5, A9 and A12). Figure 2 shows that this gap remains after improvement over the preceding decade. The proportion of Indigenous teenagers enrolled at school increased across the decade—from 35% in 1996 to 38% in 2001 and to 44% in 2006. The increase was similar for males and females, although, as in the non-Indigenous population, the participation of females was slightly higher than for males (Table A12). The increase of 8 percentage points across the decade was more than twice the increase for the non-Indigenous population over the same period. The school participation gap narrowed from 16 percentage points in 1996 to 12 percentage points in 2006. Projecting this rate of improvement forward, equality might be achieved around 2031.

Comparison of school participation rates in the states and territories and over time within some jurisdictions is affected by their different age-grade profiles and by the extent to which VET programs provide alternatives to schooling. New South Wales, for instance, where students completing Year 12 are typically older than in most other states, would be expected to have higher school participation rates among teenagers, all else equal. Nevertheless the school participation rates of Indigenous teenagers are sufficiently low in the Northern Territory (36%) and in Western Australia (38%) to suspect that these are below levels achieved in other jurisdictions.

The improvement in school participation rates also varies among the states and territories. The increase was greatest in Tasmania and South Australia, but lagged significantly in New South Wales. The gap between the school participation of Indigenous and non-Indigenous teenagers—possibly the best measure of the success of Indigenous school policies—narrowed more in Western Australia and Queensland than in other states and territories, but was unchanged in the Northern Territory.⁹

9. This result contrasts with the pattern of changes in apparent Year 12 retention discussed later.

Table 6

Percent of persons completing Year 12 by age and sex: Australia, 2001 and 2006

	MALES		FEMALES		PERSONS	
	2001	2006	2001	2006	2001	2006
15 to 19 year-olds						
Indigenous	18.0	21.4	23.5	27.3	20.7	24.2
Non-Indigenous	51.3	53.5	64.5	66.3	57.6	59.5
20 to 24 year-olds						
Indigenous	31.0	34.6	35.0	39.2	33.0	36.9
Non-Indigenous	65.4	68.4	74.9	77.6	70.1	73.0
25 to 29 year-olds						
Indigenous	30.1	32.1	32.2	36.2	31.2	34.2
Non-Indigenous	60.9	65.9	68.9	75.3	64.9	70.6

NOTES ABS, 2006 *Census of population and housing*, adapted from customised tables.

Highest year of schooling was not asked in the 1996 Census.

Persons still at school are excluded from the table for 15 to 19 year-olds, but included in the total for 20 to 24 year-olds and 25 to 29 year-olds.

School participation of Indigenous teenagers is similar in main cities (46%), inner regional areas (46%) and outer regional areas (49%), but is markedly lower in remote (39%) and especially very remote (28%) areas (Table A12). The gaps in school participation rates are possibly a little larger in inner and outer regional areas than in the main cities, but in very remote areas the difference in the school participation of Indigenous and non-Indigenous Australians is much smaller than in other areas. In 2006, for instance, the gap in main cities was about 9 percentage points, but in very remote areas was only 3 percentage points. While this pattern may reflect a greater tendency for non-Indigenous secondary school students from very remote areas to move to boarding schools to complete their upper secondary schooling, it might also indicate that the lower school participation in very remote areas is an issue of isolation as much as of Indigenous education.

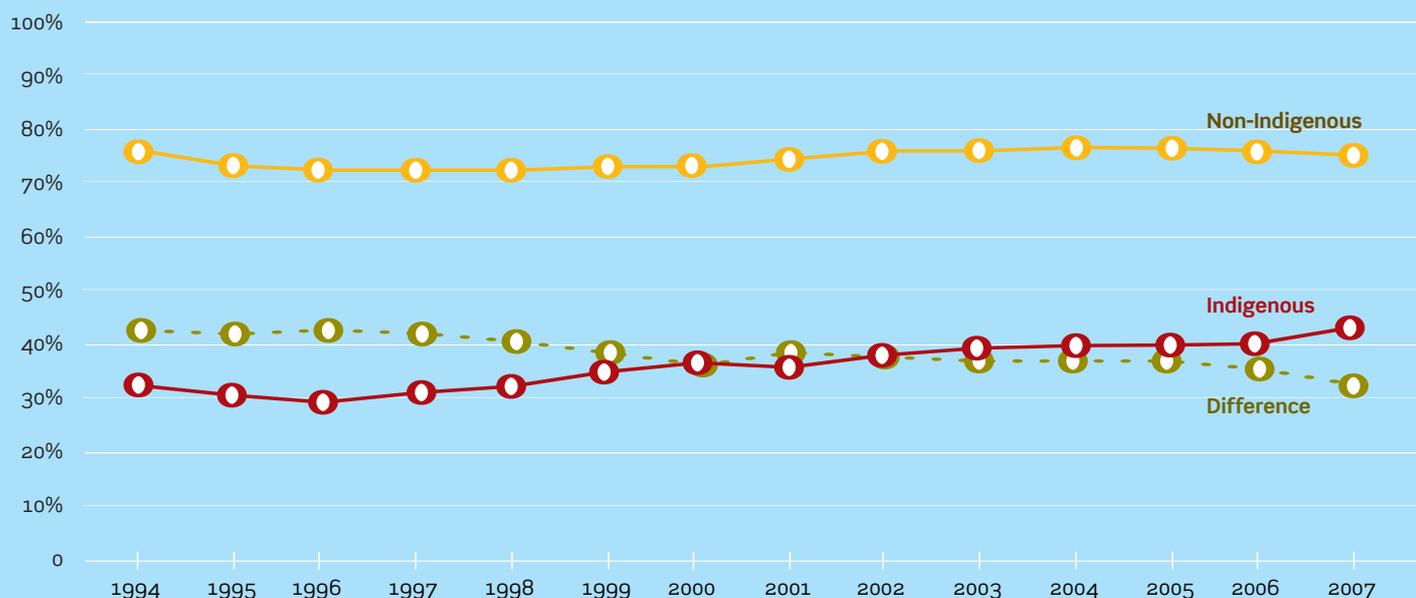
Young Indigenous Australians are only about half as likely to complete Year 12 as young non-Indigenous Australians—in 2006 37% of young Indigenous adults completed Year 12 compared with 73% of non-Indigenous Australians (Table 6). These results suggest that participation in schooling has gradually increased over the last 20 or so years. Perhaps the improved school participation between 2001 and 2006 and the apparent narrowing of the gap for teenagers will translate into higher Year 12 completion rates for young adults by 2011.

Information from the administrative records of enrolments is far more positive. **Figure 3** shows the apparent secondary school retention rates for Indigenous and non-Indigenous full-time students to Year 12.¹⁰ The graph shows an increase in Indigenous Year 12 retention of about 10 percentage points from about 30% in the mid 1990s to about 40% in the mid 2000s. This is consistent with the increase in school participation observed from the Census. **Figure 3** also shows the apparent retention for non-Indigenous students which is much higher than for Indigenous students and shows little change from the beginning to the end of the period, although it declines a little in the late 1990s before recovering. The gap, also shown in **Figure 3**, declines from about 43% in the mid 1990s to 33% in 2007, although it was about 37% through the mid 2000s.

10. Apparent retention rates are the number of full-time students enrolled in Year 12 in a given year divided by the number of students in that cohort who commenced secondary school some years previously. For instance, the apparent Year 12 retention rate in New South Wales in 2008 is the number of full-time students in Year 12 in 2008 as a proportion of the number of students in Year 7 (the first year of secondary school in New South Wales) in 2003. It is an 'apparent' rate because there is no one-to-one link between the students at the start of secondary school and those in Year 12—they are linked only by the expected progression of Year 7 students in 2003 to Year 12 in 2008. There are many sources of error in such measures—students can repeat grades, new students can enter or leave Australia or a given state and students can change Indigenous status in the enrolment records. Typically retention rates are higher than the actual proportion of students who complete Year 12. Nevertheless, examining changes over time within states or Australia as a whole provides a reasonable idea of trends in Year 12 completion over time because many of the errors are likely to be similar for each year's estimate.



Figure 3

Apparent Year 12 retention rate by Indigenous status, full-time students, Australia 1994-2007


See Table A13

The improvement was not consistent across the states and territories (**Figure 4** and Table A14). Nationally, Indigenous Year 12 retention increased in round terms by just over 10 percentage points between 1995 and 2007, there was no improvement in New South Wales or Tasmania but a remarkable increase in the Northern Territory (about 35 percentage points) and a stronger-than-average increase in South Australia (19 percentage points).

These changes affected the retention gap between Indigenous and non-Indigenous secondary school students directly. While nationally the gap narrowed by just under 10 percentage points, it widened in New South Wales (about 3 percentage points) and Tasmania (about 14 percentage points) and narrowed more in the Northern Territory (nearly 30 percentage points) and South Australia (about 17 percentage points).

The results from the Census (Table A12) and the estimates of Year 12 retention (Table A14) are not always consistent at the level of the individual states. Nationally both measures suggest improvement in the levels of Indigenous schooling between the mid 1990s and mid 2000s and both point to relatively better performance in South Australia and poorer performance in New South Wales. The strong improvement in Year 12 retention in the Northern Territory, however, is not reflected in the Census figures, which show only about average improvement. On the other hand, Indigenous school participation in Tasmania shows an above-average increase although Year 12 retention declined.

It is difficult to reconcile these results. There are two different measures involved—school participation rates and apparent Year 12 retention. While both have some scope for error, changes in the two measures should generally be similar and the time periods covered by the two measures are similar, although not identical.

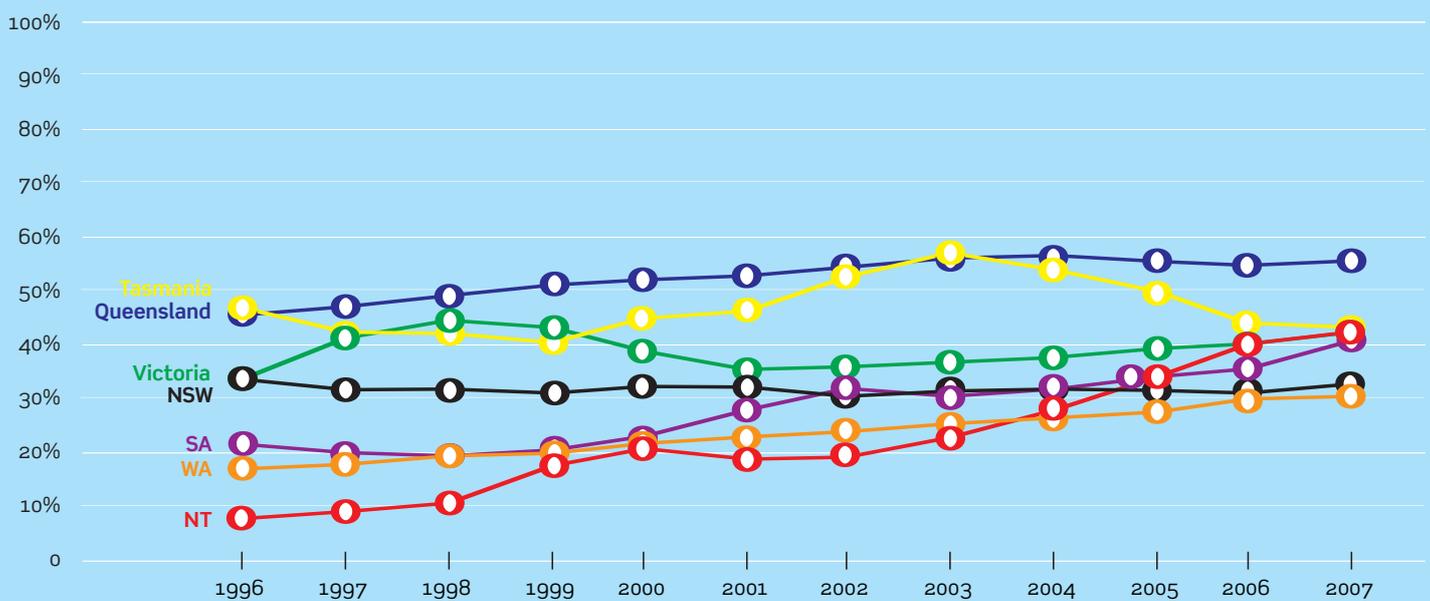
Lower Indigenous attendance rates mean a loss of more than a year's schooling and a difference of more than half a year between some Indigenous and non-Indigenous students entering secondary school

The attendance of Indigenous school students is substantially lower than that of non-Indigenous students. Attendance is a prerequisite for success at school. Poor attendance is a sign of low engagement and is associated with the risk of leaving school altogether. Collectively the factors that lead to lower attendance and the lower attendance itself are believed to contribute to poorer school outcomes for Indigenous students.¹¹

11. Bourke CJ, Rigby K & Burden J, 2000. Better practice in school attendance: *Improving the school attendance of Indigenous students*. DEST, Canberra.

Figure 4

Apparent Year 12 retention, by state and territory, full-time Indigenous students, 1996-2007



See Table A14. Values are averaged across two years.

The Australian Government's Indigenous Education Programme (IEP) requires providers of school education to report on attendance.¹² The information is not necessarily consistent because the measures of attendance vary among the states and systems and hence only comparisons over time within states and systems are possible.

The median Indigenous attendance rate for government secondary schools was 74% compared to 89% for non-Indigenous students. The differences between Indigenous and non-Indigenous attendance rates ranged from 5 to 22 percentage points.¹³ The attendance rates for government primary schools were higher than for secondary schools—83% for Indigenous students and 93% for non-Indigenous students. Attendance rates varied widely between schools—from 68% to 92% for primary schools and from 68% to 90% for secondary schools. Attendance of Indigenous students at Catholic systemic schools was higher, less variable from school to school and closer to that of non-Indigenous students.

Differences in attendance can translate into substantial differences in years of schooling. For the seven or eight years of primary school, the difference in median attendance rates in government primary schools is a loss of more than a year's primary school education and a difference of more than half a year between Indigenous and non-Indigenous students entering secondary school. The lower levels of attendance in some schools translate into even greater losses of schooling and within some schools there are possibly students who receive almost no schooling. The potential loss of secondary schooling is even greater.

The analysis of these data and attendance data from previous reports concludes that 'there has been little improvement in overall attendance rates. There remain significant gaps in the rates of Indigenous and non-Indigenous students at the primary school level and greater gaps at the secondary level.'¹⁴

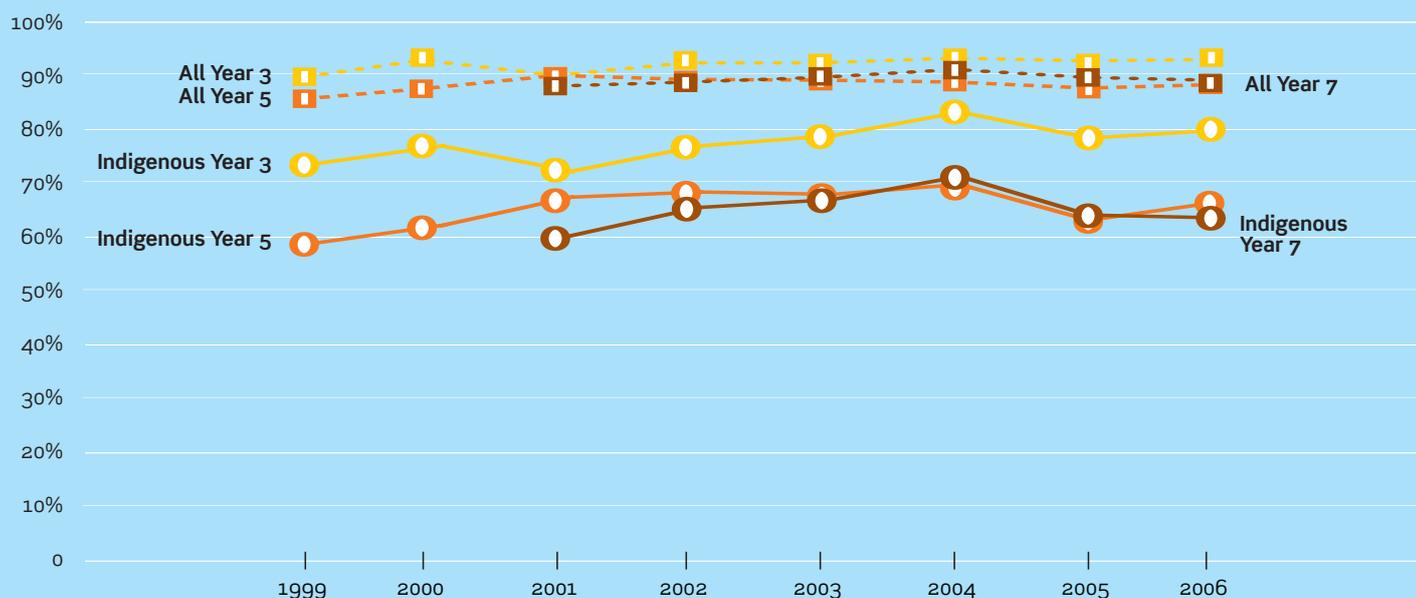
12. Reported in DEEWR, 2007. *National report to Parliament on Indigenous education and training, 2005*. DEEWR Canberra. This section draws on that report.

13. Observed secondary school attendance rates are biased upwards because students with higher attendance are more likely to remain at school to Year 12. Differences in attendance rates between Indigenous and non-Indigenous students may be lower within grade levels.

14. DEEWR, 2007. *op cit.* p. xxviii



Figure 5

Percent achieving or above national reading benchmarks by year level and Indigenous status, 1999-2006


See Table A15

The literacy and numeracy of Indigenous Australians at school is substantially lower than that of non-Indigenous Australians and may not have improved in recent years

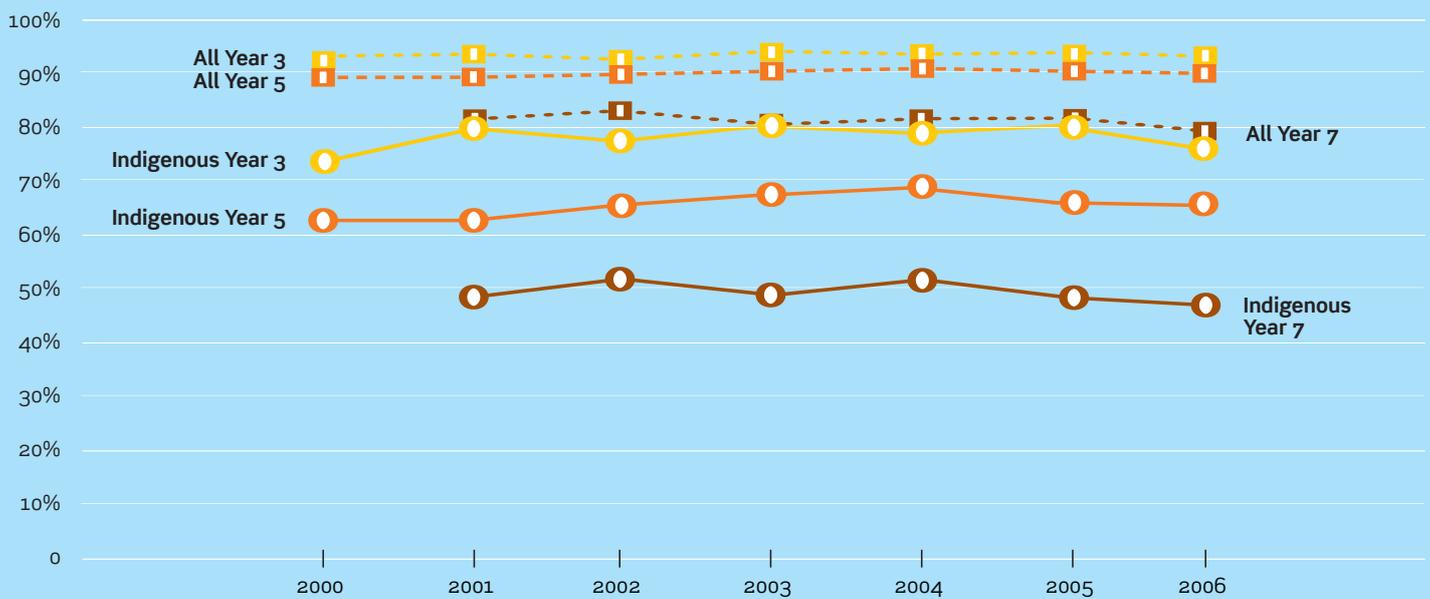
Improving the literacy and numeracy of all students has been a priority for the Australian Government and the state and territory governments. All jurisdictions have implemented standardised literacy and numeracy testing of students in Year 3, 5 and 7 with a focus on the achievement of benchmarks—minimum standards of performance below which students will have difficulty progressing satisfactorily at school. The focus on achieving these benchmarks, coupled with the low levels of literacy and numeracy among Indigenous school students, and broader policy concerns about Indigenous education and employment have led to a focus in most jurisdictions on programs to improve the literacy and numeracy levels of Indigenous students.

Figures 5 and 6 show the proportion of Indigenous students and of all students who achieve the benchmarks in the reading and numeracy tests. In 2006, as in previous years, the proportion of Indigenous students achieving these benchmarks was substantially lower than for all students for all three grade-levels tested. The gap between Indigenous students and the overall population was lower in Year 3 than in Years 5 and 7. The literacy and numeracy of Indigenous students is not just lower than for other students in the early years of schooling—Indigenous students fall further behind as their schooling proceeds. For reading at least, the proportion reaching the benchmark is sustained between Years 5 and 7, although the decline continues and the gap widens for numeracy.

Figures 5 and 6 also show changes in the proportions meeting benchmarks over several years. The estimates are subject to measurement error (and in some cases sampling variability) associated with the reliability of the tests and the scaling process. These are small for the overall population (95% confidence intervals of plus or minus 1% for all students) but somewhat larger for Indigenous students (plus or minus 3% for Indigenous students). It is important not to over-analyse small changes in results.

Figure 6

Percent achieving national numeracy benchmarks by year level and Indigenous status, 1999-2006



See Table A16

Subject to strong caveats about the reliability of the test results, **Figures 5** and **6** and the regression coefficients in Table A16 show a slight increase in the proportion of Australian students meeting or exceeding the reading and numeracy benchmarks (except for numeracy at Year 7) from 1999-2001 to 2006. The increase has been slightly greater for all students than for Indigenous students. With the exception of numeracy at Year 7, the limited conclusions that can be drawn from these data are that:

- there is no evidence of the proportion of Indigenous students achieving reading and numeracy benchmarks declining. At best, there is a hint that the proportion may have increased slightly.
- there is no evidence of the reading and numeracy gap between Indigenous and non-Indigenous students declining. At worst, it may have increased slightly.
- there is no indication of improvement in the reading or numeracy of Indigenous school students in the most recent years.

There are differences among the states and territories in the proportion of Indigenous students achieving literacy and numeracy benchmarks and in the gaps between Indigenous and non-Indigenous students (Table A16).¹⁵ Perhaps the only consistent pattern among the jurisdictions with larger Indigenous student populations is the low level of literacy and numeracy achievement of Indigenous school children in the Northern Territory. The relative results for other states and territories (apart from the ACT) generally vary across year level and the domains of literacy and numeracy to such an extent that it is difficult to identify a state as having better or poorer outcomes than other states overall.¹⁶

The proportion of Indigenous students achieving literacy and numeracy benchmarks is almost uniformly higher across year levels and domains in metropolitan areas and lower in very remote areas (Table A17). For instance, for Year 5 reading in 2006, 73% of Indigenous students in metropolitan areas achieved the benchmark compared with only 35% in very remote areas. The gap between Indigenous and non-Indigenous school children increases across year levels in all regions.

15. The confidence intervals are wider for state and region estimates.

16. The relative variation within states and between years (for instance, between 2005 and 2006) raises doubts about the usefulness of the measures.



The percentage of children reaching benchmarks declines substantially more among Indigenous children than among non-Indigenous children. This difference may suggest that schools are not as able to foster the literacy and numeracy growth of Indigenous children as they are of non-Indigenous children, *regardless of their initial levels of achievement*.¹⁷

The Australian component of the Programme for International Student Assessment (PISA) also provides information on the relative reading and mathematics achievement of Indigenous students. PISA is an on-going international program to assess the performance of 15-year-old school students in several key aspects of their learning, including reading, and mathematics. PISA tested 14,170 Australian students (including 1,080 Indigenous students) from 356 schools in 2006.

Tables A18 and A19 show the relative performance of male and female Indigenous and non-Indigenous 15-year-olds across proficiency levels. The key feature of the tables is the substantial over-representation of Indigenous students at the lower end of both distributions. For reading, 19% of Indigenous male students were in the lowest achievement category compared with 5% of non-Indigenous male students and 13% of Indigenous female students compared with 1% of non-

Indigenous female students. For mathematics, 19% of Indigenous male students were in the lowest category compared with 3% of non-Indigenous male students and 16% of Indigenous female students compared with 3% of non-Indigenous female students

Nevertheless, overall the performance of Indigenous students is comparable with that of students in low-performing countries such as Chile and is the equivalent of two and a half years of schooling behind the average for non-Indigenous 15 year-olds.¹⁸

17. The difference might be partly due to the lower average level of achievement of Indigenous students and a distribution that means more students are near the benchmark in Year 3—but apart from numeracy in Year 7, any decline in the proportion of students achieving benchmarks is modest.

18. Thomson S & De Bortoli L, 2008. *Exploring scientific literacy: How Australia measures up*, ACER.

The participation of young Indigenous people in TAFE is lower than for young non-Indigenous people—but the gap is not as wide as for most other forms of educational participation

In June 2006, 7% of Indigenous teenagers attended TAFE compared with 9% of non-Indigenous teenagers and the corresponding values were 6% and 9% for young adults and 4% and 4% for 25 to 29 year-olds (Table A20).

Participation in TAFE among young Indigenous Australian generally increased between 1996 and 2001 and then declined between 2001 and 2006. For teenagers the decline over the more recent five year period returned their participation to 1996 levels, for 20 to 29 year-olds participation in 2006 was still above the 1996 levels and for 25 to 29 year-olds participation in TAFE fell below 1996 levels.

The gap in TAFE participation between Indigenous and non-Indigenous students is mostly only two or three percentage points and changes in that gap are generally even smaller. With the small numbers involved and the likely volatility of any changes, it is important not to read too much into these results. At a minimum, there is little indication of the gap narrowing over the period 1996 and 2006.

TAFE participation rates for young Indigenous people vary among the states and territories. Participation is typically higher in New South Wales, Victoria and Tasmania and low in the Northern Territory. Participation is typically higher in the main cities and regional areas and lowest in remote and very remote areas.

Administrative records of enrolments display a different overall pattern from that shown in Table A20—they show a higher participation rate in 2005 for Indigenous Australians (12.3%) than for non-Indigenous Australians (11.4%).¹⁹ Further, Indigenous enrolments as a proportion of all VET enrolments have increased from 3.3% in 2001 to 3.8% in 2005. At the same time the Indigenous population has also been growing. Participation peaked in 2002 at 12.7% and then declined to 12.3% in 2005.

19. DEST, 2006. *Review into the impact of ABSTUDY policy changes that came into effect in 2000*. Final Report. DEST, Canberra. Table 5.1.



The higher participation rate derived from administrative records compared with Census data can be partly attributed to the different nature of the data and its coverage. First, the Census asks about 'TAFE' rather than 'VET'. TAFE is only a part (about 80%) of the broader VET system, which also includes private providers. Some part of enrolments recorded as in 'other' educational institutions in the Census falls within the VET sector. An increasing proportion of Indigenous VET enrolments have been in non-government (that is, non-TAFE) institutions. Second, the administrative records include persons who enrolled at any time during a year, while the Census asks about enrolment at a particular point in time. Because the majority of VET enrolments are in courses of less than a year, a point in time measure will record substantially fewer enrolments. ABS labour force related surveys also typically record lower VET enrolments than reported in administrative records and some part of this difference is simply unexplained.²⁰ Third, the Indigenous population is younger than the non-Indigenous population and has a greater part of the population in peak participation age groups. When these are averaged over the total adult population (rather than being reported for specific age groups), participation of Indigenous people will be over-estimated.²¹

20. Lamb S, Long M & Baldwin G, 2004. *Performance of the Australian education and training system*. Report for the Victorian Department of Premier and Cabinet.

21. The Indigenous status of students is missing for nearly one in five students in the administrative records—a feature that would under-estimate Indigenous participation compared with Census estimates.

The VET sector is both large and diverse. Enrolment data shows some additional detail about this diversity. In 2005 Indigenous VET students (30%) were much less likely than non-Indigenous VET students (51%) to be enrolled in a course leading to a Certificate III or higher qualification. Although the proportion of Indigenous students enrolled in courses leading to higher VET qualification was almost unchanged from 2001 (29%), the proportion of non-Indigenous students enrolled in these courses increased from 43% in 2001. Hence not only has the participation rate of Indigenous students declined, the proportion of resources allocated to their enrolments has declined.

The participation of young Indigenous Australians in university has been almost unchanged for the decade 1996 to 2006 and the gap between Indigenous and non-Indigenous Australians has widened

The participation of young Indigenous Australians has been almost unchanged for the decade 1996 to 2006. Participation was fairly flat for teenagers (2% in 1996 and 2% in 2006), increased for young adults (5% in 1996 and 6% in 2006) and was 4% across the decade for 25 to 29 year-olds (Table A21). Interpretation of the mainly small changes from an only slightly larger base requires restraint.

Throughout the period, young Indigenous people were substantially less likely to participate in higher education than were young non-Indigenous people—for instance, young non-Indigenous adults were more than four times more likely to be enrolled at university than were young Indigenous adults. Although university participation among young Indigenous people was more or less stable across the decade, the university participation on young non-Indigenous people increased and the gap between Indigenous and young non-Indigenous people widened. For instance, for young adults, Indigenous participation increased by 1 percentage point between 1996 and 2006 while non-Indigenous participation increased by 7 percentage points.

The patchy changes in the university participation of Indigenous youth over the period 2001 to 2006 are also reflected in results based on university enrolment records. Between 2001 and 2005 the number of commencing Indigenous students declined by 8.6%.²² Over the same period, the number of all commencing domestic students declined by 7.8% and the Indigenous population increased more rapidly than the overall population. Between 2002 and 2005 the number of Indigenous students enrolled in higher education institutions declined by 11.2% while total domestic enrolments were almost unchanged.

22. DEST, 2007. *op cit.*

The decline in Indigenous higher education commencements coincided with changes to ABSTUDY introduced in 2000. The number of higher education ABSTUDY recipients was increasing and peaked at 6,811 in 1999. In 2000 the number fell by 11% and by 2004 had declined by 21%.²³ The number of ABSTUDY recipients attending school also fell in 2000 by a similar proportion, but by 2004 had recovered. The number of ABSTUDY recipients in VET, however, continued to grow throughout the late 1990s and early 2000s.

A Departmental review of the ABSTUDY changes could not establish a strong link with the changes in Indigenous educational participation but concluded that changes to ABSTUDY may have contributed to a continuing weakness in Indigenous enrolments.²⁴ The 1998 changes restricted access to a range of benefits while those in 2000 meant that between 1999 and 2000:

- the average Pensioner Education Supplement dropped by about \$490 in real terms, affecting up to some 6,500 recipients, or 12% of the total number of recipients;

23. A change in databases between DEST and Centrelink in 2000 raises some doubts about the comparability of ABSTUDY data before 2000 and from 2000 onwards although the review notes that their own 'combined data appear relatively consistent over time'. There be further difficulties with the allocation of recipients to educational sectors after 2000 (mainly between schools and VET), but this would not explain the downward trend in the number of higher education recipients 2000-2004.

24. DEST, 2006. *Review into the impact of ABSTUDY policy changes that came into effect in 2000*. Strategic Analysis and Evaluation Group.



- the average ABSTUDY living allowance for students 21 and over dropped by some \$340 in real terms, affecting up to some 10,500 recipients, or 19% of recipients; and
- changes to parental means testing, together with the raising of the age of independence for ABSTUDY purposes to 25, affected eligibility of an unknown proportion of (potential) recipients.

The review observed that in practice the ABSTUDY payments per recipient did not decline over this period—there were simply fewer recipients. There remains, however, the possibility of self-selection—that potential (and existing) students who were disadvantaged by the changes did not enrol or re-enrol. The report drew attention to possible changes in university policies that made it more difficult for Indigenous students to enrol in sub-degree and enabling and related bridging programs—although total enrolments in these programs were at least maintained over this period.

In the context of the declining proportion of Indigenous students who receive ABSTUDY and the continuing weakness of higher education enrolments in particular, it might be helpful to revisit the eligibility criteria for ABSTUDY.

The gap between the educational attainments of young Indigenous and non-Indigenous Australians did not narrow during the decade to 2006

Not only do Indigenous people have lower levels of participation in education and training, and proportionately lower participation within higher level courses, they frequently have lower levels of course completion—and it is qualifications that are salient in the labour market. Differences in educational attainment summarise these differences in participation and completion.

Table A22 shows the highest educational attainment of Indigenous and young non-Indigenous people in 1996, 2001 and 2006.²⁵

- In 2006 the educational attainment profile of young Indigenous Australians was lower than for young non-Indigenous Australians. For instance, for young adults:
 - the highest educational attainment of 15 in every 100 non-Indigenous Australians was a degree compared with only 2 in every 100 Indigenous Australians;

25. A new classification of educational qualifications was introduced for the 2001 Census. Only some aggregated values are shown in Table A22 for 1996 and these are not fully equivalent to the corresponding 2001 and 2006 values. Interpretations comparing the 1996 values with results from the more recent Censuses need to be treated with caution.

- the highest educational attainment of 7 in every 100 non-Indigenous Australians was a diploma compared with 2 in every 100 Indigenous Australians; and
- 77 in every 100 Indigenous Australians had no post school qualifications compared with 57 in every 100 non-Indigenous Australians.

There is, however, almost parity in certificate-level qualifications—19 in every 100 for Indigenous Australians and 21 in every 100 for non-Indigenous Australians have a certificate as their highest level of qualification.

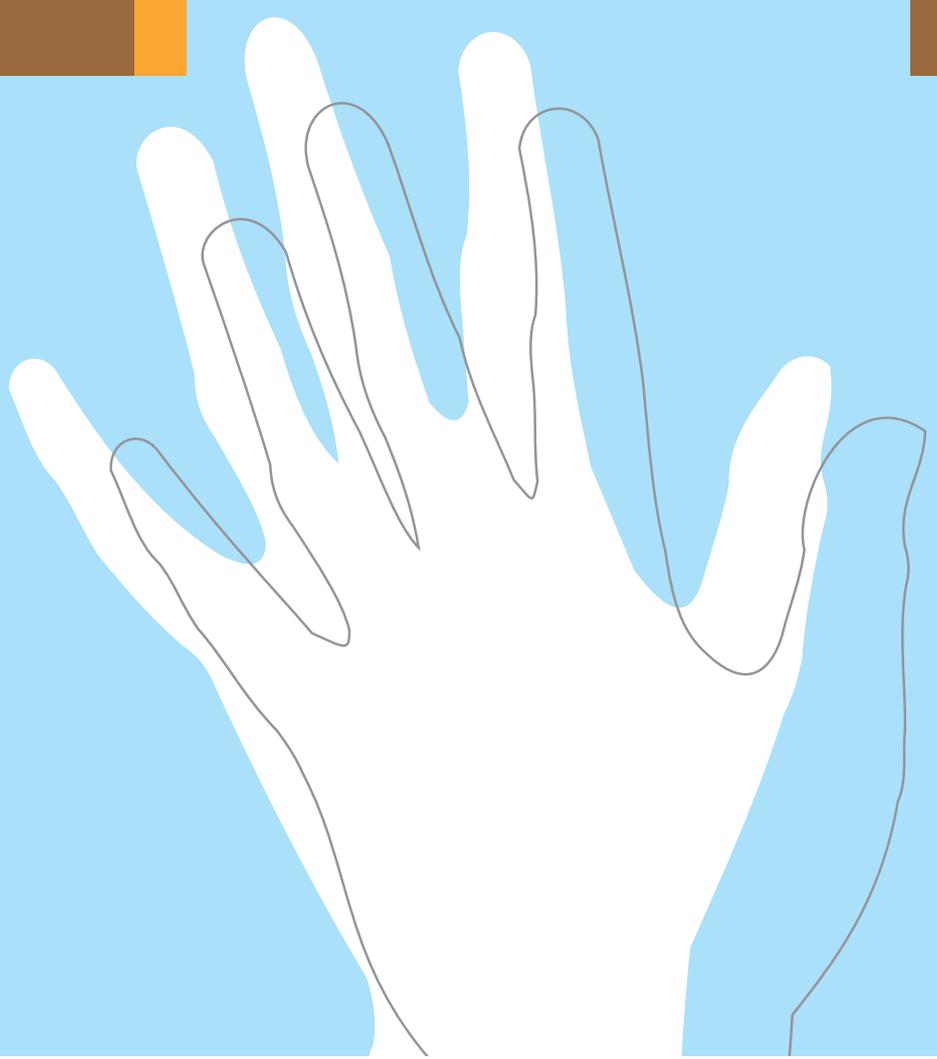
- In 2006 the educational attainment of female young Indigenous adults was higher than that of male young Indigenous adults, although this difference was similar to that for young non-Indigenous adults.
- The educational attainment of young Indigenous Australians has improved substantially over the last five years (and possibly the last decade) to 2006. Most of the improvement has been at the certificate level, particularly at Certificate III or IV. For instance, for young Indigenous adults, the proportion for whom Certificate III was the highest level of attainment increased from 8% to 13% and for 25 to 29 year-olds from 10% to 15%. The proportion without a post school qualification declined from 88% in 1996 to 84% in 2001 and to 77% in 2006 for young adults and from 84% in 1996 to 79% in 2001 and to 71% in 2006. The improvement has been stronger for females than males.

- Over the 10 years to 2006 the educational attainment of non-Indigenous Australians has also improved. The gap between Indigenous and young non-Indigenous adults with post school qualifications narrowed from 22 percentage points in 1996 to 21 percentage points in 2001 and 20 percentage points in 2006, but for 25 to 29 year-olds increased from 29 percentage points in 1996 to 32 percentage points in 2000 and was then unchanged in 2006.

At the certificate level, the educational attainment gap narrowed substantially over the 10 years. This convergence of attainment was spread across all certificate levels.

Among higher-level qualifications, however, the attainment gap between Indigenous and non-Indigenous Australians widened. For young adults, the percentage point gap increased from 10 to 13 percentage points for degrees or higher and from 15 to 25 percentage points for 25 to 29 year-olds. It is difficult to conclude that the decade to 2006 witnessed any closing of the gap between the educational attainments of young Indigenous and non-Indigenous Australians. The narrowing of the gaps over the decade in school participation and in Year 12 completion has not flowed on to any narrowing of the gap in post school educational attainment.

3. Work



- Full-time work
- Unemployment
- CDEP
- Imprisonment

This chapter examines the employment of Indigenous Australians using information from the 1996, 2001 and 2006 Censuses. It focuses on full-time employment rates and unemployment *of persons who are not studying full-time*. It also reports some limited results for participation in the Community Development and Employment Projects (CDEP) program—the major targeted Indigenous employment program—and for the incarceration of young Indigenous Australians.

The gap in full-time employment has not narrowed

For young Indigenous Australians not in full-time study, the proportion working full-time increased only slightly between 1996 and 2006 and most for male teenagers and young adults (Table A25).²⁶ Young Indigenous males are more likely to be working full-time than are young Indigenous females.

Indigenous Australians are substantially less likely to be employed full-time than are non-Indigenous Australians. While the size of the gap varies between about 25 and 35 percentage points with sex and age, it was almost unchanged across the decade.

Full-time employment increased most in Queensland

Young Indigenous Australians—both males and females—are more likely to be working full-time if they are living in Victoria, Tasmania, the ACT and Queensland than in other states (Table A25). Participation in full-time employment is markedly lower in the Northern Territory and somewhat lower in South Australia and Western Australia.

Full-time employment growth among Indigenous Australians was greatest in Queensland where the proportion working full-time increased between 1996 and 2006 by between three percentage points for male 25 to 29 year-olds and seven percentage points for male teenagers and young adults.

In the Northern Territory the full-time employment gap widened more than the national average for all age groups of females and especially for teenage males (14 percentage points), but improved for 25 to 29 year-old males (4 percentage points).

26. Results in this chapter are mostly for persons who are not studying full-time and therefore differ from those discussed in the key findings.



The gap in full-time employment between young Indigenous and non-Indigenous Australians has widened in remote (and very remote) areas

The full-time employment of Indigenous Australians is higher in the main cities, generally lower in inner and outer regional areas and lower still in the remote (including very remote) areas (Table A26). The difference in the full-time employment rates between male and female Indigenous Australians is smaller in the main cities.

The full-time employment gap between Indigenous and non-Indigenous Australians is generally smallest in the main cities, slightly greater in the regional areas and largest in the remote areas. The gap for females living in regional areas is often little different, and sometimes slightly better than, the gap for females living in the main cities.

From 1996 to 2006 the full-time employment gap has widened most strongly in remote areas, especially for females—by 11 percentage points for teenage males, by 10 percentage points for teenage females, by 6 percentage points for female young adults and by 8 percentage points for female 25 to 29 year-olds.

Full-time employment is generally higher among young Indigenous people with higher levels of educational attainment

For Indigenous Australians full-time employment rates are markedly higher for persons with higher education qualifications, a diploma or a Certificate III or IV and least for those who did not complete Year 12 (Table A27). The effect of a higher education qualification on full-time employment is stronger for females than males.

The unemployment rates of young Indigenous Australians declined markedly in the decade to 2006

The unemployment rate is a common measure of disadvantage and is the number of people not employed but seeking work as a percent of the number of people who are employed or seeking work (those in the labour force)²⁷.

- **Unemployment rates are higher for Indigenous than non-Indigenous Australians**—between one and a half and three times higher depending on age and sex (Table A28).
- **Unemployment rates are higher for Indigenous teenagers than for young Indigenous adults or 25 to 29 year-olds.**
- **Unemployment rates of young Indigenous Australians have declined substantially over the last decade**—the unemployment rate for young adult males, for instance, declined from 31% in 1996 to 27% in 2001 and to 20% in 2006. The decline was generally greater between 2001 and 2006.

- The decline in unemployment was associated with a decline in the gap in unemployment rates between young male and female Indigenous Australians. **For young adults and 25 to 29 year-olds, unemployment rates declined more quickly for males than for females.**
- **The gap between the unemployment rates of Indigenous and non-Indigenous males declined only slightly.** For young adult males, for instance, the gap was 16 percentage points in 1996, 15 percentage points in 2001 and 12 percentage points in 2006. For females the gap was almost unchanged. The ratio of unemployment rates, however, increased. For young adults, the unemployment rates of Indigenous Australians were about twice as high as those of non-Indigenous Australians in 1996 but by 2006 they were nearly three times higher.

27. Unemployment rates are for persons not studying full-time. See Tables A28 to A31.



Changes in Indigenous unemployment rates and the unemployment gap were mixed across states and territories

- In 2006 unemployment rates were higher than the national average for Indigenous Australians in New South Wales for both males and females across all three age groups (Table A29). South Australia also tends to have higher than average Indigenous unemployment rates, while unemployment rates for young Indigenous people in Western Australia, Queensland and the ACT are often lower than the national average.
- Unemployment rates for Indigenous Australians are higher than those of non-Indigenous Australians for both males and females in every state for each of the three age groups. The differences in unemployment rates between Indigenous and young non-Indigenous people tend to be largest in New South Wales and in the Northern Territory for females. The gap is smallest in the ACT, Tasmania and, for females, in Western Australia.

Unemployment rates for Indigenous Australians are higher than those of non-Indigenous Australians regardless of the region in which they live

The unemployment rates of young Indigenous Australians are lower in urban areas than in either inner or outer regional areas for both males and females. (Table A30). Unemployment rates are lowest in remote (including very remote) areas for Indigenous and non-Indigenous Australians for both males and females and across the three age groups considered in this report.

In a report on the employment of Indigenous Australians the ABS notes the apparently low unemployment rate in remote areas and observes that these are regions ‘which generally have an underdeveloped labour market and this is reflected in the low number of Indigenous people actively looking for work and therefore not in the labour force’—or, in other words, a lack of employment opportunities means that people do not seek employment.²⁸

28. ABS, *Labour Force Characteristics of Aboriginal and Torres Strait Islander Australians, Estimates from the Labour Force Survey, 2007*. 6287.0.

In 2006 the unemployment gap between Indigenous and non-Indigenous Australians was often slightly higher in inner regional than in other areas and between 1996 and 2006 narrowed more for males in urban and inner regional than in outer regional and remote areas. For females the unemployment gap widened slightly in remote areas but was unchanged or narrowed in other regions.

The unemployment gap between young Indigenous and non-Indigenous Australians is lower for males and females with degree or diploma level qualifications

- **Unemployment rates among Indigenous Australians were generally lower among persons with higher levels of educational attainment.** The association between educational attainment and unemployment was stronger among young Indigenous than non-Indigenous Australians (Table A31).
- **The unemployment gap between Indigenous and non-Indigenous Australians in 2006 was generally lower for males and females with higher education or diploma level qualifications.** Unemployment rates were similar for Indigenous and non-Indigenous Australians with higher education or diploma level qualifications but the gap progressively widens as educational attainment declines.

For 25 to 29 year-olds, for instance, the unemployment rates of Indigenous males with no post school qualifications were nearly seven times as high as for those with higher education or diploma level qualifications.

- **The unemployment gap between Indigenous and non-Indigenous Australians has narrowed mostly for males with post school qualifications.** Even allowing for differences in the coding of educational qualifications, it seems that the sometimes modest unemployment gap between Indigenous and non-Indigenous males evident in 1996 and 2001 had disappeared by 2006. Similarly for Certificate level courses, the gap of seven and nine percentage points for 25 to 29 year-olds males had narrowed to five percentage points by 2006.



The Community Development Employment Projects (CDEP) scheme is the largest single government program with an Indigenous focus

CDEP is an important source of employment for Indigenous Australians. Apart from its employment aspects, the scheme combines elements of income and welfare support, training or skills development, community development, transition to employment, provision of essential services, a source of community cohesion and cultural maintenance and Indigenous initiative and self-determination.²⁹ Recent government policy has placed greater emphasis on those elements associated with employment skills development and transition to employment in non-CDEP jobs.³⁰

CDEP began in remote Indigenous communities in 1977 and many of the original characteristics of the scheme have persisted. At its core was the recognition that the standard approach to the payment of unemployment benefits might not be appropriate in remote communities where job opportunities were limited. Instead the equivalent of unemployment benefit payments were made to recognised Indigenous community bodies that could then employ their members to engage in the delivery of community-related services. Participating communities were also provided with administrative and capital funding. The scheme was extended to Indigenous people living in regional and urban areas in 1985.

CDEP is a complex program incorporating considerable variability. Recent changes in urban and regional areas have sought to limit the time participants can spend on CDEP and to more closely align CDEP with the job network. Major changes that sought to abolish CDEP in the Northern Territory as part of the Australian Government's Northern Territory National Emergency Intervention in 2007 were reversed by a newly elected government, although a review and further changes have been foreshadowed.

The Census collected information on participation in the CDEP in 2001 and 2006. The CDEP participation question was not part of the standard Census form but was included in the interviewer household form used specifically in Indigenous communities. While coverage of CDEP participation is possibly incomplete, the community-based focus of CDEP means that any under-counting should be limited.

29. Ngija Think Tank, *Community Development Employment Projects (CDEP), Briefing Paper No. 2*: 28 February 2005, University of Technology, Sydney. www.jumbunna.uts.edu.au/research/cdep.pdf. Accessed 8 April 2008.

30. *CDEP Guidelines 2007-08*. www.workplace.gov.au/NR/rdonlyres/F39F2D31-60AB-4FE9-9F03-06454cdep_guidelines_200708.pdf. Accessed 8 April 2008; and Macklin J & Snowdon W *Indigenous economic development* www.alp.org.au/download/now/indig_econ_dev_statement.pdf. Accessed 8 April 2008.

Table 7

Participation in CDEP by age: Indigenous Australians, 2001 and 2006 (%)

Age	2001			2006			
	CDEP employed	Not CDEP employed	Total	CDEP employed	Not CDEP employed	No response or N/A	Total
15 to 19 year-olds	5.7	94.3	100.0	3.6	0.6	95.9	100.0
20-24 year-olds	9.3	90.7	100.0	6.4	1.5	92.1	100.0
25-29 year-olds	8.3	91.7	100.0	6.3	2.3	91.4	100.0

NOTES ABS, 2006 Census of population and housing, adapted from customised tables.

CDEP is the Community Development Employment Projects scheme.

CDEP participants may not be fully captured in the responses.

See Tables A32 to A37 for further details.

Nearly one in ten Indigenous males aged 20 to 24 and 25 to 29 participated in CDEP in 2001, and participation had decreased by nearly a third in 2006

Table 7 shows the participation of young Indigenous Australians in CDEP. The responses were available in slightly different formats for the 2001 and 2006 Censuses but both identify persons participating in CDEP. Even with the limited coverage of CDEP nearly one in ten young Indigenous adult males and 25 to 29 year-olds participated in CDEP in 2001, although participation was significantly lower in 2006.

The decline in participation in CDEP between 2001 and 2006 was greater in urban and regional areas and the proportion of young adult male CDEP participants living in remote and very remote areas increased from 79% to 90% and for females from 82% to 90%. Within remote areas, the proportion of all Indigenous people participating in CDEP declined only slightly.

CDEP participants are concentrated in remote and very remote areas—over a third (36%) of male and a fifth (22%) of female young adults in very remote areas were participants in CDEP at the time of the 2006 Census (Tables A32 to A34). Collectively young participants in very remote areas account for three-quarters of the young participants in CDEP. The distribution of CDEP participants among the states and territories largely reflects the size and the proportion of the Indigenous population that lives in remote and very remote locations.

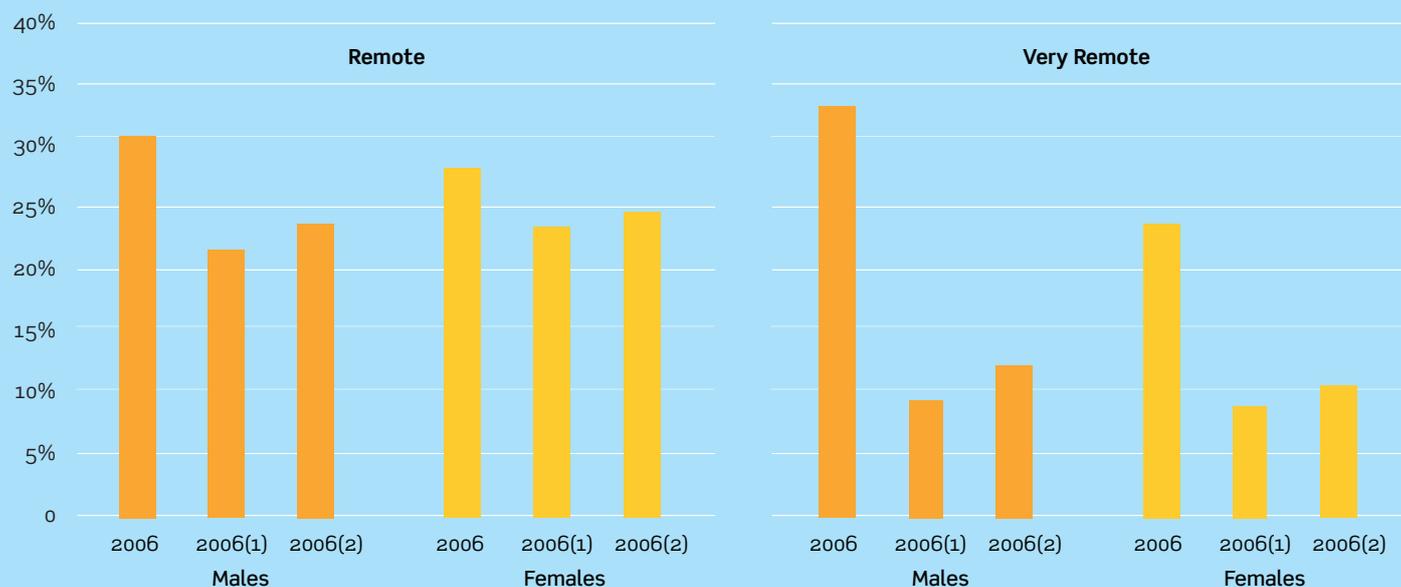
Most CDEP participants are employed part-time

All CDEP participants are recorded as employed with the overwhelming majority (more than 80%) employed part-time. The 2002 ABS National Aboriginal and Torres Strait Islander Survey (NATSISS) found that nearly one in five CDEP participants obtained full-time work through the efforts of their organisations. Few CDEP participants are studying (about 5% overall) although training (not necessarily for a qualification) is intended to be part of the program. The lower the level of educational attainment, the greater the likelihood of participation in CDEP.

CDEP has been associated with remarkable economic success in some communities and with some projects—the creation of businesses based on art and tourism and the community ranger program, among others. CDEP has been criticised over its governance (ensuring that program requirements are satisfied, including the provision of training to participants); weak links to mainstream (especially full-time) employment; possible contribution to early school leaving; cost shifting between the Commonwealth and the states and territories (land tenure in remote and very remote communities means that there is no rate-base to fund local government services and CDEP-funding can provide these services); and the connection with other income-support programs (CDEP participants can receive less than the full unemployment benefit).³¹ Modifications to the scheme over the years have tried to address these issues.



Figure 7

Employment rate under different CDEP assumptions by sex, Indigenous 25 to 29 year-olds in remote and very remote areas, 2006 (%)


See Table A37

CDEP is part of a segmented labour market in remote and very remote areas. The Indigenous labour market is characterised by low levels of employment (and within that, higher levels of part-time employment) and low levels of labour force participation. The non-Indigenous labour market is the converse. It would confuse cause and effect to believe that abolition of CDEP by itself would result in increased employment by encouraging Indigenous people to participate in the non-Indigenous labour market. CDEP was introduced partly because of the segmented labour market and provides no greater disincentive to work than unemployment benefits—and possibly less because the payments can be lower. It is arguable that better access for Indigenous Australians to the non-Indigenous labour market in remote and very remote areas at a time of economic growth (particularly of the mining industry) is more likely to be achieved by negotiation at the level of industry and individual firms. This approach would build on current CDEP arrangements and be less disruptive to communities and individuals than radical changes to the scheme.

31. Hunter BH, 2002a. 'The rise of the CDEP scheme and changing factors underlying Indigenous employment', CAEPR Working Paper No. 13, CAEPR, ANU, Canberra, www.anu.edu.au/caepr
- Hunter BH, 2002b. 'Institutional factors underpinning Indigenous labour force participation: The role of the CDEP scheme and education', CAEPR Working Paper No. 14, CAEPR, ANU, Canberra, www.anu.edu.au/caepr
- Hunter BH, 2003. The rise of the CDEP scheme and changing factors underlying Indigenous male employment, *Australian Journal of Labour Economics*, 6 (3): 473-96.
- Hunter BH, 2004. *Indigenous Australians in the Contemporary Labour Market*, 2052.0, ABS, Canberra.

Indigenous unemployment would be higher without CDEP

Figure 7 (based on Table A37) shows projections for Indigenous employment in remote and very remote areas in the absence of CDEP. The proportion of Indigenous Australians employed declines substantially, particularly in very remote areas—for males the proportion employed in very remote areas declines from 33% to between 9% and 12%. As with any projections, the results depend on the assumptions.

The two scenarios examined both assume that labour market segmentation does not disappear with CDEP. One projection assumes that no new jobs are created and that CDEP participants are distributed among the unemployed and those not in the labour force pro rata according to the distribution of Indigenous people not participating in CDEP. The result is a slightly greater decline in employment than the alternative projection that assumes CDEP participants are distributed pro rata across the labour force status categories consistent with the current distribution of those not in CDEP. Comparing 2006 employment of Indigenous and non-Indigenous Australians in remote and very remote areas (Tables A32 to A34) makes it clear why removing labour market segmentation might appear an attractive policy option.

Figure 8

Imprisonment rates for Indigenous Australians and all Australians, 20 to 24 and 25 to 29 year-olds, 2000 to 2007 (%)



See Table A39

Young Indigenous Australians are more likely to be in prison

Some Indigenous Australians cannot participate in the labour market because they are in prison. On 30 June 2007, 5.4% of male young Indigenous adults and 6.7% of male 25 to 29 year-olds were in prison—substantially higher than the corresponding values for all males, 0.6% and 0.7% respectively (Table A38). Although the proportions of females in prison are lower for both Indigenous and all Australians, they are still higher for non-Indigenous females (0.6% compared with 0.0% for young adults and 0.7% compared with 0.1% for 25 to 29 year-olds).

These numbers are limited to prisoners held in prisons and related institutions run by the equivalent of a Department of Corrective Services in the various jurisdictions. The 1991 Royal Commission into Aboriginal Deaths in Custody drew attention to the high rate at which Indigenous Australians are held in custody in police cells—some 27 times the rate of non-Indigenous Australians—and the importance of this element of imprisonment because of the relative youth of some of those held in police cells and the death rate among prisoners.

Information from the annual census of prisoners can be combined with information from the five-yearly Census of Population and Housing. Prisoners are mainly (although not exclusively, because of day release and periodic detention orders) not in the labour force and not studying full-time (although some are enrolled for a qualification for mainly part-time study, either externally or through outreach programs). Of the 56% of male Indigenous 25 to 29 year-olds who were not fully engaged in 2006, more than one in 10 was in prison.

The impact of prisons on Indigenous Australians is higher than these figures suggest, not only because of the additional numbers held in police cells. These are point-in-time estimates measured as at midnight on 30 June each year. Over the course of the year, a larger proportion of Indigenous Australians are imprisoned.



Table 8

Indigenous status and imprisonment: various measures 1996-2007

	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07
% Indigenous¹	18.0	18.7	18.8	20.0	18.9	19.8	20.0	20.5	20.9	22.3	23.6	24.4
% of Indigenous²	1.4	1.5	1.6	1.8	1.7	1.8	1.7	1.8	1.9	2.0	2.1	2.3
% of Non-Indigenous³	na	na	na	na	na	0.1	0.1	0.1	0.1	0.1	0.1	0.1
% of population⁴	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2

NOTES Adapted from ABS *Prisoners Australia 4517.0* and associated data cubes, various years.

1. % of prisoners who are Indigenous.
2. % of adult Indigenous persons who are prisoners—'adult' is defined variously as 17 or 18 years and older depending on the jurisdiction and the year of collection.
3. % of adult non-Indigenous persons who are prisoners.
4. % of adult population who are prisoners.
5. A range of caveats applies to the values in this table as the scope of prisoners included in the collection has changed over time and the quality of collection of information about Indigenous status is variable. See *ABS Prisoners Australia 4517.0* for details.

Figure 8 shows the imprisonment rate for Indigenous and all Australians for young adults and 25 to 29 year-olds from 2000 to 2007. The graph shows little change for young Indigenous adults but an upward trend for 25 to 29 year-olds. Over the same period, there was little change to the values for the Australian population (and the slight upward movement partly reflects the increased imprisonment rate of Indigenous Australians). **Table 8** provides a slightly longer time span from 1996 and shows the increasing proportion of the prison population that is Indigenous (from 18% to 24%) and the increasing imprisonment rate of Indigenous Australians (from 1.4% to 2.3%).

Western Australia has the highest rate of Indigenous imprisonment and the largest increase in imprisonment

Age-standardised imprisonment rates are statistically adjusted to remove differences in rates between two populations (Indigenous and non-Indigenous Australians within states and territories) that might be due to their different age structures (Table A39). While not age-specific, these rates are likely to reflect any changes for 18 to 30 year-olds because the majority of prisoners are aged between 18 and 30.

The national imprisonment rate of Indigenous Australians increased between 2000 (1.3%) and 2007 (1.8%)—an increase of about 40%. Over the same period, the imprisonment rate of non-Indigenous Australians increased only slightly (by about 6% or 7%, but not sufficiently to change the values shown in Table A39).

The largest increase in any state or territory over this period (from 2.1% to 3.1%) was in Western Australia, which in 2007 also had the highest rate of imprisonment of Indigenous Australians (3.1%) of any jurisdiction. Over the same period, the imprisonment rate for non-Indigenous Australians in Western Australia declined. Imprisonment rates for Indigenous Australians also increased in most other jurisdictions, but the increases were more modest, particularly in Queensland, Tasmania and the ACT.

4. Concluding remarks



The policies and programs of state and Commonwealth governments have sought to redress the considerable and varied disadvantages of Indigenous Australians. This report has again documented that disadvantage by focusing on younger Indigenous Australians—those who, in the broader community, would be in the process of leaving school and entering the labour market. Many young Indigenous people do just that—complete Year 12 and find full-time work or continue with full-time studies. It's just that proportionately, far fewer Indigenous than young non-Indigenous people experience success at school and make a successful transition from school.

After acknowledging the disadvantage of Indigenous Australians, the question is whether there are indications that it is declining—that past and current practices, programs and policies have been successful in closing the many and often large gaps between Indigenous and non-Indigenous Australians. The changing experiences of younger Indigenous people are a litmus test for the success of current and recent approaches to addressing Indigenous disadvantage.

This section brings together answers to the question—**have the circumstances of young Indigenous Australians improved over the last decade?** A single 'yes' or 'no' answer is not possible. Change was often not uniform across 'circumstances', across the decade (results for the latter five years, 2001 to 2006, were sometimes better than for the first five years), across age groups, for males and females, for people living in the different states, in capital cities, regional and remote areas, or for people with different educational qualifications. The body of the report provides that detail, but here we seek to return to the bigger picture of broader changes.

Teenagers

Participation in full-time study or work

Full-time engagement in education or employment among Indigenous teenagers (15 to 19 year-olds) increased over the decade to 2006 and particularly from 2001. **The rate of increase has been sufficient to narrow the gap** with non-Indigenous Australians. Although encouraging, at the present rate of progress, closing the gap would not be achieved for at least another 50 years.

Participation in full-time study

Participation in full-time education improved for teenagers across the decade at a rate sufficient to **narrow the gap** with non-Indigenous Australians. Increases in participation in schooling have been the main source for this growth. This is probably the most positive aspect of trends in Indigenous education and work over the last decade. It is a benefit not only in itself, but because it may lay the foundations for future growth in Year 12 completion, higher non-school educational attainments and eventually the better labour market outcomes associated with better education.

The gap between Indigenous and non-Indigenous participation in full-time study, however, is closing only very slowly. In 2006 it was 22 percentage points and had narrowed by only 3 percentage points in the preceding decade. At the current rate of progress, equality will not be achieved until well into the second half of this century.

The improvement in school participation of Indigenous teenagers has occurred in the context of low levels of literacy and numeracy and attendance. The proportion of Indigenous school children meeting literacy and numeracy benchmarks may have increased slightly between 1999 and 2006, but there is no evidence of improvement in the more recent years or of the gap between Indigenous and non-Indigenous students narrowing. Young Indigenous people continue to experience about half a year's less schooling over their school career than non-Indigenous children because of lower attendance rates.



Participation in full-time work

Among young adults not studying full-time, participation in full-time work was almost unchanged, which may well be a positive trend in the context of improving participation in full-time study and the possibility of substitution between work and study. The gap between the levels of full-time employment of Indigenous and non-Indigenous is quite small, but this is mainly because more non-Indigenous teenagers are not available for full-time work because they are studying full-time. Nevertheless **the gap did not widen across the decade** as proportionately more Indigenous teenagers remained at school.

Unemployment rates for male and female Indigenous teenagers not in full-time study declined between 1996 and 2006, but the gap with non-Indigenous Australians declined only slightly for males and was unchanged for females.

Young adults

Participation in full-time study or work

Full-time engagement in education or employment among young Indigenous adults (20 to 24 year-olds) increased over the decade—the stronger growth between 2001 and 2006 was sufficient to offset a decline between 1996 and 2001. Nevertheless, **the gap between Indigenous and young non-Indigenous adults increased between 1996 and 2001 and was then unchanged between 2001 and 2006.**

Participation in full-time study

Participation in full-time study for young adults was almost unchanged across the decade and the gap with non-Indigenous Australians increased substantially. The increase in the gap for enrolment at university was particularly marked.

Employment

Participation in full-time work among young adults not in full-time study declined between 1996 and 2001 but then increased more strongly between 2001 and 2006 so that at the end of the decade it was very slightly higher than at the start. The gap in full-time employment narrowed over the decade.

Unemployment rates for male young Indigenous adults not in full-time study declined between 1996 and 2006 and the gap with non-Indigenous Australians narrowed. The decline for females was more modest and the gap with non-Indigenous Australians was unchanged.

In 2001 nearly 10% of male young Indigenous adults were employed (mostly part-time) through Community Development and Employment Projects (CDEP), although participation was nearly a third lower in 2006 as policy changes led to a greater focus on remote and very remote areas where alternative employment options may have been limited. Removal of CDEP in very remote areas could result in the proportion of Indigenous Australians employed declining from 33% to between 9% and 12%.

Imprisonment reduces unemployment rates because it removes people from the labour force who would otherwise be more likely to be unemployed than the non-imprisoned population. Male young Indigenous adults were about 9 times more likely to be in prison in 2007 than were male young non-Indigenous adults. Just over one in twenty male young Indigenous adults was in prison in June 2007. Among those who were not in full-time study or work in 2006, about one in 11 was in prison. The rate of imprisonment for male young Indigenous adults has been more or less constant since 2000, although imprisonment rates for male Indigenous adults overall have been increasing since at least 1996.

Educational qualifications

The qualification profile of young Indigenous adults improved between 2001 and 2006 and between 1996 and 2006, but mostly at rates somewhat less than for the non-Indigenous population: the proportion of young Indigenous adults who had completed Year 12 increased between 2001 and 2006 but the gap with young non-Indigenous adults was almost unchanged; the proportion with a university degree or higher was low and unchanged between 1996 and 2006, but the gap with young non-Indigenous adults increased; the proportion with a Certificate III or IV increased between 2001 and 2006 and the relatively small gap narrowed; and the proportion with a non-school qualification increased substantially but the gap widened.



25 to 29 year-olds

Participation in full-time study or work

Full-time engagement in education or work among Indigenous 25 to 29 year-olds was stable across the decade after declining between 1996 and 2001 and then increasing between 2001 and 2006. **The gap between Indigenous and young non-Indigenous adults, however, widened.**

Participation in full-time study

Participation in full-time study for Indigenous 25 to 29 year-olds was almost unchanged across the decade while the gap with non-Indigenous Australians widened substantially. The increase in the gap for enrolment at university was particularly marked.

Employment

Participation in full-time work by 25 to 29 year-olds declined between 1996 and 2001 but then increased more strongly between 2001 and 2006 so that at the end of the decade it was very slightly higher than at the start. The gap in full-time employment was almost unchanged over the decade.

Nearly one in ten male Indigenous 25 to 29 year-olds were employed (mostly part-time) in CDEP in 2001, although employment was nearly a third lower in 2006 as policy changes led to a greater focus on remote and very remote areas where alternative employment options may have been limited.

Estimates of the effect of removal of CDEP show substantial declines in the proportion of Indigenous Australians employed, particularly in very remote areas—for males the proportion employed in very remote areas declines from 33% to between 9% and 12%

Unemployment rates for male Indigenous 25 to 29 year-olds not in full-time study declined between 1996 and 2006 and the gap with non-Indigenous Australians narrowed. The decline for females was more modest and the gap with non-Indigenous Australians was almost unchanged.

Unemployment rates are lower for Indigenous Australians (particularly male Indigenous Australian) than they might otherwise be because many Indigenous people are in gaol—one in ten of male Indigenous 25 to 29 year-olds who were not fully engaged in study or work in 2006 was in prison. Nearly 7% of male Indigenous 25 to 29 year-olds were in prison in June 2007. The proportion increased from 5.4% in 2000 and is part of a longer term trend that has seen the proportion of Indigenous adults in prison increase from 1.4% in 1996 to 2.3% in 2007.

Educational qualifications

The qualification profile of Indigenous 25 to 29 year-olds improved between 2001 and 2006 and between 1996 and 2006, but mostly at rates somewhat less than for the non-Indigenous population: the proportion of Indigenous 25 to 29 year-olds who had completed Year 12 increased between 2001 and 2006 but the gap with young non-Indigenous adults was not reduced; the proportion with a university degree or higher increased between 1996 and 2006, but the gap with non-Indigenous 25 to 29 year-olds widened considerably; the proportion with a Certificate III or IV increased between 2001 and 2006 and the relatively small gap narrowed; and the proportion with a non-school qualification increased substantially but the gap was not reduced.

In the face of the manifest disadvantages experienced by Indigenous Australians, it is encouraging that young Indigenous Australians have at least participated to some extent in many community-wide improvements during a decade of economic prosperity—and that this improvement has, variously, not been confined to any one region.

Levels of educational participation in school and after school educational attainment have frequently improved, especially for school education of teenagers and for some VET qualifications. All too frequently, though, this growth has not been sufficient to narrow the gaps with non-Indigenous Australians who have sometimes experienced even greater improvements in educational participation and attainment. The poor growth in participation in full-time education of young Indigenous adults and 25 to 29 year-olds, particularly in higher education participation and attainment, has been disappointing and raises concerns about the impact of changes to ABSTUDY.



Similarly young Indigenous people have frequently benefited from overall improvements in employment levels across the decade—but again, these improvements have not always kept up with improvements in the wider community. Higher levels of school completion and educational attainment are associated with higher levels of full-time employment for young Indigenous Australians and improved educational outcomes remain an important contributor to closing the employment gap.

The high and continued growth in imprisonment rates of young Indigenous Australian is a major concern—the more so because of the widespread recognition of the problem and past commitments by governments to address the issue.



Appendix

Indigenous Australians, the Census and this report

This report presents results on the education and employment of young Indigenous Australians using information from the Australian Bureau of Statistics (ABS) 1996, 2001 and 2006 *Censuses of Population and Housing*. With (near) complete coverage of the population, the Census provides estimates that allow comparisons over time between Indigenous and non-Indigenous Australians across a limited range of important educational and employment characteristics. Together with selected administrative collections and specifically targeted surveys, the Census provides one of the few reliable sources of information about Indigenous Australians.

Table 9

Percent and number of Indigenous Australians by age, 1996, 2001 and 2006

	15-19 years old			20-24 years old			25-29 years old		
	1996	2001	2006	1996	2001	2006	1996	2001	2006
% of the population									
Indigenous	2.8	3.2	3.6	2.5	2.6	2.8	2.3	2.5	2.4
Non-Indigenous	94.7	93.2	91.1	94.9	93.5	90.7	95.2	93.8	91.2
Missing	2.5	3.6	5.6	2.6	3.8	6.5	2.6	3.7	6.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
'000s of Indigenous Australians									
Indigenous	34.7	42.1	44.5	32.8	32.9	37.5	30.6	32.5	30.8

NOTES ABS, 2006 *Census of population and housing*, adapted from customised tables.

Interpreting comparisons between Indigenous and non-Indigenous Australians requires more than usual care because of:

- **the younger age profile of Indigenous Australians;**³²
- **the different distributions of Indigenous and non-Indigenous Australians among the states and territories;**
- **the different distributions among the regions.**

Although the near complete enumeration of the population means that the results are free of sampling error, measurement error remains. Interpretation of Census data should be tempered by the knowledge that small changes over time or among groups can reflect changes in the way data are collected or people respond. Similarly it may be difficult to find real changes in the context of data limitations—particularly where programs are fiscally small and their effects may be correspondingly limited or restricted to small groups of people. This section briefly discusses the nature of the data available to this report.

Indigenous status in the Census depends on self report. The 1996, 2001 and 2006 Censuses included the same question:

Is the person of Aboriginal or Torres Strait Islander origin?

- **For persons of both Aboriginal and Torres Strait Islander origin mark both 'yes' boxes.**

No Yes, Aboriginal Yes, Torres Strait Islander

Identifying Indigenous Australians and estimating their numbers is a challenging task because of the higher numbers of Indigenous people living in remote and very remote areas of Australia, the higher levels of homelessness across all regions of Australia and the lower levels of literacy. The ABS devotes additional resources to conducting the Census in remote areas and in Indigenous communities. ABS data quality checks, however, have identified some undercounting and some mis-identification of Indigenous Australians. Problems with the identification mean that reported results will underestimate differences between Indigenous and non-Indigenous Australians.

Some respondents to the Census do not answer the question about Aboriginal or Torres Strait Islander background. This is a feature of most questions in the Census. The non-response category is potentially more important for estimates of the number of Indigenous people because it is large compared to the actual counts of Indigenous people.

32. In 2001 the median age of Indigenous Australians was 20.5 years, about 16 years younger than the 36.1 years for the non-Indigenous population ABS, *Experimental estimates and projections, Indigenous Australians, 323 8.0, 1991 to 2009*, p. 5.



Table 9 shows non-response is important for another reason—it has more than doubled between the 1996 and 2006 Censuses and in the 2006 Census was more than double the size of the actual counts of Indigenous 20 to 24 and 25 to 29 year-olds. Although analyses by the ABS of the 1996, 2001 and 2006 Censuses suggest that the number of Indigenous non-respondents is small³³, the change in the proportion of missing responses may affect comparisons over time.

The increasing proportion of the population identifying as Indigenous is consistent with the higher birth rate and younger age profile of Indigenous Australians and the need for only one parent to be Indigenous for a child to identify as Indigenous. This increase, however, is over and above any effect that can be explained by differential birth or death rates or immigration. Some part of this is thought to be due to a greater willingness of people to identify as Indigenous when completing the Census.³⁴ An increasing willingness of people to identify as Indigenous may mean that comparisons of Indigenous Australians over-time are not necessarily of the 'same' people.

Results in this report are derived from a matrix of customised census data consisting of a person's:

- Indigenous status
- age—15 to 19, 20 to 24 and 25 to 29 year-olds
- sex
- state or territory of residence
- remoteness of residence from capital cities
- labour force status (full or part-time work, unemployed or not in the labour force)
- study status (full or part-time study or no study)
- educational institution attended (school, TAFE, university, other or not attending)
- highest level of schooling completed
- highest post school qualification.

33. See Appendix 3, Quality of Indigenous status data in the 2006 Census ABS, *Population distribution, Aboriginal and Torres Strait Islander Australians 470 5.0, 2006*

34. ABS, *Experimental estimates and projections, Indigenous Australians, 323 8.0, 1991 to 2009.*

Table 10

Frequency and percentage distribution of selected characteristics: 15 to 19 year-olds, Australia, June 1996, 2001 and 2006

	1996			2001			2006		
	Raw 1 %	Raw 2 %	Adj %	Raw 1 %	Raw 2 %	Adj %	Raw 1 %	Raw 2 %	Adj %
STATE OR TERRITORY									
Australia	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
New South Wales	33.0	33.0	33.0	32.9	32.9	32.9	32.3	32.3	32.3
Victoria	24.6	24.6	24.6	24.3	24.3	24.3	24.7	24.7	24.7
Queensland	19.0	19.0	19.0	19.4	19.4	19.4	20.0	20.0	20.0
South Australia	7.6	7.6	7.6	7.6	7.6	7.6	7.4	7.4	7.4
Western Australia	10.0	10.0	10.0	10.3	10.3	10.3	10.3	10.3	10.3
Tasmania	2.6	2.6	2.6	2.5	2.5	2.5	2.4	2.4	2.4
Northern Territory	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
ACT	2.0	2.0	2.0	1.8	1.8	1.8	1.8	1.8	1.8
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	0.0	0.0	0.0	0.0	—	—	0.0	—	—
LOCATION									
Major cities	66.5	66.5	66.5	66.3	66.3	66.3	68.3	68.3	68.3
Inner regional	21.0	21.0	21.0	21.4	21.4	21.4	20.5	20.5	20.5
Outer regional	10.1	10.1	10.1	9.9	9.9	9.9	9.2	9.2	9.2
Remote	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.3	1.3
Very remote	1.0	1.0	1.0	1.0	1.0	1.0	0.8	0.8	0.8
Migratory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Missing	0.0	—	—	0.0	—	—	0.0	—	—
SEX									
Male	51.2	51.2	51.2	51.1	51.1	51.1	51.3	51.3	51.3
Female	48.8	48.8	48.8	48.9	48.9	48.9	48.7	48.7	48.7
Missing	0.0	—	—	0.0	—	—	0.0	—	—
INDIGENOUS STATUS⁹									
Indigenous - CDEP	na	na		0.2	0.2	0.2	0.0	0.0	0.0
Indigenous - not CDEP	na	na		na		na	0.1	0.1	0.1
Indigenous - CDEP na	2.8	2.8	2.9	3.0	3.1	3.2	3.4	3.6	3.6
Non-Indigenous	94.7	97.2	97.1	93.2	96.7	96.7	91.1	96.2	96.2
Missing	2.5	—	—	3.6	—	—	5.3	—	—
LABOUR FORCE STATUS¹⁰									
Employed - full-time	14.3	14.7	15.6	12.7	13.2	13.8	13.1	13.8	15.0
Employed - part-time	22.0	22.6	24.3	26.6	27.4	28.5	26.6	28.1	30.2
Employed - away	2.7	2.7	—	2.2	2.3	—	3.8	4.0	—
Unemployed	9.0	9.3	9.3	8.3	8.6	8.5	6.5	6.9	7.0
Not in the labour force	49.4	50.7	50.7	46.9	48.5	49.2	44.6	47.1	47.8
Missing	2.6	—	—	3.2	—	—	5.3	—	—
STUDY STATUS									
Study - full-time	64.6	66.6	66.6	66.7	69.1	69.3	65.4	69.6	69.8
Study - part-time	5.2	5.3	5.4	5.8	6.0	6.0	5.6	6.0	6.0
Not studying	27.2	28.0	28.1	24.0	24.9	24.7	22.9	24.4	24.3
Missing	3.0	—	—	3.5	—	—	6.2	—	—
TYPE OF EDUCATIONAL INSTITUTION ATTENDING									
School	47.9	50.7	51.2	49.1	52.0	52.8	48.6	53.5	54.8
TAFE	8.4	8.9	9.1	9.2	9.8	9.8	8.1	8.9	8.8
University	10.1	10.7	10.6	10.9	11.5	11.4	10.3	11.3	11.0
Other	0.9	1.0	1.0	1.2	1.3	1.3	1.0	1.1	1.1
Not attending	27.2	28.7	28.1	24.0	25.4	24.7	22.9	25.2	24.3
Missing	5.4	—	—	5.6	—	—	9.1	—	—



Table 10 (continued)

Frequency and percentage distribution of selected characteristics: 15 to 19 year-olds, Australia, June 1996, 2001 and 2006									
	1996			2001			2006		
	Raw 1	Raw 2	Adj	Raw 1	Raw 2	Adj	Raw 1	Raw 2	Adj
	%	%	%	%	%	%	%	%	%
HIGHEST YEAR OF SCHOOLING COMPLETED¹¹									
Year 12	9.1	9.7	9.7	24.0	25.8	26.5	25.1	26.8	26.2
Year 11	17.5	18.8	18.6	5.6	6.0	5.7	6.0	6.4	5.6
Year 10	10.6	11.4	11.2	10.2	11.0	10.6	10.1	10.8	9.8
Year 9	7.1	7.6	7.4	3.0	3.2	3.1	2.8	3.0	2.5
Year 8 or below	2.1	2.3	1.8	1.0	1.0	1.1	1.0	1.0	0.9
No school	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.2
Still attending	46.8	50.2	51.2	49.1	52.8	52.8	48.6	51.9	54.8
Missing	6.6	—	—	7.1	—	—	10.0	—	—
HIGHEST NON-SCHOOL QUALIFICATION¹²									
Postgrad degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grad diploma/certificate	na	na	na	0.0	0.0	0.0	0.0	0.0	0.0
Bachelor degree	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Adv. Dip./Diploma	0.5	0.6	0.6	0.5	0.5	0.5	0.6	0.7	0.7
Cert III/IV	1.2	1.4	1.3	1.1	1.2	1.2	3.3	3.7	3.6
Cert I/II	1.1	1.3	1.2	2.4	2.7	2.6	1.4	1.6	1.5
Cert nfd	na	na	na	0.5	0.6	0.5	0.5	0.5	0.5
NS/Inadequate def.	13.5	—	—	10.4	—	—	12.2	—	—
None	83.5	96.6	96.8	85.0	94.9	95.0	81.9	93.6	93.6

SOURCE: ABS, Census of Population and Housing, 1996, 2001 and 2006, customised tables.

NOTES

1. Raw 1 shows percentage distribution including missing cases.
2. Raw 2 shows percentage distribution excluding missing cases.
3. Adj shows adjusted percentage distribution imputing missing cases with available information.
4. Columns may not sum to 100 because of rounding.
5. Values of 0.0 can correspond to small numbers of persons.
6. The categories for Indigenous status provide progressively more information about participation in the Community Development and Employment Program (CDEP). No information is available for 1996, hence the value for Indigenous is for all Indigenous persons. In 2001, information was available only for whether an Indigenous person participated in CDEP or otherwise (including missing CDEP information). In 2006, information was available on whether Indigenous persons participated in CDEP, did not participate in CDEP, or there was either no information on CDEP information or CDEP participation was not applicable. No attempt was made to impute values within categories of CDEP.
7. Labour force status includes a category for persons who were employed but for whom information on their full or part-time status was not available. The imputation process treated these values as missing and allocated them between full and part-time status using the standard imputation process.
8. Highest year of schooling completed was not collected in 1996. Values for 1996 are for age when left school: 18 or over; 17 years; 16 years; 15 years; 14 or younger; No school; Still attending. Still attending was not recorded as part of highest year of schooling for 2006 and instead corresponds to Currently enrolled for study at school. The same rule was applied to results for 1996 and 2001 and in the process a few cases with apparent inconsistencies in the original data between current study status (school) and Highest year of schooling completed (still attending) were resolved.
9. The coding for Highest non-school qualification in 1996 was Postgraduate degree, Degree, Diploma or Associate diploma, Skilled vocational qualification (next to Cert III/IV), Basic vocational qualification (next to Cert I/II), and No qualification. Any comparison of 1996 results with results from 2001 or 2006 requires some care, especially for VET sector qualifications.

Most of these measures are comparable across the 1996, 2001 and 2006 censuses. Except for Indigenous status, missing values were imputed based on the distribution of the measure across other categories for which information was available. Persons whose Indigenous status was unknown were treated as non-Indigenous, although an unknown number of these people are Indigenous. This approach is consistent with the approach taken in most ABS and other publications. Results presented in this report may differ from some ABS estimates that have sought to allocate respondents with unknown Indigenous status between Indigenous and non-Indigenous and to address other issues such as under-counting of Indigenous Australians.

Table 10 shows the distribution of these variables across categories before and after imputation for missing values. The notes to the table discuss details of differences of variables across years and issues that arose in the imputation.

Additional tables



Additional tables

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- Table A28:** Unemployment rate by Indigenous status, age, sex and study status, Australia, 1996, 2001 and 2006
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- Table A31:** Unemployment rate by Indigenous status, age, sex and educational attainment, Persons not in full-time study, Australia, 1996, 2001 and 2006
- Table A32:** Participation in CDEP by sex and selected variables: Indigenous Australians aged 15-19 years, Australia, 2001 and 2006
- Table A33:** Participation in CDEP by sex and selected variables: Indigenous Australians aged 20-24 years, Australia, 2001 and 2006
- Table A34:** Participation in CDEP by sex and selected variables: Indigenous Australians aged 25-29 years, Australia, 2001 and 2006
- Table A35:** Projected labour force participation and unemployment rates without CDEP by sex and region: Indigenous Australians aged 15-19 years, Australia, 2006
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Table A1

Distribution of Indigenous 20 to 24 year-olds by state and region, 1996, 2001 and 2006

	1996			2001			2006		
	% of Indig. popn	% Indig.	% of State	% of Indig. popn	% Indig.	% of State	% of Indig. popn	% Indig.	% of State
% of the population									
NSW	27.4	2.1	100.0	26.8	2.2	100.0	28.9	2.5	100.0
Main cities	13.1	1.3	47.7	12.4	1.3	46.2	13.4	1.5	46.4
Regional	12.6	4.2	46.0	12.8	4.8	48.0	14.1	5.9	48.8
Remote	1.7	15.4	6.3	1.6	18.0	5.8	1.4	26.0	4.9
VIC	5.8	0.6	100.0	6.2	0.7	100.0	6.6	0.7	100.0
Main cities	3.3	0.4	56.4	3.5	0.5	56.1	3.4	0.5	51.8
Regional	2.5	1.2	43.6	2.7	1.4	43.9	3.2	1.8	47.9
Remote	0.0	—	0.0	0.0	—	0.0	0.0	4.9	0.4
QLD	27.2	3.5	100.0	27.7	3.8	100.0	27.4	3.8	100.0
Main cities	7.2	1.6	26.3	7.7	1.8	27.8	8.6	1.8	31.3
Regional	12.9	4.4	47.6	13.5	5.1	48.6	12.8	5.7	46.6
Remote	7.1	18.8	26.1	6.5	21.0	23.6	6.0	23.3	22.1
SA	5.8	1.9	100.0	5.6	2.0	100.0	5.9	2.2	100.0
Main cities	2.8	1.2	48.5	2.6	1.2	46.0	3.0	1.4	50.5
Regional	1.6	2.8	27.2	1.6	3.1	27.8	1.7	3.9	29.4
Remote	1.4	13.9	24.3	1.5	14.5	26.2	1.2	13.9	20.1
WA	14.3	3.6	100.0	14.6	3.9	100.0	13.1	3.6	100.0
Main cities	4.8	1.6	33.4	4.6	1.6	31.8	4.8	1.7	36.6
Regional	3.1	4.6	21.7	3.2	5.0	21.6	2.7	4.8	20.5
Remote	6.4	16.3	44.9	6.8	22.1	46.6	5.6	20.2	43.0
TAS	3.4	3.5	100.0	3.8	4.6	100.0	3.8	4.9	100.0
Main cities	0.0	—	0.0	0.0	—	0.0	0.0	—	0.0
Regional	3.3	3.5	97.0	3.7	4.6	97.0	3.7	4.9	96.6
Remote	0.1	4.4	3.0	0.1	6.6	3.0	0.1	9.2	3.4
NT	15.0	29.1	100.0	14.4	29.9	100.0	13.3	31.9	100.0
Main cities	0.0	—	0.0	0.0	—	0.0	0.0	—	0.0
Regional	2.5	9.8	16.6	2.3	9.4	16.0	2.2	10.0	16.4
Remote	12.5	47.7	83.4	12.1	51.4	84.0	11.1	55.7	83.6
ACT	1.1	1.3	100.0	0.8	1.1	100.0	0.9	1.3	100.0
Main cities	1.1	1.3	100.0	0.8	1.1	98.9	0.9	1.3	100.0
Regional	0.0	—	0.0	0.0	4.3	1.1	0.0	—	0.0
Remote	0.0	—	0.0	0.0	—	0.0	0.0	—	0.0
Australia	100.0	2.5	100.0	100.0	2.7	100.0	100.0	2.8	100.0
Main cities	32.2	1.1	32.2	31.6	1.2	31.6	34.1	1.3	34.1
Regional	38.6	3.7	38.6	39.8	4.2	39.8	40.3	4.9	40.3
Remote	29.3	22.9	29.3	28.6	26.7	28.6	25.6	28.4	25.6

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - Australia includes 'Other territories'.
 - 'Regional' includes inner and outer regional; 'Remote' includes Remote, Very Remote and Migratory.



Table A2

Participation in study and work by Indigenous status and sex, 15 to 19 year-olds. Australia, 1996, 2001 and 2006 (%)

Labour force status	INDIGENOUS					NON-INDIGENOUS				
	Full-time work	Part-time work	Seeking work	Not in the labour force	Total	Full-time work	Part-time work	Seeking work	Not in the labour force	Total
Males										
2006										
Full-time study %	0.5	5.9	1.8	39.0	47.3	0.7	18.8	3.2	44.6	67.3
Part-time study %	2.3	0.7	0.5	1.7	5.3	5.0	1.1	0.3	0.9	7.3
Not studying %	12.1	10.3	8.5	16.5	47.4	13.5	4.8	3.5	3.6	25.4
Total %	14.9	16.9	10.9	57.2	100.0	19.2	24.7	7.0	49.1	100.0
2001										
Full-time study %	0.5	4.6	2.1	36.4	43.7	0.7	17.4	3.5	45.3	66.8
Part-time study %	2.0	0.6	0.8	1.8	5.2	4.6	1.2	0.5	0.9	7.2
Not studying %	10.1	11.3	10.7	19.0	51.1	11.9	5.2	4.8	4.0	25.9
Total %	12.7	16.5	13.6	57.2	100.0	17.1	23.8	8.8	50.2	100.0
1996										
Full-time study %	0.5	2.8	1.2	35.1	39.5	0.5	14.1	2.4	46.8	63.9
Part-time study %	2.1	0.5	0.4	1.2	4.3	4.6	0.9	0.5	0.6	6.6
Not studying %	11.8	11.0	14.8	18.6	56.2	14.7	4.5	6.7	3.6	29.5
Total %	14.4	14.3	16.4	54.9	100.0	19.8	19.5	9.6	51.0	100.0
Females										
2006										
Full-time study %	0.4	10.4	2.7	37.2	50.6	0.5	28.7	3.7	40.8	73.8
Part-time study %	1.1	1.3	0.7	2.1	5.2	1.8	1.6	0.4	0.9	4.6
Not studying %	6.8	9.7	6.9	20.8	44.1	8.4	6.6	2.7	3.9	21.6
Total %	8.3	21.3	10.3	60.1	100.0	10.7	37.0	6.7	45.6	100.0
2001										
Full-time study %	0.3	8.0	2.8	36.9	47.9	0.5	26.5	4.1	42.2	73.3
Part-time study %	1.2	0.9	0.6	2.0	4.7	1.8	1.4	0.5	0.9	4.7
Not studying %	6.5	9.4	7.3	24.2	47.4	8.1	6.2	3.3	4.4	22.0
Total %	8.0	18.2	10.7	63.0	100.0	10.5	34.1	7.9	47.5	100.0
1996										
Full-time study %	0.3	5.2	2.1	36.2	43.8	0.3	22.6	3.0	44.7	70.5
Part-time study %	0.9	0.6	0.5	1.3	3.4	1.7	1.2	0.5	0.6	4.1
Not studying %	7.7	9.2	11.3	24.6	52.8	9.5	6.1	5.1	4.6	25.4
Total %	8.9	15.1	13.8	62.2	100.0	11.5	29.9	8.7	50.0	100.0
Persons										
2006										
Full-time study %	0.5	8.1	2.2	38.1	48.9	0.6	23.6	3.4	42.8	70.4
Part-time study %	1.7	1.0	0.6	1.9	5.3	3.4	1.3	0.3	0.9	6.0
Not studying %	9.5	10.0	7.7	18.6	45.8	11.0	5.7	3.1	3.8	23.6
Total %	11.7	19.1	10.6	58.6	100.0	15.1	30.7	6.9	47.4	100.0
2001										
Full-time study %	0.4	6.3	2.4	36.6	45.8	0.6	21.8	3.8	43.8	70.0
Part-time study %	1.6	0.8	0.7	1.9	5.0	3.2	1.3	0.5	0.9	6.0
Not studying %	8.3	10.3	9.0	21.6	49.3	10.1	5.7	4.1	4.2	24.0
Total %	10.4	17.4	12.2	60.1	100.0	13.9	28.8	8.4	48.9	100.0
1996										
Full-time study %	0.4	4.0	1.7	35.6	41.7	0.4	18.3	2.7	45.8	67.1
Part-time study %	1.5	0.6	0.4	1.3	3.8	3.2	1.0	0.5	0.6	5.4
Not studying %	9.7	10.1	13.0	21.6	54.5	12.1	5.3	5.9	4.1	27.5
Total %	11.6	14.7	15.1	58.5	100.0	15.8	24.6	9.1	50.5	100.0

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

• Shaded cells correspond to persons not fully engaged in study or work.

Table A3

Participation in study and work by Indigenous status and sex, 20 to 24 year-olds. Australia, 1996, 2001 and 2006 (%)

Labour force status	INDIGENOUS					NON-INDIGENOUS				
	Full-time work	Part-time work	Seeking work	Not in the labour force	Total	Full-time work	Part-time work	Seeking work	Not in the labour force	Total
Males										
2006										
Full-time study %	0.8	1.7	0.7	4.5	7.7	1.5	10.2	1.7	11.2	24.6
Part-time study %	2.9	0.9	0.4	1.0	5.2	6.8	1.7	0.4	0.7	9.6
Not studying %	32.4	16.8	12.3	25.5	87.1	46.0	8.9	5.0	5.9	65.8
Total %	36.1	19.3	13.6	30.9	100.0	54.3	20.8	7.1	17.8	100.0
2001										
Full-time study %	0.7	1.5	1.2	4.6	8.0	1.1	8.4	1.8	10.8	22.2
Part-time study %	2.3	0.9	0.8	1.0	5.1	7.0	1.8	0.7	0.8	10.4
Not studying %	25.6	18.9	17.2	25.3	86.9	42.5	10.2	8.2	6.5	67.4
Total %	28.5	21.3	19.1	31.0	100.0	50.6	20.4	10.8	18.2	100.0
1996										
Full-time study %	0.7	1.0	1.1	4.6	7.3	0.9	5.6	1.3	9.6	17.3
Part-time study %	2.5	0.8	0.4	0.5	4.1	7.3	1.5	0.9	0.6	10.3
Not studying %	30.0	15.6	21.6	21.3	88.6	48.4	8.1	10.8	5.1	72.4
Total %	33.2	17.4	23.0	26.4	100.0	56.6	15.1	13.0	15.3	100.0
Females										
2006										
Full-time study %	0.6	3.2	0.8	4.6	9.2	1.3	14.5	1.8	10.6	28.1
Part-time study %	2.4	1.7	0.5	1.3	5.9	4.7	2.7	0.5	1.3	9.1
Not studying %	18.7	15.8	8.4	42.0	84.9	35.3	12.5	3.4	11.7	62.8
Total %	21.7	20.7	9.7	47.9	100.0	41.3	29.7	5.6	23.5	100.0
2001										
Full-time study %	0.7	2.6	1.0	5.1	9.5	1.0	12.1	1.8	10.0	24.9
Part-time study %	2.2	1.2	0.5	1.5	5.5	5.4	2.7	0.7	1.3	10.2
Not studying %	16.1	15.2	10.1	43.7	85.0	33.4	13.4	5.0	13.1	65.0
Total %	19.0	19.0	11.7	50.2	100.0	39.9	28.2	7.6	24.4	100.0
1996										
Full-time study %	0.5	1.5	0.9	5.4	8.3	0.6	7.8	1.3	9.2	18.9
Part-time study %	2.1	0.9	0.3	1.2	4.4	5.3	2.3	0.9	1.0	9.5
Not studying %	18.2	13.9	10.7	44.5	87.2	37.6	13.1	6.9	14.0	71.6
Total %	20.9	16.3	11.8	51.0	100.0	43.5	23.2	9.2	24.2	100.0
Persons										
2006										
Full-time study %	0.7	2.4	0.7	4.6	8.4	1.4	12.3	1.7	10.9	26.3
Part-time study %	2.6	1.3	0.5	1.1	5.5	5.7	2.2	0.4	1.0	9.3
Not studying %	25.5	16.3	10.5	33.8	86.0	40.7	10.7	4.2	8.8	64.3
Total %	28.9	20.0	11.6	39.5	100.0	47.9	25.2	6.4	20.6	100.0
2001										
Full-time study %	0.7	2.1	1.1	4.9	8.8	1.1	10.2	1.8	10.4	23.5
Part-time study %	2.3	1.1	0.6	1.3	5.3	6.2	2.3	0.7	1.1	10.3
Not studying %	20.8	17.0	13.6	34.5	86.0	38.0	11.8	6.6	9.8	66.2
Total %	23.8	20.2	15.4	40.6	100.0	45.3	24.2	9.2	21.3	100.0
1996										
Full-time study %	0.6	1.3	1.0	5.0	7.8	0.7	6.7	1.3	9.4	18.1
Part-time study %	2.3	0.8	0.3	0.8	4.3	6.3	1.9	0.9	0.8	9.9
Not studying %	24.0	14.7	16.0	33.1	87.9	43.0	10.6	8.9	9.5	72.0
Total %	26.9	16.8	17.3	38.9	100.0	50.1	19.1	11.1	19.7	100.0

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

• Shaded cells correspond to persons not fully engaged in study or work.



Table A4

Participation in study and work by Indigenous status and sex, 25 to 29 year-olds. Australia, 1996, 2001 and 2006 (%)

Labour force status	INDIGENOUS					NON-INDIGENOUS				
	Full-time work	Part-time work	Seeking work	Not in the labour force	Total	Full-time work	Part-time work	Seeking work	Not in the labour force	Total
Males										
2006										
Full-time study %	0.6	0.7	0.2	2.0	3.5	0.7	2.6	0.5	4.4	8.3
Part-time study %	2.1	0.6	0.2	0.7	3.6	5.1	0.9	0.3	0.5	6.8
Not studying %	37.9	15.6	10.9	28.5	92.9	65.0	8.3	4.0	7.6	84.9
Total %	40.7	16.9	11.4	31.1	100.0	70.8	11.9	4.8	12.6	100.0
2001										
Full-time study %	0.4	1.0	0.9	3.3	5.6	0.5	1.9	0.6	3.5	6.6
Part-time study %	2.0	0.9	0.5	0.8	4.2	6.2	1.2	0.5	0.6	8.4
Not studying %	31.1	17.0	15.2	26.9	90.2	60.3	10.5	6.6	7.5	85.0
Total %	33.5	18.9	16.6	31.0	100.0	67.0	13.6	7.8	11.6	100.0
1996										
Full-time study %	0.9	0.9	0.4	3.3	5.6	0.5	1.2	0.5	2.7	4.8
Part-time study %	2.3	0.4	0.2	0.6	3.5	6.4	0.8	0.5	0.4	8.1
Not studying %	35.8	16.5	18.1	20.4	90.9	64.7	8.0	8.8	5.6	87.0
Total %	39.1	17.9	18.7	24.4	100.0	71.5	10.0	9.8	8.7	100.0
Females										
2006										
Full-time study %	0.6	1.1	0.4	3.1	5.2	0.6	2.7	0.5	3.6	7.4
Part-time study %	2.2	1.3	0.7	1.7	5.8	4.9	2.0	0.4	1.6	8.9
Not studying %	19.6	17.5	7.3	44.6	89.0	44.1	16.1	3.3	20.1	83.6
Total %	22.4	19.9	8.4	49.4	100.0	49.6	20.9	4.2	25.3	100.0
2001										
Full-time study %	0.6	1.3	0.9	3.5	6.3	0.4	2.0	0.5	3.1	6.0
Part-time study %	2.0	1.4	0.4	1.7	5.5	5.6	2.3	0.5	1.5	9.8
Not studying %	16.4	16.4	7.5	47.8	88.1	39.2	18.7	3.9	22.3	84.2
Total %	19.0	19.2	8.8	53.0	100.0	45.2	22.9	4.9	26.9	100.0
1996										
Full-time study %	0.9	1.0	0.5	4.1	6.6	0.3	1.2	0.4	2.5	4.4
Part-time study %	1.7	0.8	0.3	1.4	4.2	5.3	1.8	0.5	1.2	8.8
Not studying %	17.6	16.2	8.4	47.1	89.3	40.4	17.2	4.9	24.3	86.8
Total %	20.2	18.0	9.2	52.6	100.0	45.9	20.2	5.8	28.0	100.0
Persons										
2006										
Full-time study %	0.6	0.9	0.3	2.5	4.4	0.6	2.7	0.5	4.0	7.9
Part-time study %	2.1	0.9	0.5	1.2	4.7	5.0	1.5	0.3	1.1	7.9
Not studying %	28.4	16.6	9.0	36.8	90.9	54.5	12.2	3.6	13.9	84.3
Total %	31.2	18.4	9.8	40.6	100.0	60.2	16.4	4.5	19.0	100.0
2001										
Full-time study %	0.5	1.2	0.9	3.4	6.0	0.5	2.0	0.5	3.3	6.3
Part-time study %	2.0	1.2	0.5	1.3	4.9	5.9	1.7	0.5	1.0	9.1
Not studying %	23.5	16.7	11.2	37.7	89.2	49.7	14.6	5.3	15.0	84.6
Total %	26.0	19.0	12.6	42.3	100.0	56.0	18.3	6.3	19.3	100.0
1996										
Full-time study %	0.9	1.0	0.5	3.7	6.1	0.4	1.2	0.4	2.6	4.6
Part-time study %	2.0	0.6	0.2	1.0	3.9	5.8	1.3	0.5	0.8	8.5
Not studying %	26.2	16.3	13.0	34.5	90.0	52.4	12.6	6.8	15.0	86.9
Total %	29.1	17.9	13.7	39.2	100.0	58.6	15.2	7.8	18.4	100.0

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- Shaded cells correspond to persons not fully engaged in study or work.

Table A5

Percent full-time engaged in study or work by Indigenous status, age and state, Australia, 1996, 2001 and 2006

		NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
15-19 year-olds										
Males										
2006	Indigenous	64.3	71.0	66.9	59.3	58.9	73.4	42.1	79.0	62.4
	Non-Indigenous	86.5	88.6	85.5	84.5	87.9	85.4	87.6	90.1	86.9
2001	Indigenous	60.5	64.7	59.6	60.1	51.3	70.2	35.1	73.5	56.5
	Non-Indigenous	85.1	87.9	81.7	82.2	82.7	80.0	78.7	88.0	84.5
1996	Indigenous	58.0	63.4	57.3	51.1	46.5	69.8	38.8	65.3	54.0
	Non-Indigenous	84.6	86.6	81.9	79.6	84.4	79.2	79.9	86.1	84.1
Females										
2006	Indigenous	61.5	69.6	63.7	60.6	52.9	71.0	42.4	78.2	59.8
	Non-Indigenous	85.9	87.9	83.1	83.6	84.5	82.7	81.6	90.1	85.5
2001	Indigenous	62.9	68.1	57.8	61.5	47.4	71.8	35.4	75.7	56.5
	Non-Indigenous	85.5	88.1	81.3	81.9	82.4	80.3	80.8	89.1	84.7
1996	Indigenous	56.8	62.3	55.0	54.3	46.9	70.5	37.2	66.8	53.1
	Non-Indigenous	83.8	86.2	79.7	78.3	82.2	77.7	77.6	87.5	82.9
Persons										
2006	Indigenous	62.9	70.3	65.3	60.0	55.9	72.3	42.2	78.6	61.1
	Non-Indigenous	86.2	88.3	84.4	84.1	86.3	84.1	84.7	90.1	86.2
2001	Indigenous	61.7	66.3	58.7	60.7	49.4	71.0	35.2	74.6	56.5
	Non-Indigenous	85.3	88.0	81.5	82.0	82.6	80.2	79.7	88.5	84.6
1996	Indigenous	57.4	62.8	56.1	52.8	46.7	70.2	38.0	66.1	53.5
	Non-Indigenous	84.2	86.4	80.8	79.0	83.3	78.5	78.8	86.8	83.5
20-24 year-olds										
Males										
2006	Indigenous	45.0	55.5	50.6	41.7	38.9	59.1	21.4	65.0	43.9
	Non-Indigenous	77.6	79.7	79.9	76.8	82.3	72.9	73.4	85.3	79.1
2001	Indigenous	41.8	53.0	39.2	34.9	32.3	53.3	16.4	50.1	36.8
	Non-Indigenous	74.0	76.8	70.8	69.8	72.0	64.6	72.8	79.1	73.5
1996	Indigenous	45.1	52.3	44.3	36.9	34.5	55.6	24.2	56.7	40.6
	Non-Indigenous	75.2	75.8	72.7	70.3	75.4	69.6	75.5	77.8	74.5
Females										
2006	Indigenous	36.0	39.8	34.3	31.0	26.5	37.3	17.2	58.4	31.9
	Non-Indigenous	71.3	72.8	67.8	67.2	71.6	61.3	72.5	80.8	70.7
2001	Indigenous	32.2	43.9	28.9	28.7	24.9	40.8	16.6	64.8	29.1
	Non-Indigenous	67.5	70.6	61.4	62.4	64.8	55.1	62.3	77.5	66.4
1996	Indigenous	32.9	42.6	28.7	32.8	25.3	39.0	17.8	65.4	29.6
	Non-Indigenous	65.7	67.2	59.9	58.5	63.5	55.0	62.3	71.7	64.0
Persons										
2006	Indigenous	40.6	47.7	42.3	36.2	32.6	47.5	19.2	62.0	37.9
	Non-Indigenous	74.5	76.3	73.9	72.1	77.1	67.1	73.0	83.1	74.9
2001	Indigenous	37.2	48.4	34.0	31.8	28.5	46.8	16.5	57.9	32.9
	Non-Indigenous	70.8	73.7	66.2	66.2	68.5	59.8	68.0	78.3	70.0
1996	Indigenous	38.9	47.4	36.3	34.8	29.9	46.9	20.9	61.4	35.0
	Non-Indigenous	70.5	71.5	66.3	64.5	69.6	62.3	69.2	74.8	69.3

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Table A5 continued

Percent full-time engaged in study or work by Indigenous status, age and state, Australia, 1996, 2001 and 2006

		NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
25-29 year-olds										
Males										
2006	Indigenous	47.5	55.6	51.1	35.2	37.3	58.3	23.6	66.4	44.1
	Non-Indigenous	77.7	80.1	80.9	76.1	81.0	74.4	77.4	86.5	79.3
2001	Indigenous	42.8	51.0	42.3	37.5	35.8	52.5	23.7	67.1	39.6
	Non-Indigenous	74.4	76.5	73.4	70.5	72.5	66.3	76.1	79.8	74.2
1996	Indigenous	49.0	55.3	48.3	39.6	38.7	57.5	26.0	75.0	44.2
	Non-Indigenous	76.7	77.5	76.3	73.4	77.8	72.1	81.6	80.8	76.7
Females										
2006	Indigenous	28.6	37.8	32.0	27.0	22.2	37.1	17.8	52.1	28.2
	Non-Indigenous	57.9	61.4	57.1	55.9	56.5	46.7	61.8	75.1	58.5
2001	Indigenous	28.7	36.7	27.7	28.0	21.9	30.4	14.7	47.5	26.2
	Non-Indigenous	54.2	56.8	49.0	48.5	50.2	41.4	56.6	64.7	53.1
1996	Indigenous	27.5	38.3	25.8	28.1	24.8	27.2	20.7	49.6	26.6
	Non-Indigenous	53.2	54.5	49.1	46.9	49.6	40.6	56.1	60.4	51.8
Persons										
2006	Indigenous	37.8	46.3	41.2	30.8	29.7	46.9	20.6	60.1	35.9
	Non-Indigenous	67.7	70.7	69.0	66.1	68.9	60.1	69.7	80.8	68.9
2001	Indigenous	35.4	43.8	34.7	32.7	28.7	40.7	19.2	56.4	32.7
	Non-Indigenous	64.2	66.5	61.1	59.6	61.4	53.5	66.7	72.2	63.6
1996	Indigenous	37.6	46.5	36.2	33.7	31.5	41.2	23.3	61.4	34.9
	Non-Indigenous	64.9	65.8	62.7	60.2	63.9	55.9	69.2	70.5	64.2

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 • Values for Australia include 'Other territories'.

Table A6

Percent full-time engaged in study or work by Indigenous status, age and region, Australia, 1996, 2001 and 2006

		Main city	Inner regional	Outer regional	Remote	Very remote	Australia
15-19 year-olds							
Males							
2006	Indigenous	68.4	67.4	67.2	55.7	35.1	62.4
	Non-Indigenous	87.4	85.6	86.1	85.8	82.2	86.9
2001	Indigenous	63.9	62.9	62.4	50.8	30.0	56.5
	Non-Indigenous	85.5	83.1	82.5	80.2	77.5	84.5
1996	Indigenous	60.3	60.2	59.2	48.6	33.6	54.0
	Non-Indigenous	85.4	81.6	81.9	79.1	73.2	84.1
Females							
2006	Indigenous	67.1	64.1	63.2	49.5	35.5	59.8
	Non-Indigenous	86.9	82.6	82.3	79.5	74.1	85.5
2001	Indigenous	63.9	64.7	60.8	50.9	29.2	56.5
	Non-Indigenous	86.1	82.4	80.7	75.0	71.8	84.7
1996	Indigenous	60.3	60.2	59.2	48.6	33.6	54.0
	Non-Indigenous	85.4	81.6	81.9	79.1	73.2	84.1
Persons							
2006	Indigenous	67.8	65.8	65.2	52.7	35.3	61.1
	Non-Indigenous	87.2	84.2	84.3	82.9	78.7	86.2
2001	Indigenous	63.9	63.8	61.6	50.8	29.6	56.5
	Non-Indigenous	85.8	82.8	81.6	77.9	75.3	84.6
1996	Indigenous	60.6	59.8	58.5	47.1	32.5	53.5
	Non-Indigenous	85.1	80.8	79.9	76.8	72.0	83.5
20-24 year-olds							
Males							
2006	Indigenous	55.6	46.8	41.7	31.7	24.2	43.9
	Non-Indigenous	80.1	75.4	76.1	76.0	82.2	79.1
2001	Indigenous	48.9	40.0	36.4	33.2	17.0	36.8
	Non-Indigenous	75.5	67.7	68.1	72.9	68.8	73.5
1996	Indigenous	53.4	42.2	41.1	33.9	22.0	40.6
	Non-Indigenous	76.0	69.2	71.2	74.1	79.7	74.5
Females							
2006	Indigenous	43.6	34.4	27.9	22.8	15.0	31.9
	Non-Indigenous	73.9	61.5	59.0	59.8	68.9	70.7
2001	Indigenous	41.4	31.2	26.2	22.4	13.3	29.1
	Non-Indigenous	70.7	55.6	51.4	51.6	58.3	66.4
1996	Indigenous	41.8	31.2	26.0	20.3	16.0	29.6
	Non-Indigenous	68.1	54.1	51.2	50.5	63.2	64.0
Persons							
2006	Indigenous	49.5	40.8	34.7	27.1	19.5	37.9
	Non-Indigenous	77.0	68.6	67.9	68.4	76.6	74.9
2001	Indigenous	45.1	35.8	31.2	27.9	15.2	32.9
	Non-Indigenous	73.1	61.8	60.2	63.3	64.6	70.0
1996	Indigenous	47.4	36.7	33.5	26.9	19.0	35.0
	Non-Indigenous	72.0	61.8	61.6	63.4	73.0	69.3

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Table A6 continued

Percent full-time engaged in study or work by Indigenous status, age and region, Australia, 1996, 2001 and 2006

		Main city	Inner regional	Outer regional	Remote	Very remote	Australia
25-29 year-olds							
Males							
2006	Indigenous	57.0	45.3	42.3	36.3	25.0	44.1
	Non-Indigenous	79.8	76.3	78.6	84.7	81.5	79.3
2001	Indigenous	51.9	40.6	38.2	32.8	23.5	39.6
	Non-Indigenous	75.5	69.6	72.7	72.7	72.2	74.2
1996	Indigenous	56.4	48.5	43.6	39.5	25.3	44.2
	Non-Indigenous	77.7	72.5	75.1	80.5	82.8	76.7
Females							
2006	Indigenous	38.1	25.7	25.7	25.6	16.3	28.2
	Non-Indigenous	62.1	45.8	48.9	52.3	59.4	58.5
2001	Indigenous	34.9	27.4	25.6	19.6	14.2	26.2
	Non-Indigenous	57.6	40.7	41.1	44.1	48.9	53.1
1996	Indigenous	36.8	24.8	23.4	23.3	16.5	26.6
	Non-Indigenous	56.4	39.8	41.3	41.7	50.7	51.8
Persons							
2006	Indigenous	47.2	35.8	33.5	30.5	20.5	35.9
	Non-Indigenous	70.9	60.9	63.8	69.3	72.6	68.9
2001	Indigenous	43.0	33.8	31.6	26.2	18.8	32.7
	Non-Indigenous	66.4	55.0	56.9	59.2	62.7	63.6
1996	Indigenous	45.9	36.0	32.8	31.1	20.9	34.9
	Non-Indigenous	66.9	55.9	58.4	62.4	69.6	64.2

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - Values for Australia include 'Migratory areas'.

Table A7

Percent full-time engaged in study or work by Indigenous status, age and highest year of schooling, Australia, 2001 and 2006

		Year 12	Year 11	Year 10	Year 9	Year 8	Australia
15-19 year-olds							
Males							
2006	Indigenous	54.8	41.5	36.6	24.5	11.3	62.4
	Non-Indigenous	80.2	68.2	65.2	47.3	39.9	86.9
2001	Indigenous	53.8	41.6	34.2	20.6	9.1	56.5
	Non-Indigenous	79.4	63.5	59.6	41.8	29.8	84.5
Females							
2006	Indigenous	52.8	27.8	24.7	14.3	8.9	59.8
	Non-Indigenous	78.9	50.5	44.8	31.0	27.4	85.5
2001	Indigenous	57.7	32.8	25.6	14.4	6.9	56.5
	Non-Indigenous	80.0	49.9	44.9	28.4	21.9	84.7
Persons							
2006	Indigenous	53.7	35.0	30.9	19.8	10.3	61.1
	Non-Indigenous	79.5	61.0	57.2	40.9	35.4	86.2
2001	Indigenous	56.0	37.0	30.0	17.8	8.1	56.5
	Non-Indigenous	79.7	57.8	53.7	36.8	27.0	84.6
20-24 year-olds							
Males							
2006	Indigenous	60.0	45.3	39.2	26.2	16.1	43.9
	Non-Indigenous	83.2	73.1	70.4	57.9	48.5	79.1
2001	Indigenous	53.2	42.5	35.4	19.7	10.3	36.8
	Non-Indigenous	80.0	66.7	62.6	46.5	37.2	73.5
Females							
2006	Indigenous	51.4	25.5	21.3	11.1	9.1	31.9
	Non-Indigenous	77.8	51.1	44.5	29.2	34.6	70.7
2001	Indigenous	51.0	24.5	20.3	8.9	6.2	29.1
	Non-Indigenous	75.5	45.4	38.5	22.1	20.3	66.4
Persons							
2006	Indigenous	55.4	35.3	30.5	18.9	12.9	37.9
	Non-Indigenous	80.3	63.9	59.9	46.7	42.6	74.9
2001	Indigenous	52.0	33.2	27.9	14.6	8.5	32.9
	Non-Indigenous	77.6	57.7	52.7	36.5	30.8	70.0
25-29 year-olds							
Males							
2006	Indigenous	59.6	50.4	41.4	28.2	14.3	44.1
	Non-Indigenous	83.3	76.5	73.2	58.7	45.0	79.3
2001	Indigenous	54.3	46.4	40.3	23.2	15.8	39.6
	Non-Indigenous	79.7	71.0	68.0	52.6	39.0	74.2
Females							
2006	Indigenous	45.7	25.3	20.8	11.1	6.0	28.2
	Non-Indigenous	66.1	41.2	34.7	24.5	25.0	58.5
2001	Indigenous	45.0	25.1	20.1	10.3	6.9	26.2
	Non-Indigenous	62.5	38.1	31.9	19.5	19.3	53.1
Persons							
2006	Indigenous	52.0	36.9	31.3	19.5	10.4	35.9
	Non-Indigenous	74.1	61.2	57.3	44.2	35.7	68.9
2001	Indigenous	49.3	34.9	29.9	16.6	11.9	32.7
	Non-Indigenous	70.5	56.0	52.0	38.3	30.1	63.6

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- Highest year of schooling completed was not asked in the 1996 Census.
- Persons aged 15 to 19 still attending school are excluded from the table.
- Year 8 includes 'Never attended school'.



Table A8

Percent full-time engaged in study or work by Indigenous status, age and highest educational attainment, Australia, 1996, 2001 and 2006

		Degree or higher	Adv. Dip./ Diploma	Cert. III or IV	Cert. I or II	Cert. not defined	Any Cert.	Year 12	Year 10 or 11	Year 9 or below	No non-school qual.
15-19 year-olds											
Males											
2006	Indigenous	1.4	75.9	55.5	42.5	20.7	49.6	54.7	37.0	17.4	34.2
	Non-Indigenous	79.8	78.7	79.6	64.8	66.2	75.9	80.7	64.6	43.1	71.5
2001	Indigenous	0.0	28.2	63.7	49.1	42.0	58.9	52.8	34.7	14.5	29.9
	Non-Indigenous	81.1	74.8	74.4	62.7	61.1	70.9	79.9	59.6	37.0	67.9
1996	Indigenous	.	24.5	—	—	—	48.7	—	—	—	30.5
	Non-Indigenous	81.7	71.9	—	—	—	72.6	—	—	—	67.8
Females											
2006	Indigenous	.	64.7	51.7	40.3	37.4	45.9	52.5	23.7	11.7	27.5
	Non-Indigenous	77.5	69.5	68.1	61.7	62.3	65.5	80.3	44.4	27.9	67.4
2001	Indigenous	100.0	45.6	49.0	49.5	48.5	49.1	57.4	26.3	10.8	28.3
	Non-Indigenous	75.5	67.8	64.7	62.4	63.2	63.7	81.2	44.6	25.4	67.2
1996	Indigenous	100.0	67.5	—	—	—	51.7	—	—	—	25.9
	Non-Indigenous	80.3	68.5	—	—	—	60.4	—	—	—	64.2
Persons											
2006	Indigenous	1.4	67.7	53.8	41.1	29.8	47.7	53.5	30.7	14.9	31.0
	Non-Indigenous	78.6	72.6	74.4	62.8	63.7	70.5	80.4	56.8	37.3	69.6
2001	Indigenous	49.8	40.0	57.9	49.4	45.8	53.9	55.4	30.6	12.9	29.1
	Non-Indigenous	78.0	70.3	70.2	62.5	62.4	67.2	80.6	53.6	32.7	67.5
1996	Indigenous	100.0	55.7	—	—	—	50.2	—	—	—	28.2
	Non-Indigenous	80.9	69.4	—	—	—	66.7	—	—	—	66.1
20-24 year-olds											
Males											
2006	Indigenous	82.6	75.5	70.8	55.8	46.6	66.7	54.1	34.4	21.9	37.1
	Non-Indigenous	83.7	83.2	85.2	71.8	74.3	83.4	82.7	64.1	60.5	76.1
2001	Indigenous	67.8	64.7	60.0	53.7	48.0	58.3	51.0	32.9	15.4	32.4
	Non-Indigenous	82.3	80.6	79.5	67.5	69.2	77.7	79.5	57.1	43.8	70.2
1996	Indigenous	78.9	73.1	—	—	—	63.5	—	—	—	36.9
	Non-Indigenous	83.3	81.1	—	—	—	80.8	—	—	—	70.9
Females											
2006	Indigenous	78.5	63.0	51.8	37.8	39.2	46.6	46.0	18.1	11.4	25.6
	Non-Indigenous	81.6	76.8	68.5	59.4	65.6	66.3	78.0	40.7	39.3	67.6
2001	Indigenous	76.4	62.7	49.6	39.6	41.6	45.4	46.9	19.0	8.6	24.6
	Non-Indigenous	80.2	74.2	64.3	62.5	63.4	63.7	75.3	36.2	25.9	62.4
1996	Indigenous	76.8	60.3	—	—	—	49.9	—	—	—	26.0
	Non-Indigenous	79.6	74.8	—	—	—	64.7	—	—	—	59.0
Persons											
2006	Indigenous	79.8	67.4	62.2	44.3	42.1	56.6	50.0	26.3	16.9	31.4
	Non-Indigenous	82.4	79.5	78.4	63.9	68.7	75.6	80.4	54.3	52.1	72.1
2001	Indigenous	73.1	63.5	56.1	44.4	44.2	52.4	48.9	25.7	12.3	28.5
	Non-Indigenous	81.0	76.8	74.5	64.2	65.5	72.0	77.4	47.7	36.4	66.5
1996	Indigenous	77.5	64.0	—	—	—	58.3	—	—	—	31.3
	Non-Indigenous	81.0	77.1	—	—	—	75.3	—	—	—	65.0

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Table A8 continued

Percent full-time engaged in study or work by Indigenous status, age and highest educational attainment, Australia, 1996, 2001 and 2006

		Degree or higher	Adv. Dip./ Diploma	Cert. III or IV	Cert. I or II	Cert. not defined	Any Cert.	Year 12	Year 10 or 11	Year 9 or below	No non- school qual.
25-29 year-olds											
Males											
2006	Indigenous	71.7	73.9	68.1	48.4	52.5	64.6	50.8	36.4	19.9	35.3
	Non-Indigenous	87.1	84.8	85.4	74.1	76.7	84.4	76.7	66.1	52.7	70.1
2001	Indigenous	70.4	73.0	61.8	47.9	62.0	60.6	47.2	36.2	17.9	32.7
	Non-Indigenous	85.0	82.2	79.7	71.6	71.5	78.9	73.7	60.6	43.9	65.4
1996	Indigenous	83.1	74.4	—	—	—	70.4	—	—	—	37.8
	Non-Indigenous	87.6	85.4	—	—	—	82.4	—	—	—	69.3
Females											
2006	Indigenous	68.1	55.0	46.7	31.3	37.1	42.0	35.0	17.4	8.4	19.6
	Non-Indigenous	75.9	65.5	54.9	46.4	53.6	53.4	53.7	31.6	23.9	43.3
2001	Indigenous	68.3	54.5	44.5	43.1	40.7	43.7	37.1	18.2	8.7	20.2
	Non-Indigenous	73.4	62.4	51.4	52.4	54.9	52.0	51.8	30.2	18.5	40.3
1996	Indigenous	74.8	55.2	—	—	—	39.5	—	—	—	22.6
	Non-Indigenous	75.5	64.8	—	—	—	52.3	—	—	—	42.0
Persons											
2006	Indigenous	69.3	61.4	59.3	37.8	43.4	54.1	42.4	26.6	14.1	27.2
	Non-Indigenous	80.6	73.5	75.1	55.8	61.4	72.1	65.1	50.2	39.9	57.1
2001	Indigenous	69.0	61.5	56.8	44.4	48.5	54.0	41.9	26.2	13.4	26.1
	Non-Indigenous	78.3	70.4	72.3	58.0	61.7	69.7	62.2	44.5	32.0	52.3
1996	Indigenous	77.9	62.0	—	—	—	59.8	—	—	—	29.6
	Non-Indigenous	80.8	72.9	—	—	—	73.6	—	—	—	54.4

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- Highest year of schooling completed was not asked in the 1996 Census and post school qualifications were coded differently. Comparisons of results from the 2001 and 2006 Censuses with results from the 1996 Census that involve educational attainment are indicative at best.
- Persons aged 15 to 19 still attending school are excluded from the table.
- Highest educational attainment in this table does not correspond with the standard ABS definition. In this table, any post school qualification is taken as higher than Year 12. This is not the case for the ABS definition.



Table A9

Participation in education by Indigenous status, sex and age, Australia, 1996, 2001 and 2006

		Full-time	Part-time	Any study	School	TAFE	University	Other
15-19 year-olds								
Males								
2006	Indigenous	47.3	5.3	52.6	42.8	7.1	1.5	1.2
	Non-Indigenous	67.3	7.3	74.6	54.0	10.1	9.4	1.0
2001	Indigenous	43.7	5.2	48.9	37.4	8.9	1.7	0.9
	Non-Indigenous	66.8	7.2	74.1	52.1	11.2	9.7	1.1
1996	Indigenous	39.5	4.3	43.8	34.1	7.2	1.6	1.0
	Non-Indigenous	63.9	6.6	70.5	50.5	10.3	8.9	0.8
Females								
2006	Indigenous	50.6	5.2	55.9	44.1	7.1	3.2	1.4
	Non-Indigenous	73.8	4.6	78.4	56.6	7.3	13.2	1.3
2001	Indigenous	47.9	4.7	52.6	39.1	8.6	3.4	1.5
	Non-Indigenous	73.3	4.7	78.0	54.3	8.5	13.7	1.5
1996	Indigenous	43.8	3.4	47.2	36.3	7.0	3.1	0.8
	Non-Indigenous	70.5	4.1	74.6	52.9	7.7	12.8	1.2
Persons								
2006	Indigenous	48.9	5.3	54.2	43.5	7.1	2.3	1.3
	Non-Indigenous	70.4	6.0	76.4	55.3	8.8	11.3	1.1
2001	Indigenous	45.8	5.0	50.7	38.3	8.7	2.6	1.2
	Non-Indigenous	70.0	6.0	76.0	53.2	9.9	11.6	1.3
1996	Indigenous	41.7	3.8	45.5	35.2	7.1	2.4	0.9
	Non-Indigenous	67.1	5.4	72.5	51.7	9.0	10.8	1.0
20-24 year-olds								
Males								
2006	Indigenous	7.7	5.2	12.9	1.1	6.2	4.7	0.9
	Non-Indigenous	24.6	9.6	34.2	1.2	9.8	21.8	1.4
2001	Indigenous	8.0	5.1	13.1	0.7	7.9	3.9	0.7
	Non-Indigenous	22.2	10.4	32.6	0.5	10.2	20.2	1.7
1996	Indigenous	7.3	4.1	11.4	0.6	6.0	4.0	0.8
	Non-Indigenous	17.3	10.3	27.6	0.6	9.3	16.3	1.4
Females								
2006	Indigenous	9.2	5.9	15.1	0.6	6.1	6.9	1.5
	Non-Indigenous	28.1	9.1	37.2	0.7	7.3	26.9	2.3
2001	Indigenous	9.5	5.5	15.0	0.5	6.3	6.7	1.5
	Non-Indigenous	24.9	10.2	35.0	0.4	7.9	24.3	2.4
1996	Indigenous	8.3	4.4	12.8	0.7	5.5	5.6	1.0
	Non-Indigenous	18.9	9.5	28.4	0.5	7.5	18.7	1.7
Persons								
2006	Indigenous	8.4	5.5	14.0	0.8	6.2	5.8	1.2
	Non-Indigenous	26.3	9.3	35.7	0.9	8.6	24.3	1.8
2001	Indigenous	8.8	5.3	14.0	0.6	7.1	5.3	1.1
	Non-Indigenous	23.5	10.3	33.8	0.4	9.1	22.2	2.0
1996	Indigenous	7.8	4.3	12.1	0.7	5.7	4.8	0.9
	Non-Indigenous	18.1	9.9	28.0	0.5	8.4	17.5	1.6

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Table A9 continued

Participation in education by Indigenous status, sex and age, Australia, 1996, 2001 and 2006

		Full-time	Part-time	Any study	School	TAFE	University	Other
25-29 year-olds								
Males								
2006	Indigenous	3.5	3.6	7.1	0.5	3.3	2.8	0.5
	Non-Indigenous	8.3	6.8	15.1	0.5	4.5	8.6	1.5
2001	Indigenous	5.6	4.2	9.8	0.2	5.6	3.0	0.9
	Non-Indigenous	6.6	8.4	15.0	0.1	4.9	8.4	1.6
1996	Indigenous	5.6	3.5	9.1	0.3	4.5	3.7	0.6
	Non-Indigenous	4.8	8.1	13.0	0.2	4.7	6.9	1.2
Females								
2006	Indigenous	5.2	5.8	11.0	0.4	4.8	4.3	1.5
	Non-Indigenous	7.4	8.9	16.4	0.2	4.5	9.5	2.2
2001	Indigenous	6.3	5.5	11.9	0.2	5.4	5.0	1.3
	Non-Indigenous	6.0	9.8	15.8	0.1	5.0	8.6	2.2
1996	Indigenous	6.6	4.2	10.7	0.4	5.6	4.1	0.7
	Non-Indigenous	4.4	8.8	13.2	0.2	4.5	6.9	1.6
Persons								
2006	Indigenous	4.4	4.7	9.1	0.4	4.1	3.6	1.0
	Non-Indigenous	7.9	7.9	15.7	0.3	4.5	9.0	1.8
2001	Indigenous	6.0	4.9	10.8	0.2	5.5	4.0	1.1
	Non-Indigenous	6.3	9.1	15.4	0.1	5.0	8.5	1.9
1996	Indigenous	6.1	3.9	10.0	0.3	5.0	3.9	0.7
	Non-Indigenous	4.6	8.5	13.1	0.2	4.6	6.9	1.4

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.



Table A10

Participation in education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
15 to 19 year-olds										
State or territory										
NSW	Indigenous	49.2	54.8	56.7	51.5	60.0	59.1	50.3	57.4	57.8
	Non-Indigenous	73.4	76.4	78.0	76.0	79.0	80.2	74.7	77.7	79.1
Vic.	Indigenous	51.3	58.9	62.0	56.4	64.3	67.1	53.9	61.5	64.5
	Non-Indigenous	75.4	79.3	79.4	80.1	83.4	83.2	77.7	81.3	81.2
Qld	Indigenous	44.3	49.8	53.1	48.1	52.6	56.9	46.2	51.2	54.9
	Non-Indigenous	63.3	67.5	67.2	69.2	73.1	73.1	66.2	70.3	70.1
SA	Indigenous	42.0	51.8	52.2	48.1	59.9	59.5	45.2	55.8	55.8
	Non-Indigenous	67.0	70.9	72.5	72.0	76.2	77.5	69.4	73.5	74.9
WA	Indigenous	36.2	40.9	47.2	41.9	42.6	46.8	39.0	41.7	47.0
	Non-Indigenous	65.5	69.3	68.1	69.5	72.5	72.5	67.4	70.9	70.2
Tas.	Indigenous	54.9	58.5	57.1	57.3	64.3	67.6	56.1	61.5	62.1
	Non-Indigenous	64.7	69.6	70.0	68.3	73.4	75.3	66.5	71.4	72.6
NT	Indigenous	32.7	32.2	38.8	34.1	33.3	41.4	33.4	32.7	40.1
	Non-Indigenous	58.2	59.6	67.5	61.7	67.8	64.4	59.8	63.4	66.0
ACT	Indigenous	60.6	65.2	60.6	58.2	67.6	72.0	59.3	66.4	65.8
	Non-Indigenous	80.0	81.1	81.3	82.4	83.2	82.4	81.2	82.1	81.8
Australia	Indigenous	43.8	48.9	52.6	47.2	52.6	55.9	45.5	50.7	54.2
	Non-Indigenous	70.5	74.1	74.6	74.6	78.0	78.4	72.5	76.0	76.4
Region										
Main city	Indigenous	49.7	55.1	57.8	53.3	58.8	61.9	51.5	57.0	59.8
	Non-Indigenous	73.8	76.7	77.4	76.8	79.7	80.4	75.3	78.2	78.9
Inner	Indigenous	50.1	57.3	57.0	53.8	61.9	60.6	52.0	59.6	58.7
	Non-Indigenous	66.8	71.5	70.5	72.0	76.2	75.3	69.3	73.8	72.8
Outer	Indigenous	48.8	55.1	56.4	52.3	57.0	60.5	50.6	56.0	58.4
	Non-Indigenous	61.5	66.2	66.0	67.1	72.4	72.4	64.2	69.1	69.1
Remote	Indigenous	39.8	40.3	46.6	39.5	46.4	43.1	39.7	43.4	44.9
	Non-Indigenous	50.3	54.2	55.2	59.8	63.0	62.2	54.5	58.2	58.5
Very Remote	Indigenous	24.0	23.4	29.0	27.5	26.1	33.6	25.8	24.7	31.3
	Non-Indigenous	34.7	40.6	36.6	47.5	49.8	42.8	39.7	44.2	39.3
Level of schooling										
Year 12	Indigenous	--	32.9	27.1	--	39.9	35.2	--	36.8	31.5
	Non-Indigenous	--	63.0	59.3	--	66.3	63.1	--	64.8	61.3
Year 11	Indigenous	--	21.6	18.3	--	22.1	17.9	--	21.8	18.1
	Non-Indigenous	--	32.2	31.2	--	28.4	27.9	--	30.6	29.9
Year 10	Indigenous	--	18.3	15.5	--	18.7	17.1	--	18.5	16.3
	Non-Indigenous	--	29.0	28.0	--	24.8	23.7	--	27.3	26.3
Year 9	Indigenous	--	13.3	13.9	--	15.9	14.8	--	14.5	14.3
	Non-Indigenous	--	20.4	20.9	--	22.5	23.9	--	21.1	22.1
Year 8	Indigenous	--	7.6	8.3	--	7.6	9.9	--	7.6	9.0
	Non-Indigenous	--	16.9	23.6	--	20.8	24.7	--	18.3	24.0

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Table A10 continued

Participation in education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
20 to 24 year-olds										
State or territory										
NSW	Indigenous	13.3	18.0	15.3	14.3	17.1	18.9	13.8	17.6	17.0
	Non-Indigenous	29.7	35.0	38.0	28.9	36.2	38.9	29.3	35.6	38.4
Vic.	Indigenous	18.5	22.0	19.5	18.5	24.1	20.7	18.5	23.1	20.1
	Non-Indigenous	31.2	36.9	39.0	32.3	38.3	41.3	31.7	37.6	40.1
Qld	Indigenous	9.8	11.1	11.5	10.7	14.2	14.6	10.3	12.6	13.1
	Non-Indigenous	20.9	26.0	25.9	23.5	30.3	31.8	22.2	28.1	28.8
SA	Indigenous	12.5	12.8	14.5	17.1	17.2	17.4	14.8	15.0	16.0
	Non-Indigenous	24.9	28.6	31.1	27.0	33.0	36.7	25.9	30.8	33.8
WA	Indigenous	10.5	10.5	9.8	12.1	12.9	10.4	11.3	11.7	10.1
	Non-Indigenous	25.4	29.5	28.8	27.5	33.4	32.7	26.4	31.4	30.7
Tas.	Indigenous	12.2	18.7	17.1	14.0	23.6	18.8	13.1	21.3	18.0
	Non-Indigenous	22.8	26.5	29.1	22.7	29.2	30.8	22.8	27.9	29.9
NT	Indigenous	7.7	5.1	6.7	9.0	6.5	6.9	8.3	5.8	6.8
	Non-Indigenous	14.2	14.4	12.5	18.7	21.4	24.6	16.3	17.6	18.3
ACT	Indigenous	20.8	12.6	30.9	28.5	38.0	28.7	25.0	26.0	29.8
	Non-Indigenous	42.1	44.3	45.3	40.1	45.5	46.8	41.1	44.9	46.0
Australia	Indigenous	11.4	13.1	12.9	12.8	15.0	15.1	12.1	14.0	14.0
	Non-Indigenous	27.6	32.6	34.2	28.4	35.0	37.2	28.0	33.8	35.7
Region										
Main city	Indigenous	49.7	55.1	57.8	53.3	58.8	61.9	51.5	57.0	59.8
	Non-Indigenous	73.8	76.7	77.4	76.8	79.7	80.4	75.3	78.2	78.9
Inner	Indigenous	50.1	57.3	57.0	53.8	61.9	60.6	52.0	59.6	58.7
	Non-Indigenous	66.8	71.5	70.5	72.0	76.2	75.3	69.3	73.8	72.8
Outer	Indigenous	48.8	55.1	56.4	52.3	57.0	60.5	50.6	56.0	58.4
	Non-Indigenous	61.5	66.2	66.0	67.1	72.4	72.4	64.2	69.1	69.1
Remote	Indigenous	39.8	40.3	46.6	39.5	46.4	43.1	39.7	43.4	44.9
	Non-Indigenous	50.3	54.2	55.2	59.8	63.0	62.2	54.5	58.2	58.5
Very Remote	Indigenous	24.0	23.4	29.0	27.5	26.1	33.6	25.8	24.7	31.3
	Non-Indigenous	34.7	40.6	36.6	47.5	49.8	42.8	39.7	44.2	39.3
Level of schooling										
Year 12	Indigenous	—	32.9	27.1	—	39.9	35.2	—	36.8	31.5
	Non-Indigenous	—	63.0	59.3	—	66.3	63.1	—	64.8	61.3
Year 11	Indigenous	—	21.6	18.3	—	22.1	17.9	—	21.8	18.1
	Non-Indigenous	—	32.2	31.2	—	28.4	27.9	—	30.6	29.9
Year 10	Indigenous	—	18.3	15.5	—	18.7	17.1	—	18.5	16.3
	Non-Indigenous	—	29.0	28.0	—	24.8	23.7	—	27.3	26.3
Year 9	Indigenous	—	13.3	13.9	—	15.9	14.8	—	14.5	14.3
	Non-Indigenous	—	20.4	20.9	—	22.5	23.9	—	21.1	22.1
Year 8	Indigenous	—	7.6	8.3	—	7.6	9.9	—	7.6	9.0
	Non-Indigenous	—	16.9	23.6	—	20.8	24.7	—	18.3	24.0

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Table A10 continued

Participation in education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
25 to 29 year-olds										
State or territory										
NSW	Indigenous	10.1	12.3	9.4	11.5	14.6	13.1	10.9	13.5	11.3
	Non-Indigenous	14.5	16.5	17.0	14.0	17.0	17.2	14.2	16.8	17.1
Vic.	Indigenous	16.7	11.0	12.1	17.2	14.5	15.5	17.0	12.8	13.9
	Non-Indigenous	13.0	15.2	14.5	13.3	15.6	16.6	13.2	15.4	15.6
Qld	Indigenous	7.1	8.6	5.8	8.2	11.1	11.4	7.7	9.9	8.7
	Non-Indigenous	11.1	12.9	13.9	12.0	14.5	14.8	11.5	13.7	14.3
SA	Indigenous	11.2	10.5	8.1	15.4	14.5	12.3	13.4	12.6	10.3
	Non-Indigenous	12.3	13.7	14.7	12.6	15.1	16.4	12.4	14.4	15.5
WA	Indigenous	10.0	10.2	5.5	12.8	12.7	7.7	11.4	11.5	6.6
	Non-Indigenous	11.8	14.3	12.5	13.0	15.0	15.3	12.4	14.7	13.9
Tas.	Indigenous	8.3	10.8	11.1	12.0	10.4	15.5	10.3	10.6	13.4
	Non-Indigenous	10.2	12.9	12.8	10.2	12.5	14.6	10.2	12.7	13.7
NT	Indigenous	5.5	5.6	3.0	6.7	4.9	6.2	6.1	5.2	4.7
	Non-Indigenous	8.9	9.7	9.8	14.0	15.2	14.9	11.4	12.4	12.3
ACT	Indigenous	21.3	14.3	9.9	12.2	16.4	2.5	16.5	15.4	6.6
	Non-Indigenous	19.9	21.2	20.5	18.4	21.5	23.2	19.2	21.3	21.9
Australia	Indigenous	9.1	9.8	7.1	10.7	11.9	11.0	10.0	10.8	9.1
	Non-Indigenous	13.0	15.0	15.1	13.2	15.8	16.4	13.1	15.4	15.7
Region										
Main city	Indigenous	13.6	12.3	9.8	15.3	15.1	14.5	14.5	13.8	12.2
	Non-Indigenous	15.2	17.2	17.2	14.8	17.2	17.8	15.0	17.2	17.5
Inner	Indigenous	11.4	13.9	9.0	13.5	14.7	11.5	12.5	14.3	10.2
	Non-Indigenous	9.3	11.0	10.1	10.0	13.0	13.0	9.7	12.0	11.5
Outer	Indigenous	8.8	9.1	5.7	8.9	12.2	11.5	8.9	10.7	8.8
	Non-Indigenous	6.4	8.4	7.2	8.6	11.2	11.0	7.5	9.8	9.1
Remote	Indigenous	5.7	8.6	3.6	7.1	8.5	8.0	6.4	8.5	6.0
	Non-Indigenous	4.9	5.9	4.7	8.3	10.6	9.4	6.5	8.1	6.9
Very Remote	Indigenous	2.7	3.2	3.3	4.3	4.9	5.0	3.5	4.0	4.2
	Non-Indigenous	5.0	5.8	5.3	8.3	11.0	9.1	6.3	7.9	6.8
Level of schooling										
Year 12	Indigenous	—	14.9	11.1	—	17.7	15.2	—	16.4	13.3
	Non-Indigenous	—	20.0	18.0	—	18.8	18.0	—	19.4	18.0
Year 11	Indigenous	—	10.4	7.5	—	11.6	9.5	—	11.0	8.6
	Non-Indigenous	—	7.9	8.9	—	9.9	11.0	—	8.8	9.8
Year 10	Indigenous	—	8.0	4.4	—	10.0	9.2	—	9.1	6.8
	Non-Indigenous	—	6.6	7.5	—	8.4	9.7	—	7.4	8.4
Year 9	Indigenous	—	5.9	3.4	—	6.4	6.7	—	6.2	5.1
	Non-Indigenous	—	5.5	6.4	—	8.0	10.0	—	6.6	7.9
Year 8	Indigenous	—	3.9	2.6	—	4.8	4.1	—	4.3	3.3
	Non-Indigenous	—	8.1	12.0	—	10.1	18.2	—	9.0	14.9

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Table A11

Participation in full-time education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
15 to 19 year-olds										
State or territory										
NSW	Indigenous	44.1	47.0	49.5	47.3	53.7	52.7	45.7	50.3	51.0
	Non-Indigenous	64.3	66.9	68.9	71.2	73.5	75.0	67.7	70.1	71.9
Vic.	Indigenous	43.8	50.5	53.9	52.7	58.1	60.8	48.3	54.2	57.3
	Non-Indigenous	69.5	72.7	73.1	77.2	79.8	79.7	73.3	76.2	76.3
Qld	Indigenous	41.5	46.2	49.3	45.9	48.9	52.5	43.7	47.5	50.9
	Non-Indigenous	59.8	62.7	61.4	65.5	68.6	68.2	62.6	65.6	64.8
SA	Indigenous	37.3	47.8	47.4	43.4	55.7	54.9	40.5	51.7	51.1
	Non-Indigenous	61.2	64.6	66.2	67.0	71.2	72.8	64.1	67.8	69.4
WA	Indigenous	32.1	36.6	43.1	38.6	39.0	42.1	35.3	37.8	42.6
	Non-Indigenous	58.4	62.4	59.6	64.9	67.7	67.6	61.5	65.0	63.5
Tas.	Indigenous	45.0	53.0	50.3	51.0	58.9	60.6	48.1	56.0	55.1
	Non-Indigenous	57.9	62.9	61.9	63.4	68.2	70.4	60.6	65.5	66.0
NT	Indigenous	30.2	29.4	35.4	32.0	30.0	37.8	31.1	29.7	36.6
	Non-Indigenous	49.7	52.2	60.5	56.3	61.2	59.7	52.8	56.5	60.1
ACT	Indigenous	56.2	60.4	55.8	50.2	57.8	65.1	53.0	59.1	60.1
	Non-Indigenous	75.3	75.3	75.3	78.9	79.0	78.0	77.1	77.1	76.6
Australia	Indigenous	39.5	43.7	47.3	43.8	47.9	50.6	41.7	45.8	48.9
	Non-Indigenous	63.9	66.8	67.3	70.5	73.3	73.8	67.1	70.0	70.4
Region										
Main city	Indigenous	43.7	48.8	51.3	49.5	53.4	56.3	46.6	51.1	53.7
	Non-Indigenous	67.0	69.6	70.5	72.7	75.1	76.0	69.8	72.3	73.2
Inner	Indigenous	44.8	50.2	50.4	48.8	55.9	54.4	46.8	53.0	52.4
	Non-Indigenous	60.2	63.8	62.0	68.0	71.1	70.1	64.0	67.4	65.9
Outer	Indigenous	44.9	50.6	51.6	49.6	52.9	55.6	47.2	51.7	53.5
	Non-Indigenous	55.7	59.0	58.2	63.4	67.5	67.5	59.3	63.0	62.6
Remote	Indigenous	35.9	35.8	42.8	36.7	42.5	37.5	36.3	39.2	40.2
	Non-Indigenous	45.1	47.5	47.5	55.7	57.0	56.6	49.9	51.8	51.7
Very Remote	Indigenous	22.7	21.1	27.3	25.6	23.4	30.6	24.1	22.2	28.9
	Non-Indigenous	29.8	36.3	30.9	41.9	41.8	37.4	34.6	38.4	33.7
Level of schooling										
Year 12	Indigenous	—	25.2	18.0	—	31.3	26.6	—	28.6	22.7
	Non-Indigenous	—	52.3	47.6	—	57.9	54.7	—	55.3	51.3
Year 11	Indigenous	—	13.0	8.8	—	15.5	10.0	—	14.3	9.3
	Non-Indigenous	—	13.0	11.8	—	16.5	16.2	—	14.5	13.6
Year 10	Indigenous	—	8.9	6.8	—	12.4	9.0	—	10.6	7.8
	Non-Indigenous	—	8.7	7.5	—	12.6	11.4	—	10.3	9.0
Year 9	Indigenous	—	8.0	6.9	—	9.7	8.4	—	8.8	7.6
	Non-Indigenous	—	8.2	8.9	—	12.2	12.8	—	9.7	10.5
Year 8	Indigenous	—	4.0	4.8	—	4.0	6.0	—	4.0	5.3
	Non-Indigenous	—	8.3	15.2	—	13.4	16.4	—	10.1	15.6

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Table A11 continued

Participation in full-time education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
20 to 24 year-olds										
State or territory										
NSW	Indigenous	7.6	9.8	8.7	8.6	10.6	12.0	8.1	10.2	10.3
	Non-Indigenous	16.6	21.8	26.1	18.4	24.5	28.4	17.5	23.2	27.3
Vic.	Indigenous	11.2	12.2	11.6	11.2	14.3	10.7	11.2	13.3	11.2
	Non-Indigenous	21.2	26.6	30.0	22.9	28.9	33.1	22.0	27.7	31.6
Qld	Indigenous	7.2	7.2	7.1	7.3	8.8	8.7	7.2	8.1	7.9
	Non-Indigenous	13.4	18.2	17.9	14.8	21.4	23.1	14.1	19.8	20.5
SA	Indigenous	8.7	10.2	9.3	11.4	12.6	12.0	10.1	11.4	10.7
	Non-Indigenous	16.1	19.2	22.4	17.5	22.5	27.4	16.8	20.8	24.9
WA	Indigenous	7.0	7.5	5.3	8.9	9.4	6.0	8.0	8.5	5.6
	Non-Indigenous	17.2	21.7	20.9	19.1	24.6	25.1	18.1	23.1	23.0
Tas.	Indigenous	7.0	10.9	11.5	9.8	14.2	12.7	8.5	12.6	12.1
	Non-Indigenous	14.9	18.2	21.2	15.3	20.6	23.5	15.1	19.4	22.4
NT	Indigenous	4.5	3.2	4.1	5.3	3.9	3.6	4.9	3.5	3.9
	Non-Indigenous	7.5	7.2	6.2	9.8	10.3	14.9	8.6	8.6	10.3
ACT	Indigenous	15.1	10.0	21.2	23.7	16.2	20.7	19.7	13.3	21.0
	Non-Indigenous	29.9	32.4	33.5	28.2	32.9	36.6	29.0	32.6	35.0
Australia	Indigenous	7.3	8.0	7.7	8.3	9.5	9.2	7.8	8.8	8.4
	Non-Indigenous	17.3	22.2	24.6	18.9	24.9	28.1	18.1	23.5	26.3
Region										
Main city	Indigenous	43.7	48.8	51.3	49.5	53.4	56.3	46.6	51.1	53.7
	Non-Indigenous	67.0	69.6	70.5	72.7	75.1	76.0	69.8	72.3	73.2
Inner	Indigenous	44.8	50.2	50.4	48.8	55.9	54.4	46.8	53.0	52.4
	Non-Indigenous	60.2	63.8	62.0	68.0	71.1	70.1	64.0	67.4	65.9
Outer	Indigenous	44.9	50.6	51.6	49.6	52.9	55.6	47.2	51.7	53.5
	Non-Indigenous	55.7	59.0	58.2	63.4	67.5	67.5	59.3	63.0	62.6
Remote	Indigenous	35.9	35.8	42.8	36.7	42.5	37.5	36.3	39.2	40.2
	Non-Indigenous	45.1	47.5	47.5	55.7	57.0	56.6	49.9	51.8	51.7
Very Remote	Indigenous	22.7	21.1	27.3	25.6	23.4	30.6	24.1	22.2	28.9
	Non-Indigenous	29.8	36.3	30.9	41.9	41.8	37.4	34.6	38.4	33.7
Level of schooling										
Year 12	Indigenous	—	25.2	18.0	—	31.3	26.6	—	28.6	22.7
	Non-Indigenous	—	52.3	47.6	—	57.9	54.7	—	55.3	51.3
Year 11	Indigenous	—	13.0	8.8	—	15.5	10.0	—	14.3	9.3
	Non-Indigenous	—	13.0	11.8	—	16.5	16.2	—	14.5	13.6
Year 10	Indigenous	—	8.9	6.8	—	12.4	9.0	—	10.6	7.8
	Non-Indigenous	—	8.7	7.5	—	12.6	11.4	—	10.3	9.0
Year 9	Indigenous	—	8.0	6.9	—	9.7	8.4	—	8.8	7.6
	Non-Indigenous	—	8.2	8.9	—	12.2	12.8	—	9.7	10.5
Year 8	Indigenous	—	4.0	4.8	—	4.0	6.0	—	4.0	5.3
	Non-Indigenous	—	8.3	15.2	—	13.4	16.4	—	10.1	15.6

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Table A11 continued

Participation in full-time education by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
25 to 29 year-olds										
State or territory										
NSW	Indigenous	5.3	6.6	4.1	6.0	7.1	5.9	5.7	6.9	5.0
	Non-Indigenous	4.9	6.9	9.1	4.6	6.3	7.8	4.7	6.6	8.4
Vic.	Indigenous	9.0	4.8	6.8	11.9	10.1	7.0	10.5	7.5	6.9
	Non-Indigenous	5.0	6.9	8.1	4.5	6.0	7.9	4.8	6.4	8.0
Qld	Indigenous	4.6	5.2	3.0	4.8	6.1	4.8	4.7	5.6	3.9
	Non-Indigenous	4.2	5.9	8.3	3.8	5.5	6.6	4.0	5.7	7.4
SA	Indigenous	7.4	7.7	4.1	9.6	8.2	5.5	8.5	8.0	4.9
	Non-Indigenous	4.7	5.6	8.0	4.1	5.5	7.5	4.4	5.6	7.8
WA	Indigenous	7.2	6.8	3.2	10.2	7.1	4.8	8.7	7.0	4.0
	Non-Indigenous	5.0	7.1	6.9	4.9	6.2	7.1	4.9	6.7	7.0
Tas.	Indigenous	4.4	6.4	3.7	4.4	6.0	8.7	4.4	6.2	6.4
	Non-Indigenous	4.4	6.2	6.7	3.7	4.7	6.5	4.0	5.5	6.6
NT	Indigenous	4.1	2.7	1.8	4.4	2.1	3.3	4.2	2.4	2.6
	Non-Indigenous	2.6	2.3	2.9	3.6	3.8	3.7	3.1	3.1	3.3
ACT	Indigenous	11.7	5.0	5.9	4.1	9.1	0.0	7.6	7.2	3.3
	Non-Indigenous	8.9	9.1	9.1	6.7	7.1	8.9	7.8	8.1	9.0
Australia	Indigenous	5.6	5.6	3.5	6.6	6.3	5.2	6.1	6.0	4.4
	Non-Indigenous	4.8	6.6	8.3	4.4	6.0	7.4	4.6	6.3	7.9
Region										
Main city	Indigenous	8.5	7.0	4.9	9.4	7.6	7.2	9.0	7.3	6.1
	Non-Indigenous	5.9	7.9	9.9	5.3	6.9	8.5	5.6	7.4	9.2
Inner	Indigenous	6.2	7.8	4.4	7.8	8.2	5.9	7.1	8.0	5.1
	Non-Indigenous	3.1	4.4	4.6	2.8	4.3	4.9	3.0	4.4	4.7
Outer	Indigenous	5.7	6.1	3.1	5.9	7.6	4.8	5.8	6.9	4.0
	Non-Indigenous	1.4	2.5	2.3	1.8	2.9	3.4	1.6	2.7	2.8
Remote	Indigenous	2.5	3.9	1.3	3.4	2.9	3.1	3.0	3.4	2.3
	Non-Indigenous	0.5	0.7	1.0	1.2	1.5	1.3	0.8	1.1	1.1
Very Remote	Indigenous	2.1	1.5	1.7	3.0	2.5	2.1	2.6	2.0	1.9
	Non-Indigenous	0.5	0.7	0.5	0.7	1.6	1.8	0.6	1.0	1.1
Level of schooling										
Year 12	Indigenous	—	8.7	5.1	—	8.9	7.1	—	8.8	6.2
	Non-Indigenous	—	9.1	9.8	—	7.2	8.2	—	8.1	9.0
Year 11	Indigenous	—	6.1	4.3	—	5.6	4.9	—	5.9	4.6
	Non-Indigenous	—	2.6	4.4	—	3.1	4.3	—	2.8	4.3
Year 10	Indigenous	—	4.4	2.0	—	5.7	4.2	—	5.0	3.1
	Non-Indigenous	—	2.3	3.9	—	2.8	3.7	—	2.5	3.8
Year 9	Indigenous	—	3.4	1.9	—	4.1	2.8	—	3.8	2.4
	Non-Indigenous	—	2.4	3.1	—	3.3	5.0	—	2.8	3.9
Year 8	Indigenous	—	2.4	1.0	—	2.9	2.0	—	2.6	1.4
	Non-Indigenous	—	4.6	7.5	—	5.3	10.3	—	4.9	8.8

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- *Highest year of schooling* was not asked in the 1996 Census.
- Persons still attending school are excluded from *Highest year of schooling*.



Table A12

Participation in school by Indigenous status, age, sex and selected variables, 15 to 19 year-olds: Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
State or territory										
NSW	Indigenous	38.9	39.5	44.0	41.0	42.5	44.7	40.0	41.0	44.4
	Non-Indigenous	53.1	53.8	56.4	55.6	56.0	58.6	54.3	54.9	57.5
Vic.	Indigenous	37.5	42.9	46.2	43.6	45.4	51.0	40.6	44.1	48.6
	Non-Indigenous	54.5	56.3	58.0	57.8	59.6	61.1	56.1	57.9	59.5
Qld	Indigenous	35.4	40.5	45.6	37.3	41.7	46.9	36.3	41.1	46.2
	Non-Indigenous	46.2	48.0	49.8	47.6	49.1	51.8	46.9	48.5	50.7
SA	Indigenous	32.1	39.9	43.7	34.3	44.2	48.4	33.3	42.0	46.0
	Non-Indigenous	48.2	52.8	55.1	50.4	55.5	57.8	49.3	54.1	56.4
WA	Indigenous	26.7	29.9	39.4	29.0	32.3	36.5	27.9	31.1	38.0
	Non-Indigenous	42.6	44.7	44.5	45.4	46.5	48.1	44.0	45.6	46.2
Tas.	Indigenous	33.8	38.9	39.8	34.9	36.7	48.1	34.4	37.8	43.7
	Non-Indigenous	42.6	44.1	48.6	44.8	46.7	52.7	43.7	45.4	50.6
NT	Indigenous	27.5	29.1	35.0	29.8	28.6	36.4	28.6	28.8	35.7
	Non-Indigenous	45.0	46.5	55.8	47.1	53.7	51.1	46.0	49.9	53.6
ACT	Indigenous	44.2	50.7	45.4	45.4	49.7	53.4	44.8	50.2	49.1
	Non-Indigenous	56.2	56.2	57.9	55.9	55.2	58.0	56.0	55.7	58.0
Australia	Indigenous	34.1	37.4	42.8	36.3	39.1	44.1	35.2	38.3	43.5
	Non-Indigenous	50.5	52.1	54.0	52.9	54.3	56.6	51.7	53.2	55.3
Region										
Main city	Indigenous	36.4	39.8	44.8	38.8	41.0	46.5	37.6	40.4	45.6
	Non-Indigenous	50.9	51.9	54.1	52.1	53.1	55.6	51.5	52.5	54.8
Inner	Indigenous	38.6	40.4	44.7	38.8	43.1	46.4	38.7	41.7	45.5
	Non-Indigenous	50.5	53.2	54.8	54.7	57.0	58.9	52.6	55.1	56.8
Outer	Indigenous	38.9	44.8	47.7	42.0	44.0	50.1	40.5	44.4	48.9
	Non-Indigenous	50.1	52.8	54.0	55.4	57.7	59.8	52.6	55.1	56.7
Remote	Indigenous	31.4	32.8	41.7	31.6	38.8	36.9	31.5	35.8	39.3
	Non-Indigenous	42.4	44.7	45.4	52.2	52.9	54.4	46.8	48.4	49.6
Very Remote	Indigenous	21.0	21.7	27.2	24.3	24.3	29.7	22.7	23.0	28.5
	Non-Indigenous	27.4	33.1	28.7	38.4	38.4	34.3	31.7	35.2	31.1

NOTES ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Highest year of schooling completed was not asked in the 1996 Census.

Persons aged 15 to 19 still attending school are excluded from Highest year of schooling.

Table A13

Apparent secondary school retention rates, Indigenous and Non-Indigenous Australians, 1995 to 2007 (%)

	1995	1997	1999	2001	2003	2005	2006	2007
To Year 12								
Indigenous	30.6	30.9	34.7	35.7	39.1	39.5	40.1	42.9
Non-Indigenous	73.2	72.9	73.2	74.5	76.5	76.6	76.0	75.6
Diff.	-42.6	-42.0	-38.5	-38.8	-37.4	-37.1	-35.8	-32.7

NOTES • ABS, *Schools Australia* 4221 0, 2007. Table 25, p.41 (and other years).

• Retention from first year of secondary school—Year 7 or 8 variously across jurisdictions.

Table A14

Apparent secondary school retention rates to Year 12 by state and territory, Indigenous students, Australians, 1996 to 2007 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	Australia
Indigenous retention rates (%)								
1996	33.4	33.5	45.2	21.4	17.0	46.5	7.7	29.9
1997	31.6	40.9	46.4	19.9	17.9	42.2	9.0	30.1
1998	31.8	44.4	48.8	19.0	19.8	42.3	10.4	31.5
1999	30.9	42.9	50.6	20.1	19.9	40.0	17.2	33.4
2000	32.2	38.7	51.6	23.0	21.5	44.2	20.9	35.6
2001	32.1	35.1	52.2	27.6	23.2	45.8	18.8	36.1
2002	30.5	35.7	54.0	31.5	24.1	52.2	19.3	36.9
2003	31.3	36.5	55.9	30.3	25.6	56.3	22.8	38.6
2004	31.8	37.4	56.3	31.3	26.7	53.4	27.9	39.4
2005	31.4	39.0	55.4	33.7	27.9	49.4	34.1	39.5
2006	30.9	39.9	54.2	35.4	30.1	43.8	39.2	39.8
2007	32.3	42.3	55.4	40.7	30.4	42.6	43.2	41.5
Non-Indigenous retention rates (%)								
1996	69.1	75.3	77.8	70.8	73.4	56.7	60.7	72.8
1997	68.2	76.0	78.5	67.2	73.6	56.2	60.5	72.6
1998	67.9	76.3	78.8	66.4	73.8	61.0	61.1	72.7
1999	68.2	76.2	78.5	67.9	73.8	65.4	61.4	73.0
2000	68.4	76.9	78.5	67.2	73.9	69.2	61.1	73.3
2001	68.7	78.5	79.3	66.8	74.1	70.2	61.1	73.9
2002	70	80.4	81.4	67.4	75.3	71.6	63.8	75.4
2003	71.2	81.5	82.7	67.9	74.9	74.8	66.1	76.4
2004	71.9	81.6	82.6	68.6	74.3	76.9	68.2	76.7
2005	72.3	81.2	81.9	70.4	75.1	73.0	68.0	76.8
2006	72.1	80.6	80.8	72.1	74.7	67.3	66.4	76.3
2007	71.4	80.3	80.0	73.0	73.6	66.6	67.2	75.8
Difference (%)								
1996	35.7	41.8	32.6	49.4	56.4	10.2	53.0	42.9
1997	36.6	35.1	32.1	47.3	55.7	14.0	51.5	42.5
1998	36.1	31.9	30.0	47.4	54.0	18.7	50.7	41.2
1999	37.3	33.3	27.9	47.8	53.9	25.4	44.2	39.6
2000	36.2	38.2	26.9	44.2	52.4	25.0	40.2	37.7
2001	36.6	43.4	27.1	39.2	50.9	24.4	42.3	37.8
2002	39.5	44.7	27.4	35.9	51.2	19.4	44.5	38.5
2003	39.9	45.0	26.8	37.6	49.3	18.5	43.3	37.8
2004	40.1	44.2	26.3	37.3	47.6	23.5	40.3	37.3
2005	40.9	42.2	26.5	36.7	47.2	23.6	33.9	37.3
2006	41.2	40.7	26.6	36.7	44.6	23.5	27.2	36.5
2007	39.1	38.0	24.6	32.3	43.2	24.0	24.0	34.3

- NOTES
- ABS, *Schools Australia*. Data cube supplied by the ABS.
 - Values averaged with the preceding Year to smooth results.
 - Values for the ACT not shown because they are based on small numbers and are volatile.



Table A15

Percent achieving national reading and benchmarks by year level and Indigenous status, 1999-2006 (%)

		1999	2000	2001	2002	2003	2004	2005	2006	Slope
Year 3										
Reading	Indigenous	73.4	76.9	72.0	76.7	78.8	82.9	78.0	79.7	0.5
	All students	89.7	92.5	90.3	92.3	92.4	93.0	92.7	93.0	1.4
Numeracy	Indigenous	—	73.7	80.2	77.6	80.5	79.2	80.4	76.2	0.2
	All students	—	92.7	93.9	92.8	94.2	93.7	94.1	93.0	0.9
Year 5										
Reading	Indigenous	58.7	62.0	66.9	68.0	67.7	69.4	62.8	66.3	0.3
	All students	85.6	87.4	89.8	89.3	89.0	88.7	87.5	88.4	0.7
Numeracy	Indigenous	—	62.8	63.2	65.6	67.6	69.4	66.5	66.0	0.6
	All students	—	89.6	89.6	90.0	90.8	91.2	90.8	90.3	2.4
Year 7										
Reading	Indigenous	—	—	60.1	65.3	66.5	71.0	63.8	63.2	0.1
	All students	—	—	88.4	89.1	89.4	91.0	89.8	89.2	1.0
Numeracy	Indigenous	—	—	48.6	51.9	49.3	51.9	48.8	47.5	-0.4
	All students	—	—	82.0	83.5	81.3	82.1	81.8	79.7	-1.0

NOTES MCEETYA, 2008. *National report on schooling in Australia. Preliminary paper, 2006. National benchmark results, reading, writing and numeracy, Years 3, 5 and 7.*

Compiled from selected tables www.mceetya.edu.au

Results are published with 95% confidence intervals that summarise aspects of measurement error. Over-interpretation of small differences should be avoided. *Slope* shows the OLS regression coefficient for a time series. It shows the change in the percent of students achieving or exceeding the benchmark for each additional year. These coefficients summarise the changes over time, but are subject to large relative errors.

Table A16

Percent achieving national literacy and numeracy benchmarks by Indigenous status and state, 2006 (%)

		NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Year 3										
Reading	Indigenous	81.6	81.5	88.5	75.2	75.7	88.5	39.6	90.7	79.7
	All students	93.1	91.5	94.5	93.1	94.0	94.1	70.8	96.4	93.0
Numeracy	Indigenous	88.1	90.7	72.1	72.8	59.6	78.7	65.5	82.8	76.2
	All students	95.8	95.9	88.9	91.5	88.4	88.5	85.4	94.3	93.0
Year 5										
Reading	Indigenous	73.6	69.7	60.7	58.8	70.8	90.3	39.7	89.7	66.3
	All students	90.3	89.9	81.2	88.0	92.8	94.1	74.5	95.6	88.4
Numeracy	Indigenous	78.0	84.4	62.8	63.0	52.9	81.9	32.8	83.0	66.0
	All students	92.6	94.9	85.4	88.3	86.0	88.7	70.0	93.0	90.3
Year 7										
Reading	Indigenous	68.4	80.7	63.6	71.4	47.0	72.2	38.6	76.4	63.2
	All students	88.4	94.9	85.6	93.3	84.4	86.5	72.3	94.2	89.2
Numeracy	Indigenous	39.8	60.0	53.3	55.4	48.2	66.9	30.0	67.2	47.5
	All students	72.7	84.6	79.8	87.3	84.5	80.4	67.3	89.5	79.7

NOTES • MCEETYA, 2008. *National report on schooling in Australia. Preliminary paper, 2006. National benchmark results, reading, writing and numeracy, Years 3, 5 and 7.* Compiled from selected tables www.mceetya.edu.au

- Results are published with 95% confidence intervals that summarise aspects of measurement error. Over-interpretation of small differences should be avoided. Comparisons among states are confounded by their different age-grade profiles (eg. students in Year 3 in WA are younger than students in Year 3 in NSW and age differences are likely to affect achievement), participation in pre-school and Year 0 (prep, transition, entry years) and small differences in participation in testing.

Table A17

Percent achieving national literacy and numeracy benchmarks by Indigenous status and year level, 2006

	Metropolitan		Provincial		Remote		Very remote	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Year 3 - Reading	86.1	93.8	83.3	92.0	68.0	87.9	53.8	71.4
- Numeracy	79.8	93.6	82.7	92.7	64.6	85.6	50.2	67.2
Year 5 - Reading	72.6	89.5	67.8	86.8	58.9	80.0	34.7	57.5
- Numeracy	73.7	91.3	70.2	89.5	48.6	78.6	28.6	53.4
Year 7 - Reading	70.1	90.3	67.1	87.8	45.2	78.3	27.7	54.3
- Numeracy	53.9	81.1	49.4	77.4	35.4	71.7	20.2	47.1

NOTES MCEETYA, 2008. *National report on schooling in Australia. Preliminary paper, 2006. National benchmark results, reading, writing and numeracy, Years 3, 5 and 7.* Compiled from selected tables www.mceetya.edu.au
Results are published with 95% confidence intervals that summarise aspects of measurement error. Errors for Indigenous estimates can be large. Over-interpretation of small differences should be avoided.

Table A18

Distribution of 15-year-old school students across PISA reading proficiency levels by Indigenous status and sex, 2006

Level	Students can...	Indigenous		Non-Indigenous	
		M %	F %	M %	F %
5	deal with difficult texts and complete sophisticated reading tasks; deal with information that is difficult to find in unfamiliar texts, especially in the presence of closely competing information, show detailed understanding of these texts and sort out which information is relevant to the task; evaluate texts critically, draw on specialised knowledge to build hypotheses, and cope with concepts that may be contrary to expectations.	2	5	8	14
4	cope with difficult tasks, such as locating embedded information, construing meaning of parts of a text through considering the texts as a whole, and dealing with ambiguities and negatively worded ideas; show accurate understanding of complex texts and are able to evaluate texts critically.	7	11	21	29
3	deal with moderately complex reading tasks, such as finding several pieces of relevant information and sorting out detailed competing information requiring consideration of many criteria to compare, contrast or categorise. They are able to make links between different parts of a text and to understand text in a detailed way in relation to everyday knowledge.	18	25	29	31
2	cope with basic reading tasks, such as locating straightforward information, making low-level inferences, using some outside knowledge to help understand a well-defined part of a text, and applying their own experience and attitudes to help explain a feature of a text.	28	28	23	18
1	deal with only the least complex reading tasks developed for PISA, such as finding explicitly stated pieces of information and recognising the main theme or author's purpose in a text on a familiar topic when the required information is readily accessible in the text; able to make a connection between common, everyday knowledge and information in the text.	26	19	12	6
0	not deal with the least complex reading tasks	19	13	5	1

NOTES • Adapted from Thomson S & De Bortoli L, 2008. *Exploring scientific literacy: How Australia measures up*, ACER.



Table A19

Distribution of 15 year-old school students across PISA mathematics proficiency levels by Indigenous status and sex, 2006

Level	Students can...	Indigenous		Non-Indigenous	
		M %	F %	M %	F %
6	conceptualise, generalise, and utilise information based on their investigations and modelling of complex problem situations; link different information sources and representations and flexibly translate among them. Students at this level are capable of advanced mathematical thinking and reasoning and can apply this insight and understandings along with a mastery of symbolic and formal mathematical operations and relationships to develop new approaches and strategies for attacking novel situations; formulate and precisely communicate their actions and reflections regarding their findings, interpretations, arguments, and the appropriateness of these to the original situations.	0	1	3	6
5	develop and work with models for complex situations, identifying constraints and specifying assumptions; select, compare and evaluate appropriate problem solving strategies for dealing with complex problems related to these models; work strategically using broad, well-developed thinking and reasoning skills, appropriate linked representations, symbolic and formal characterisations, and insights pertaining to these situations; reflect on their actions and formulate and communicate their interpretations and reasoning.	2	3	11	14
4	work effectively with explicit models for complex concrete situations that may involve constraints or call for making assumptions; select and integrate different representations, including symbolic, linking them directly to aspects of real-world situations; utilise well-developed skills and reason flexibly, with some insight, in these contexts; construct and communicate explanations and arguments based on their interpretations, arguments and actions.	9	11	23	24
3	execute clearly described procedures, including those that require sequential decisions; select and apply simple problem solving strategies; interpret and use representations based on different information sources and reason directly from them; develop short communications reporting their interpretations, results and reasoning.	20	20	29	26
2	interpret and recognise situations in contexts that require no more than direct inference; extract relevant information from a single source and make use of a single representational mode; employ basic algorithms, formulae, procedures or conventions; reason directly and make literal interpretations of the results.	29	28	22	19
1	answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined; identify information and to carry out routine procedures according to direct instructions in explicit situations; perform actions that are obvious and follow immediately from the given stimuli.	21	22	10	9
0	Not deal with least complex PISA mathematical tasks	19	16	3	3

NOTES • Adapted from Thomson S and De Bortoli L, 2008. *Exploring scientific literacy: How Australia measures up*, ACER.

Table A20

Participation in TAFE by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
15 to 19 year-olds										
State or territory										
NSW	Indigenous	7.9	12.5	9.8	7.1	12.6	10.0	7.5	12.5	9.9
	Non-Indigenous	12.1	13.0	11.9	8.2	9.3	8.1	10.2	11.2	10.1
Vic.	Indigenous	9.6	12.2	11.6	6.9	11.6	9.8	8.2	11.9	10.7
	Non-Indigenous	9.8	11.3	10.2	6.7	7.6	7.0	8.3	9.5	8.6
Qld	Indigenous	6.3	6.6	4.5	5.7	5.7	5.1	6.0	6.1	4.8
	Non-Indigenous	6.7	7.6	6.8	6.3	7.0	5.7	6.5	7.3	6.2
SA	Indigenous	8.8	9.0	6.4	8.7	11.3	4.5	8.8	10.1	5.4
	Non-Indigenous	8.4	8.5	7.9	7.0	6.9	5.9	7.7	7.7	6.9
WA	Indigenous	6.5	8.1	5.8	9.4	6.6	6.3	7.9	7.3	6.1
	Non-Indigenous	12.7	13.1	12.0	10.2	9.9	8.5	11.5	11.6	10.3
Tas.	Indigenous	17.0	17.1	15.0	18.3	18.6	15.6	17.6	17.9	15.3
	Non-Indigenous	14.5	16.9	14.7	12.9	15.6	12.8	13.7	16.2	13.8
NT	Indigenous	3.3	1.7	1.8	2.4	1.8	1.9	2.8	1.8	1.8
	Non-Indigenous	6.6	7.2	6.4	4.8	4.0	3.6	5.8	5.7	5.1
ACT	Indigenous	12.0	8.3	9.7	8.4	9.7	10.6	10.1	9.0	10.1
	Non-Indigenous	9.4	10.2	8.8	8.3	9.9	7.8	8.8	10.1	8.3
Australia	Indigenous	7.2	8.9	7.1	7.0	8.6	7.1	7.1	8.7	7.1
	Non-Indigenous	10.3	11.2	10.1	7.7	8.5	7.3	9.0	9.9	8.8
Region										
Main city	Indigenous	8.7	10.6	8.5	7.7	10.0	8.0	8.2	10.3	8.3
	Non-Indigenous	10.8	11.5	10.3	8.0	8.5	7.4	9.4	10.0	8.9
Inner	Indigenous	8.6	13.3	9.9	10.0	13.1	9.8	9.3	13.2	9.9
	Non-Indigenous	9.9	11.4	10.4	7.3	8.8	7.3	8.6	10.1	8.9
Outer	Indigenous	8.2	8.9	6.8	7.9	9.1	7.3	8.0	9.0	7.0
	Non-Indigenous	8.4	9.7	8.7	6.7	7.9	6.4	7.6	8.9	7.6
Remote	Indigenous	5.6	6.5	2.8	5.4	5.4	3.9	5.5	6.0	3.3
	Non-Indigenous	6.7	7.7	8.7	6.0	7.4	5.5	6.4	7.6	7.2
Very Remote	Indigenous	2.7	1.3	1.4	2.5	1.0	2.2	2.6	1.2	1.8
	Non-Indigenous	5.4	5.4	7.1	5.0	6.9	4.8	5.3	6.0	6.1
Level of schooling										
Year 12	Indigenous	—	18.7	14.3	—	16.3	13.5	—	17.4	13.9
	Non-Indigenous	—	22.2	19.8	—	18.0	15.6	—	20.0	17.6
Year 11	Indigenous	—	18.1	15.6	—	16.4	15.0	—	17.2	15.3
	Non-Indigenous	—	27.9	27.6	—	21.3	21.3	—	25.1	25.0
Year 10	Indigenous	—	16.4	13.5	—	15.2	13.7	—	15.8	13.6
	Non-Indigenous	—	26.5	25.9	—	19.6	19.0	—	23.7	23.2
Year 9	Indigenous	—	11.5	11.0	—	13.9	12.0	—	12.6	11.4
	Non-Indigenous	—	16.8	17.0	—	16.7	17.5	—	16.7	17.2
Year 8	Indigenous	—	5.9	5.4	—	5.9	6.3	—	5.9	5.8
	Non-Indigenous	—	12.4	13.4	—	13.8	12.6	—	12.9	13.1

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Table A20 continued

Participation in TAFE by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
20 to 24 year-olds										
State or territory										
NSW	Indigenous	8.1	12.7	8.3	6.4	8.6	8.0	7.2	10.7	8.2
	Non-Indigenous	11.9	12.4	11.8	8.5	9.2	8.2	10.2	10.9	10.0
Vic.	Indigenous	8.0	11.4	7.9	5.6	9.7	7.0	6.8	10.6	7.4
	Non-Indigenous	10.1	11.0	11.3	7.7	8.0	7.7	8.9	9.5	9.5
Qld	Indigenous	4.8	6.8	5.5	4.2	5.6	5.8	4.5	6.2	5.6
	Non-Indigenous	5.2	6.8	6.6	5.6	5.9	6.4	5.4	6.3	6.5
SA	Indigenous	7.8	8.2	7.7	8.4	9.3	7.4	8.1	8.7	7.5
	Non-Indigenous	7.8	9.2	8.0	7.3	7.7	7.4	7.6	8.5	7.7
WA	Indigenous	6.1	6.2	4.2	7.0	5.0	4.9	6.6	5.5	4.6
	Non-Indigenous	8.2	8.7	7.9	7.4	7.5	6.0	7.8	8.1	7.0
Tas.	Indigenous	4.7	9.6	8.5	5.6	11.1	9.0	5.1	10.4	8.8
	Non-Indigenous	7.0	8.2	8.5	5.8	6.9	5.9	6.4	7.5	7.2
NT	Indigenous	2.8	0.8	2.7	3.3	0.9	1.6	3.1	0.8	2.1
	Non-Indigenous	4.2	4.6	3.9	3.7	4.1	4.5	4.0	4.4	4.2
ACT	Indigenous	6.2	2.4	13.4	6.8	10.6	7.9	6.5	6.7	10.9
	Non-Indigenous	10.9	11.2	9.8	8.4	9.2	7.1	9.7	10.2	8.5
Australia	Indigenous	6.0	7.9	6.2	5.5	6.3	6.1	5.7	7.1	6.2
	Non-Indigenous	9.3	10.2	9.8	7.5	7.9	7.3	8.4	9.1	8.6
Region										
Main city	Indigenous	8.7	10.6	8.5	7.7	10.0	8.0	8.2	10.3	8.3
	Non-Indigenous	10.8	11.5	10.3	8.0	8.5	7.4	9.4	10.0	8.9
Inner	Indigenous	8.6	13.3	9.9	10.0	13.1	9.8	9.3	13.2	9.9
	Non-Indigenous	9.9	11.4	10.4	7.3	8.8	7.3	8.6	10.1	8.9
Outer	Indigenous	8.2	8.9	6.8	7.9	9.1	7.3	8.0	9.0	7.0
	Non-Indigenous	8.4	9.7	8.7	6.7	7.9	6.4	7.6	8.9	7.6
Remote	Indigenous	5.6	6.5	2.8	5.4	5.4	3.9	5.5	6.0	3.3
	Non-Indigenous	6.7	7.7	8.7	6.0	7.4	5.5	6.4	7.6	7.2
Very Remote	Indigenous	2.7	1.3	1.4	2.5	1.0	2.2	2.6	1.2	1.8
	Non-Indigenous	5.4	5.4	7.1	5.0	6.9	4.8	5.3	6.0	6.1
Level of schooling										
Year 12	Indigenous	—	18.7	14.3	—	16.3	13.5	—	17.4	13.9
	Non-Indigenous	—	22.2	19.8	—	18.0	15.6	—	20.0	17.6
Year 11	Indigenous	—	18.1	15.6	—	16.4	15.0	—	17.2	15.3
	Non-Indigenous	—	27.9	27.6	—	21.3	21.3	—	25.1	25.0
Year 10	Indigenous	—	16.4	13.5	—	15.2	13.7	—	15.8	13.6
	Non-Indigenous	—	26.5	25.9	—	19.6	19.0	—	23.7	23.2
Year 9	Indigenous	—	11.5	11.0	—	13.9	12.0	—	12.6	11.4
	Non-Indigenous	—	16.8	17.0	—	16.7	17.5	—	16.7	17.2
Year 8	Indigenous	—	5.9	5.4	—	5.9	6.3	—	5.9	5.8
	Non-Indigenous	—	12.4	13.4	—	13.8	12.6	—	12.9	13.1

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Table A20 continued

Participation in TAFE by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
25 to 29 year-olds										
State or territory										
NSW	Indigenous	4.9	7.4	4.5	6.0	6.7	6.7	5.5	7.0	5.6
	Non-Indigenous	5.7	5.7	5.2	5.2	5.8	5.2	5.5	5.8	5.2
Vic.	Indigenous	7.2	5.5	5.7	9.3	5.7	5.5	8.3	5.6	5.6
	Non-Indigenous	4.6	4.8	4.1	4.3	4.6	4.2	4.5	4.7	4.2
Qld	Indigenous	3.2	4.7	2.2	3.8	5.3	4.8	3.5	5.0	3.5
	Non-Indigenous	3.3	3.7	4.6	3.5	4.2	3.9	3.4	3.9	4.2
SA	Indigenous	7.0	7.4	3.4	10.6	8.1	6.9	8.9	7.7	5.2
	Non-Indigenous	5.0	5.1	4.5	5.0	5.3	5.0	5.0	5.2	4.7
WA	Indigenous	6.2	6.7	3.4	7.1	5.6	2.8	6.7	6.1	3.1
	Non-Indigenous	4.3	5.0	3.6	4.6	4.9	4.3	4.5	4.9	4.0
Tas.	Indigenous	4.8	8.4	6.9	6.6	6.2	6.0	5.8	7.2	6.4
	Non-Indigenous	4.0	5.1	4.7	3.8	4.5	5.1	3.9	4.8	4.9
NT	Indigenous	1.8	1.7	0.9	2.3	1.4	1.9	2.0	1.5	1.4
	Non-Indigenous	2.1	2.4	2.5	3.2	3.4	2.4	2.7	2.9	2.4
ACT	Indigenous	7.0	4.3	3.9	8.2	1.8	.	7.6	2.9	2.2
	Non-Indigenous	5.3	5.7	4.4	5.1	5.1	5.2	5.2	5.4	4.8
Australia	Indigenous	4.5	5.6	3.3	5.6	5.4	4.8	5.0	5.5	4.1
	Non-Indigenous	4.7	4.9	4.5	4.5	5.0	4.5	4.6	5.0	4.5
Region										
Main city	Indigenous	5.8	5.7	4.2	6.9	5.7	5.4	6.4	5.7	4.8
	Non-Indigenous	5.2	5.3	4.9	4.8	5.1	4.7	5.0	5.2	4.8
Inner	Indigenous	6.6	9.2	3.8	7.7	6.4	5.1	7.2	7.8	4.4
	Non-Indigenous	4.0	4.6	3.8	4.1	5.1	4.7	4.1	4.8	4.3
Outer	Indigenous	4.4	6.2	3.3	5.7	6.7	5.9	5.1	6.5	4.7
	Non-Indigenous	2.8	3.4	3.2	3.6	4.4	3.6	3.2	3.9	3.4
Remote	Indigenous	4.2	5.2	2.6	3.9	5.7	4.1	4.0	5.4	3.4
	Non-Indigenous	2.3	3.1	2.4	3.4	4.7	3.7	2.8	3.9	3.0
Very Remote	Indigenous	0.9	1.6	1.4	2.1	2.1	2.3	1.5	1.9	1.8
	Non-Indigenous	1.7	2.0	2.2	2.6	3.5	2.5	2.1	2.6	2.4
Level of schooling										
Year 12	Indigenous	—	6.6	4.2	—	6.5	5.3	—	6.5	4.8
	Non-Indigenous	—	5.4	4.3	—	5.0	4.3	—	5.2	4.3
Year 11	Indigenous	—	7.2	4.2	—	6.3	5.3	—	6.8	4.8
	Non-Indigenous	—	4.8	4.6	—	5.3	5.2	—	5.0	4.9
Year 10	Indigenous	—	5.8	3.3	—	5.5	5.2	—	5.7	4.2
	Non-Indigenous	—	4.1	5.3	—	4.8	5.2	—	4.4	5.3
Year 9	Indigenous	—	4.8	1.5	—	4.0	4.3	—	4.4	2.9
	Non-Indigenous	—	4.0	3.6	—	5.2	5.3	—	4.5	4.3
Year 8	Indigenous	—	2.3	1.4	—	1.9	1.7	—	2.2	1.6
	Non-Indigenous	—	3.8	5.6	—	5.0	8.6	—	4.3	7.0

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- *Highest year of schooling* was not asked in the 1996 Census.
- Persons still attending school are excluded from *Highest year of schooling*.



Table A21

Participation in university by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
15 to 19 year-olds										
State or territory										
NSW	Indigenous	1.8	1.8	1.8	2.6	3.3	3.1	2.2	2.5	2.4
	Non-Indigenous	7.3	8.6	8.8	11.0	12.3	12.2	9.1	10.4	10.4
Vic.	Indigenous	2.3	1.8	1.4	5.0	5.2	4.1	3.7	3.5	2.7
	Non-Indigenous	10.0	10.4	9.9	14.4	14.4	13.6	12.2	12.4	11.7
Qld	Indigenous	2.0	1.8	1.8	4.0	4.2	3.7	3.0	3.0	2.7
	Non-Indigenous	9.7	11.0	9.7	14.1	15.5	14.5	11.8	13.2	12.1
SA	Indigenous	0.4	2.2	1.2	4.0	2.1	4.2	2.3	2.1	2.7
	Non-Indigenous	9.6	8.4	8.5	13.3	12.3	12.7	11.4	10.3	10.5
WA	Indigenous	1.3	1.7	1.3	3.2	2.6	3.0	2.2	2.1	2.1
	Non-Indigenous	9.4	10.5	10.7	12.5	14.5	14.8	10.9	12.4	12.7
Tas.	Indigenous	2.5	1.5	1.3	2.9	5.1	2.2	2.7	3.3	1.7
	Non-Indigenous	6.9	7.2	5.8	9.3	9.1	8.4	8.1	8.1	7.1
NT	Indigenous	0.7	1.1	0.8	1.3	1.8	1.6	1.0	1.5	1.2
	Non-Indigenous	5.9	5.2	4.6	9.2	8.9	8.5	7.4	7.0	6.4
ACT	Indigenous	4.4	6.2	1.3	2.4	4.9	8.0	3.3	5.5	4.4
	Non-Indigenous	13.8	13.5	13.6	17.3	16.9	15.5	15.5	15.1	14.5
Australia	Indigenous	1.6	1.7	1.5	3.1	3.4	3.2	2.4	2.6	2.3
	Non-Indigenous	8.9	9.7	9.4	12.8	13.7	13.2	10.8	11.6	11.3
Region										
Main city	Indigenous	3.0	3.4	3.0	5.8	6.2	5.8	4.4	4.8	4.3
	Non-Indigenous	11.2	12.2	11.9	15.5	16.5	16.0	13.3	14.3	13.9
Inner	Indigenous	2.2	2.0	1.2	4.3	3.7	3.1	3.2	2.8	2.1
	Non-Indigenous	5.6	5.8	4.5	9.0	8.9	7.9	7.2	7.3	6.1
Outer	Indigenous	0.9	1.0	0.8	1.8	2.3	1.8	1.4	1.6	1.3
	Non-Indigenous	2.6	3.0	2.7	4.3	5.5	5.2	3.4	4.2	3.9
Remote	Indigenous	0.8	0.2	0.3	1.1	1.0	0.8	1.0	0.6	0.5
	Non-Indigenous	0.6	0.9	0.8	0.9	1.8	1.4	0.8	1.3	1.1
Very Remote	Indigenous	0.1	0.2	0.2	0.2	0.3	0.8	0.1	0.2	0.5
	Non-Indigenous	0.8	1.1	0.7	1.5	2.2	2.2	1.1	1.5	1.4
Level of schooling										
Year 12	Indigenous	—	13.0	11.3	—	20.8	19.6	—	17.3	15.8
	Non-Indigenous	—	38.6	37.6	—	45.4	45.3	—	42.2	41.7
Year 11	Indigenous	—	1.4	0.3	—	2.1	0.5	—	1.8	0.4
	Non-Indigenous	—	1.6	1.3	—	2.7	2.3	—	2.1	1.7
Year 10	Indigenous	—	0.4	0.3	—	0.9	0.9	—	0.6	0.6
	Non-Indigenous	—	0.7	0.5	—	1.3	0.9	—	0.9	0.6
Year 9	Indigenous	—	0.4	0.4	—	0.3	0.2	—	0.4	0.3
	Non-Indigenous	—	0.6	0.5	—	1.1	0.8	—	0.8	0.6
Year 8	Indigenous	—	0.4	0.2	—	0.5	0.3	—	0.4	0.3
	Non-Indigenous	—	1.3	1.1	—	3.0	1.2	—	1.9	1.1

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Table A21 continued

Participation in university by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
20 to 24 year-olds										
State or territory										
NSW	Indigenous	4.2	4.1	5.8	6.3	6.7	8.5	5.3	5.4	7.1
	Non-Indigenous	15.7	20.1	22.8	17.9	23.8	27.5	16.8	22.0	25.1
Vic.	Indigenous	9.3	7.8	7.4	9.8	11.2	9.5	9.6	9.5	8.4
	Non-Indigenous	19.0	23.5	24.9	22.2	27.6	30.2	20.6	25.5	27.5
Qld	Indigenous	3.8	3.1	3.9	5.4	6.4	7.1	4.6	4.8	5.5
	Non-Indigenous	13.8	17.6	17.6	16.0	21.9	22.8	14.9	19.7	20.2
SA	Indigenous	4.0	2.9	5.2	5.7	6.1	7.2	4.8	4.5	6.2
	Non-Indigenous	15.2	17.3	20.6	17.2	22.0	26.4	16.2	19.6	23.4
WA	Indigenous	3.1	3.8	4.2	4.5	7.5	4.6	3.8	5.7	4.4
	Non-Indigenous	15.5	19.0	19.2	18.4	23.7	24.8	16.9	21.3	22.0
Tas.	Indigenous	5.8	6.3	6.9	7.2	9.2	9.3	6.5	7.8	8.2
	Non-Indigenous	14.8	16.9	19.0	15.2	20.2	22.5	15.0	18.6	20.7
NT	Indigenous	1.9	2.6	1.1	2.4	3.2	2.6	2.2	2.9	1.9
	Non-Indigenous	9.0	8.7	7.1	13.1	15.5	17.1	11.0	11.8	11.9
ACT	Indigenous	14.6	10.1	17.3	21.6	25.4	18.9	18.4	18.2	18.1
	Non-Indigenous	29.0	30.7	32.8	29.7	34.1	37.6	29.4	32.4	35.2
Australia	Indigenous	4.0	3.9	4.7	5.6	6.7	6.9	4.8	5.3	5.8
	Non-Indigenous	16.3	20.2	21.8	18.7	24.3	26.9	17.5	22.2	24.3
Region										
Main city	Indigenous	3.0	3.4	3.0	5.8	6.2	5.8	4.4	4.8	4.3
	Non-Indigenous	11.2	12.2	11.9	15.5	16.5	16.0	13.3	14.3	13.9
Inner	Indigenous	2.2	2.0	1.2	4.3	3.7	3.1	3.2	2.8	2.1
	Non-Indigenous	5.6	5.8	4.5	9.0	8.9	7.9	7.2	7.3	6.1
Outer	Indigenous	0.9	1.0	0.8	1.8	2.3	1.8	1.4	1.6	1.3
	Non-Indigenous	2.6	3.0	2.7	4.3	5.5	5.2	3.4	4.2	3.9
Remote	Indigenous	0.8	0.2	0.3	1.1	1.0	0.8	1.0	0.6	0.5
	Non-Indigenous	0.6	0.9	0.8	0.9	1.8	1.4	0.8	1.3	1.1
Very Remote	Indigenous	0.1	0.2	0.2	0.2	0.3	0.8	0.1	0.2	0.5
	Non-Indigenous	0.8	1.1	0.7	1.5	2.2	2.2	1.1	1.5	1.4
Level of schooling										
Year 12	Indigenous	—	13.0	11.3	—	20.8	19.6	—	17.3	15.8
	Non-Indigenous	—	38.6	37.6	—	45.4	45.3	—	42.2	41.7
Year 11	Indigenous	—	1.4	0.3	—	2.1	0.5	—	1.8	0.4
	Non-Indigenous	—	1.6	1.3	—	2.7	2.3	—	2.1	1.7
Year 10	Indigenous	—	0.4	0.3	—	0.9	0.9	—	0.6	0.6
	Non-Indigenous	—	0.7	0.5	—	1.3	0.9	—	0.9	0.6
Year 9	Indigenous	—	0.4	0.4	—	0.3	0.2	—	0.4	0.3
	Non-Indigenous	—	0.6	0.5	—	1.1	0.8	—	0.8	0.6
Year 8	Indigenous	—	0.4	0.2	—	0.5	0.3	—	0.4	0.3
	Non-Indigenous	—	1.3	1.1	—	3.0	1.2	—	1.9	1.1

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Table A21 continued

Participation in university by Indigenous status, age, sex and selected variables, Australia, 1996, 2001 and 2006 (%)

Study		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
25 to 29 year-olds										
State or territory										
NSW	Indigenous	4.3	3.8	3.5	4.8	5.4	5.2	4.6	4.7	4.4
	Non-Indigenous	7.1	8.7	9.2	6.7	8.5	9.4	6.9	8.6	9.3
Vic.	Indigenous	6.7	3.8	5.4	6.6	7.6	6.8	6.6	5.7	6.1
	Non-Indigenous	6.9	8.6	8.6	7.1	8.7	9.6	7.0	8.6	9.1
Qld	Indigenous	3.3	2.7	2.9	3.4	4.8	3.8	3.4	3.8	3.3
	Non-Indigenous	6.9	8.0	8.1	7.0	8.6	9.1	7.0	8.3	8.6
SA	Indigenous	3.7	3.0	3.2	3.5	5.1	4.2	3.6	4.1	3.7
	Non-Indigenous	6.1	6.8	8.3	6.1	7.6	9.2	6.1	7.2	8.8
WA	Indigenous	3.0	2.7	1.7	4.8	5.6	3.9	3.9	4.2	2.8
	Non-Indigenous	6.4	7.9	7.4	7.1	8.2	9.3	6.7	8.1	8.3
Tas.	Indigenous	3.5	2.4	2.3	3.9	3.0	6.4	3.7	2.7	4.5
	Non-Indigenous	5.4	7.0	7.5	5.0	6.4	7.9	5.2	6.7	7.7
NT	Indigenous	2.3	1.8	1.1	2.7	2.4	2.8	2.5	2.1	2.0
	Non-Indigenous	5.8	5.5	6.5	9.2	10.1	10.8	7.4	7.7	8.6
ACT	Indigenous	14.3	10.0	5.9	2.0	14.5	—	7.7	12.5	3.3
	Non-Indigenous	13.3	13.9	14.1	11.8	14.2	16.3	12.5	14.0	15.2
Australia	Indigenous	3.7	3.0	2.8	4.1	5.0	4.3	3.9	4.0	3.6
	Non-Indigenous	6.9	8.4	8.6	6.9	8.6	9.5	6.9	8.5	9.0
Region										
Main city	Indigenous	6.9	5.2	4.5	7.3	7.7	7.3	7.1	6.5	6.0
	Non-Indigenous	8.3	9.9	10.0	8.0	9.6	10.5	8.1	9.7	10.3
Inner	Indigenous	3.6	3.6	3.6	4.7	6.2	4.2	4.2	4.9	3.9
	Non-Indigenous	4.4	5.2	5.1	4.7	6.1	6.6	4.6	5.7	5.8
Outer	Indigenous	3.3	1.8	1.9	2.7	4.2	3.4	3.0	3.1	2.7
	Non-Indigenous	3.0	4.0	3.4	3.9	5.3	5.8	3.4	4.7	4.6
Remote	Indigenous	1.2	2.5	0.8	2.1	1.8	2.6	1.7	2.1	1.8
	Non-Indigenous	2.1	2.4	1.9	3.7	4.7	4.5	2.9	3.5	3.2
Very Remote	Indigenous	0.8	0.6	0.9	0.8	1.4	1.1	0.8	1.0	1.0
	Non-Indigenous	2.7	3.0	2.6	4.4	5.1	5.5	3.4	3.9	3.8
Level of schooling										
Year 12	Indigenous	—	7.4	6.2	—	9.7	8.3	—	8.6	7.4
	Non-Indigenous	—	12.7	12.1	—	11.4	11.7	—	12.0	11.9
Year 11	Indigenous	—	1.8	2.4	—	3.6	2.3	—	2.8	2.4
	Non-Indigenous	—	2.0	2.9	—	2.7	3.3	—	2.3	3.1
Year 10	Indigenous	—	1.4	0.9	—	3.4	2.5	—	2.4	1.7
	Non-Indigenous	—	1.6	1.2	—	2.1	2.4	—	1.8	1.7
Year 9	Indigenous	—	0.4	1.5	—	1.5	1.3	—	0.9	1.4
	Non-Indigenous	—	0.8	1.7	—	1.2	2.0	—	1.0	1.8
Year 8	Indigenous	—	0.9	0.6	—	1.7	1.5	—	1.2	1.0
	Non-Indigenous	—	1.8	2.2	—	1.7	1.6	—	1.8	1.9

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- *Highest year of schooling* was not asked in the 1996 Census.
- Persons still attending school are excluded from *Highest year of schooling*.

Table A22

Levels of educational attainment by Indigenous status, age: Australia, 1996, 2001 and 2006 (%)

Attainment		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
15 to 19 year-olds										
Degree	Indigenous	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	Non-Indigenous	0.1	0.3	0.3	0.1	0.4	0.4	0.1	0.3	0.3
Diploma	Indigenous	0.2	0.2	0.2	0.4	0.4	0.6	0.3	0.3	0.4
	Non-Indigenous	0.3	0.8	1.0	0.9	1.5	2.1	0.6	1.1	1.5
Cert. III/IV	Indigenous	—	4.0	6.4	—	2.8	5.5	—	3.4	6.0
	Non-Indigenous	—	6.1	8.1	—	5.1	7.6	—	5.6	7.9
Cert. I/II	Indigenous	—	1.0	1.9	—	2.4	4.3	—	1.6	3.1
	Non-Indigenous	—	1.7	2.4	—	3.3	4.3	—	2.4	3.3
Cert. not defined	Indigenous	—	0.7	0.9	—	1.0	1.1	—	0.9	1.0
	Non-Indigenous	—	0.9	0.8	—	1.5	1.5	—	1.2	1.1
Any Certificate	Indigenous	1.9	5.7	9.3	1.9	6.1	10.8	1.9	5.9	10.0
	Non-Indigenous	2.6	8.6	11.3	2.5	10.0	13.4	2.6	9.3	12.3
Year 12	Indigenous	—	16.3	18.4	—	21.3	22.2	—	18.7	20.2
	Non-Indigenous	—	47.0	47.1	—	57.6	56.2	—	52.0	51.4
Year 10-11	Indigenous	—	40.7	42.3	—	41.3	41.0	—	41.0	41.7
	Non-Indigenous	—	34.1	33.0	—	24.7	23.0	—	29.7	28.3
Year 9	Indigenous	—	37.1	29.7	—	30.9	25.4	—	34.1	27.6
	Non-Indigenous	—	9.2	7.2	—	5.9	5.0	—	7.6	6.2
No post school	Indigenous	97.9	94.1	90.4	97.7	93.5	88.6	97.8	93.8	89.5
	Non-Indigenous	97.0	90.3	87.4	96.4	88.2	84.2	96.7	89.3	85.9
20 to 24 year-olds										
Degree	Indigenous	1.1	1.6	1.4	2.3	2.6	2.8	1.7	2.1	2.1
	Non-Indigenous	9.0	10.0	11.9	14.6	16.4	18.6	11.8	13.1	15.2
Diploma	Indigenous	1.0	1.2	1.3	2.3	2.0	2.3	1.7	1.6	1.8
	Non-Indigenous	4.9	4.9	5.9	9.0	7.3	8.5	6.9	6.1	7.2
Cert. III/IV	Indigenous	—	10.6	14.6	—	6.3	11.8	—	8.5	13.2
	Non-Indigenous	—	17.7	18.8	—	8.8	13.2	—	13.3	16.0
Cert. I/II	Indigenous	—	2.0	3.1	—	3.8	5.3	—	2.9	4.2
	Non-Indigenous	—	2.1	2.1	—	4.3	3.8	—	3.2	2.9
Cert. not defined	Indigenous	—	0.9	1.3	—	1.3	1.9	—	1.1	1.6
	Non-Indigenous	—	1.1	1.2	—	1.9	2.2	—	1.5	1.7
Any Certificate	Indigenous	10.8	13.5	18.9	6.5	11.4	19.1	8.6	12.4	19.0
	Non-Indigenous	19.7	20.8	22.1	10.5	15.0	19.1	15.2	17.9	20.6
Year 12	Indigenous	—	23.1	24.3	—	25.1	24.8	—	24.1	24.6
	Non-Indigenous	—	40.8	39.7	—	42.1	38.8	—	41.4	39.3
Year 10-11	Indigenous	—	34.1	32.6	—	36.5	31.9	—	35.3	32.3
	Non-Indigenous	—	18.5	15.6	—	15.6	11.7	—	17.0	13.7
Year 9	Indigenous	—	25.9	20.4	—	21.9	18.5	—	23.9	19.4
	Non-Indigenous	—	4.6	3.7	—	3.3	2.6	—	4.0	3.2
No post school	Indigenous	87.1	83.7	78.3	88.8	84.0	75.8	88.0	83.9	77.0
	Non-Indigenous	66.4	64.3	60.1	65.8	61.3	53.7	66.1	62.8	56.9

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Table A22 continued

Levels of educational attainment by Indigenous status, age: Australia, 1996, 2001 and 2006 (%)

Attainment		Male			Female			Person		
		1996	2001	2006	1996	2001	2006	1996	2001	2006
25 to 29 year-olds										
Degree	Indigenous	2.2	2.8	3.2	3.3	4.9	5.9	2.8	3.9	4.6
	Non-Indigenous	15.8	19.8	24.8	19.6	26.9	34.4	17.7	23.4	29.6
Diploma	Indigenous	2.0	2.2	2.3	3.3	3.4	4.2	2.7	2.8	3.3
	Non-Indigenous	6.3	6.7	7.1	9.6	9.8	10.0	7.9	8.3	8.6
Cert. III/IV	Indigenous	—	15.4	18.7	—	5.9	12.1	—	10.5	15.3
	Non-Indigenous	—	25.6	24.6	—	9.0	12.4	—	17.2	18.5
Cert. I/II	Indigenous	—	1.5	2.7	—	3.8	4.2	—	2.7	3.5
	Non-Indigenous	—	1.9	1.4	—	4.6	2.8	—	3.3	2.1
Cert. not defined	Indigenous	—	0.6	1.7	—	1.0	2.3	—	0.8	2.0
	Non-Indigenous	—	0.7	1.3	—	1.0	2.6	—	0.8	2.0
Any Certificate	Indigenous	14.3	17.5	23.2	6.7	10.7	18.7	10.3	14.0	20.8
	Non-Indigenous	27.0	28.2	27.4	10.9	14.6	17.8	18.9	21.3	22.6
Year 12	Indigenous	—	19.2	18.2	—	20.2	19.1	—	19.7	18.7
	Non-Indigenous	—	23.0	21.0	—	25.1	21.3	—	24.0	21.2
Year 10-11	Indigenous	—	32.0	32.3	—	37.7	32.2	—	35.0	32.3
	Non-Indigenous	—	17.2	15.1	—	19.2	12.9	—	18.2	14.0
Year 9	Indigenous	—	26.0	20.4	—	22.9	19.5	—	24.4	19.9
	Non-Indigenous	—	5.0	4.1	—	4.3	3.4	—	4.7	3.8
No post school	Indigenous	81.5	77.5	71.3	86.6	81.0	71.2	84.2	79.3	71.3
	Non-Indigenous	50.9	45.3	40.7	60.0	48.7	37.8	55.5	47.0	39.2

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - Coding of educational qualifications and schooling differed changed substantially between the 1996 and 2001. The aggregated values for 1996 provide at best indicative comparisons with 2001 and 2006 results.
 - Persons still attending school are excluded from the results for 15 to 19 year-olds.
 - Year 9 includes Year 8 and below as well as no schooling.

Table A23

Labour force status by Indigenous status, age and sex, Australia, 1996, 2001 and 2006 (%)

Labour force status	1996		2001		2006	
	Indigenous %	Non-Indigenous %	Indigenous %	Non-Indigenous %	Indigenous %	Non-Indigenous %
15-19 year-olds						
Male						
Full-time	14.4	19.8	12.7	17.1	14.9	19.2
Part-time	14.3	19.5	16.5	23.8	16.9	24.7
Unemployed	16.4	9.6	13.6	8.8	10.9	7.0
Not in lab. force	54.9	51.0	57.2	50.2	57.2	49.1
Female						
Full-time	8.9	11.5	8.0	10.5	8.3	10.7
Part-time	15.1	29.9	18.2	34.1	21.3	37.0
Unemployed	13.8	8.7	10.7	7.9	10.3	6.7
Not in lab. force	62.2	50.0	63.0	47.5	60.1	45.6
Persons						
Full-time	11.6	15.8	10.4	13.9	11.7	15.1
Part-time	14.7	24.6	17.4	28.8	19.1	30.7
Unemployed	15.1	9.1	12.2	8.4	10.6	6.9
Not in lab. force	58.5	50.5	60.1	48.9	58.6	47.4
20-24 year-olds						
Male						
Full-time	33.2	56.6	28.5	50.6	36.1	54.3
Part-time	17.4	15.1	21.3	20.4	19.3	20.8
Unemployed	23.0	13.0	19.1	10.8	13.6	7.1
Not in lab. force	26.4	15.3	31.0	18.2	30.9	17.8
Female						
Full-time	20.9	43.5	19.0	39.9	21.7	41.3
Part-time	16.3	23.2	19.0	28.2	20.7	29.7
Unemployed	11.8	9.2	11.7	7.6	9.7	5.6
Not in lab. force	51.0	24.2	50.2	24.4	47.9	23.5
Persons						
Full-time	26.9	50.1	23.8	45.3	28.9	47.9
Part-time	16.8	19.1	20.2	24.2	20.0	25.2
Unemployed	17.3	11.1	15.4	9.2	11.6	6.4
Not in lab. force	38.9	19.7	40.6	21.3	39.5	20.6
25-29 year-olds						
Male						
Full-time	39.1	71.5	33.5	67.0	40.7	70.8
Part-time	17.9	10.0	18.9	13.6	16.9	11.9
Unemployed	18.7	9.8	16.6	7.8	11.4	4.8
Not in lab. force	24.4	8.7	31.0	11.6	31.1	12.6
Female						
Full-time	20.2	45.9	19.0	45.2	22.4	49.6
Part-time	18.0	20.2	19.2	22.9	19.9	20.9
Unemployed	9.2	5.8	8.8	4.9	8.4	4.2
Not in lab. force	52.6	28.0	53.0	26.9	49.4	25.3
Persons						
Full-time	29.1	58.6	26.0	56.0	31.2	60.2
Part-time	17.9	15.2	19.0	18.3	18.4	16.4
Unemployed	13.7	7.8	12.6	6.3	9.8	4.5
Not in lab. force	39.2	18.4	42.3	19.3	40.6	19.0

NOTES • ABS, 1996, 2001 and 2006 Census of population and housing, adapted from customised tables.



Table A24

Full-time employment by Indigenous status, age , sex and study status, Australia, 1996, 2001 and 2006 (%)

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
All Persons						
15-19 year-olds						
Male	14.4	19.8	12.7	17.1	14.9	19.2
Female	8.9	11.5	8.0	10.5	8.3	10.7
Persons	11.6	15.8	10.4	13.9	11.7	15.1
20-24 year-olds						
Male	33.2	56.6	28.5	50.6	36.1	54.3
Female	20.9	43.5	19.0	39.9	21.7	41.3
Persons	26.9	50.1	23.8	45.3	28.9	47.9
25-29 year-olds						
Male	39.1	71.5	33.5	67.0	40.7	70.8
Female	20.2	45.9	19.0	45.2	22.4	49.6
Persons	29.1	58.6	26.0	56.0	31.2	60.2
Persons not studying full-time						
15-19 year-olds						
Male	23.0	53.4	21.5	49.7	27.4	56.6
Female	15.3	38.1	14.8	37.3	16.0	38.7
Persons	19.3	46.7	18.3	44.3	22.0	48.9
20-24 year-olds						
Male	35.1	67.3	30.3	63.6	38.3	70.0
Female	22.2	52.9	20.2	51.7	23.2	55.6
Persons	28.6	60.2	25.3	57.8	30.7	63.0
25-29 year-olds						
Male	40.4	74.6	35.1	71.1	41.5	76.4
Female	20.6	47.7	19.7	47.7	22.9	53.0
Persons	30.0	61.1	27.2	59.3	32.0	64.6

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Table A25

Full-time employment by Indigenous status, age, sex and state, Persons not in full-time study, Australia, 1996, 2001 and 2006 (%)

		NSW	Vic.	Qld	SA	WA	Tas	NT	ACT	Australia
Males										
15-19 year-olds										
2006	Indigenous	27.4	35.4	33.3	21.7	26.8	46.4	9.2	52.5	27.4
	Non-Indigenous	52.4	54.5	59.6	51.0	67.1	59.5	65.2	54.8	56.6
2001	Indigenous	23.7	26.0	24.2	22.1	22.0	36.0	7.8	33.0	21.5
	Non-Indigenous	50.3	52.3	48.1	46.3	50.7	44.0	52.3	45.1	49.7
1996	Indigenous	23.7	33.4	26.2	21.8	20.4	42.7	12.0	15.7	23.0
	Non-Indigenous	53.8	53.9	53.4	44.9	60.4	48.9	54.5	40.3	53.4
20-24 year-olds										
2006	Indigenous	39.1	48.0	46.4	33.7	34.0	53.2	17.0	51.6	38.3
	Non-Indigenous	67.1	68.6	73.9	67.9	75.6	64.2	70.6	74.7	70.0
2001	Indigenous	34.0	44.3	33.9	26.4	26.0	44.7	13.2	44.6	30.3
	Non-Indigenous	64.0	65.8	62.7	60.4	62.1	55.0	69.2	65.2	63.6
1996	Indigenous	39.8	44.5	39.3	30.0	28.6	52.2	19.7	48.5	35.1
	Non-Indigenous	68.2	67.4	67.3	62.9	68.5	63.3	72.5	65.4	67.3
25-29 year-olds										
2006	Indigenous	44.6	52.2	48.8	31.5	34.9	56.8	21.8	64.3	41.5
	Non-Indigenous	74.4	77.3	78.5	73.0	78.9	71.7	76.2	83.7	76.4
2001	Indigenous	37.6	47.5	38.3	31.5	30.2	49.2	20.8	63.2	35.1
	Non-Indigenous	71.1	73.5	70.7	67.4	69.3	63.0	74.5	75.6	71.1
1996	Indigenous	45.7	49.6	45.6	34.4	33.4	54.8	22.8	66.4	40.4
	Non-Indigenous	74.5	75.4	74.5	71.2	75.9	70.1	80.8	77.4	74.6
Females										
15-19 year-olds										
2006	Indigenous	15.5	19.3	20.5	11.3	16.7	23.9	5.9	33.0	16.0
	Non-Indigenous	36.9	34.5	41.6	32.3	46.7	36.1	49.7	47.7	38.7
2001	Indigenous	17.8	19.9	15.4	11.9	12.2	29.9	7.2	38.5	14.8
	Non-Indigenous	39.4	35.9	36.0	31.3	40.1	33.9	45.0	41.2	37.3
1996	Indigenous	15.9	19.6	16.6	17.7	12.8	37.3	7.0	21.2	15.3
	Non-Indigenous	39.3	36.0	38.0	29.2	45.1	35.9	45.7	34.7	38.1
20-24 year-olds										
2006	Indigenous	24.7	29.5	26.1	19.9	20.5	26.8	13.1	45.2	23.2
	Non-Indigenous	56.2	55.1	55.0	50.6	59.1	46.5	65.4	65.6	55.6
2001	Indigenous	22.6	32.1	20.7	18.0	16.1	28.3	12.3	50.4	20.2
	Non-Indigenous	53.4	54.7	47.9	47.6	49.8	40.5	55.2	61.0	51.7
1996	Indigenous	25.6	33.1	22.5	21.8	17.7	31.2	12.3	50.5	22.2
	Non-Indigenous	55.2	54.1	50.6	46.6	52.3	44.9	56.1	56.2	52.9
25-29 year-olds										
2006	Indigenous	22.6	31.4	27.0	21.6	17.2	29.2	14.4	52.1	22.9
	Non-Indigenous	52.3	55.8	51.9	49.9	51.2	40.6	58.1	69.8	53.0
2001	Indigenous	21.1	27.5	21.8	19.6	14.2	25.4	12.3	40.2	19.7
	Non-Indigenous	48.7	51.7	43.7	42.9	44.6	36.2	52.1	58.7	47.7
1996	Indigenous	21.8	29.3	21.6	19.0	15.5	22.0	16.3	46.9	20.6
	Non-Indigenous	49.2	50.5	45.4	42.4	45.1	36.6	52.5	55.1	47.7

NOTES • ABS, 1996, 2001 and 2006 Census of population and housing, adapted from customised tables.



Table A26

Full-time employment by Indigenous status, age, sex and region, Persons not in full-time study, Australia, 1996, 2001 and 2006 (%)

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Males						
15-19 year-olds						
Main cities	28.1	52.7	28.1	47.9	33.7	53.5
Inner regional	26.9	51.9	24.0	50.2	32.4	59.3
Outer regional	25.2	57.5	22.5	55.0	30.9	64.4
Remote	15.4	63.1	13.9	61.9	13.5	71.8
Total	23.0	53.4	21.5	49.7	27.4	56.6
20-24 year-olds						
Main cities	45.8	67.5	40.8	63.9	48.7	69.4
Inner regional	36.7	63.9	32.1	60.6	41.0	69.6
Outer regional	36.7	69.1	30.1	65.0	37.3	73.5
Remote	22.7	76.9	19.0	70.9	23.9	76.8
Total	35.1	67.3	30.3	63.6	38.3	70.0
25-29 year-olds						
Main cities	51.7	75.2	47.4	72.0	54.3	76.5
Inner regional	44.5	70.9	34.1	67.2	42.3	74.5
Outer regional	39.6	74.3	33.6	71.3	39.8	77.7
Remote	28.3	81.8	24.1	72.3	27.0	83.3
Total	40.4	74.6	35.1	71.1	41.5	76.4
Females						
15-19 year-olds						
Main cities	20.7	39.6	20.6	38.4	22.6	38.7
Inner regional	18.8	34.2	16.9	34.3	17.3	36.3
Outer regional	15.7	36.7	15.1	36.2	14.8	40.8
Remote	9.0	41.6	8.5	41.4	9.2	51.8
Total	15.3	38.1	14.8	37.3	16.0	38.7
20-24 year-olds						
Main cities	31.8	56.0	30.5	55.1	31.6	57.7
Inner regional	22.4	44.3	18.6	42.8	23.7	48.6
Outer regional	20.4	46.1	18.7	43.6	21.9	51.2
Remote	13.5	52.1	12.0	49.9	13.9	58.7
Total	22.2	52.9	20.2	51.7	23.2	55.6
25-29 year-olds						
Main cities	29.3	52.0	27.4	52.0	31.5	56.4
Inner regional	17.4	36.3	19.2	35.5	19.8	40.5
Outer regional	17.8	38.6	18.3	37.0	20.9	45.2
Remote	15.4	42.6	12.5	42.5	16.6	51.6
Total	20.6	47.7	19.7	47.7	22.9	53.0

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Table A27

Full-time employment by Indigenous status, age, sex and educational attainment, Persons not in full-time study, Australia, 1996, 2001 and 2006 (%)

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Males						
15-19 year-olds						
Higher education	—	—	—	—	—	—
Diploma	—	—	—	—	—	—
Certificate	39.8	67.5	51.8	63.4	44.3	69.3
III or IV			57.6	68.7	51.0	74.6
I or II			37.6	49.3	33.8	52.1
not defined			33.6	48.1	15.7	53.0
Year 12			34.9	50.7	42.7	56.5
Year 11 or 10			25.9	52.1	30.3	58.9
Year 9 or below			8.7	30.1	11.6	34.9
No post school qualification	22.7	52.8	20.0	48.6	26.2	55.4
20-24 year-olds						
Higher education	68.9	77.3	59.9	74.7	74.6	75.7
Diploma	65.3	73.8	53.9	68.8	68.1	71.3
Certificate	61.1	79.4	53.7	75.0	63.4	81.0
III or IV			56.7	77.4	68.1	83.3
I or II			41.4	59.4	50.5	65.8
not defined			42.2	60.8	38.8	68.3
Year 12			40.7	62.5	45.0	67.3
Year 11 or 10			28.6	54.0	31.8	61.3
Year 9 or below			10.1	34.1	15.7	44.9
No post school qualification	31.1	61.1	25.6	56.7	31.1	63.4
25-29 year-olds						
Higher education	76.8	84.6	65.6	81.2	68.0	83.8
Diploma	68.1	82.3	65.5	77.7	69.4	81.3
Certificate	67.5	81.5	57.0	77.5	62.3	83.2
III or IV			58.6	78.4	66.2	84.4
I or II			42.0	68.0	44.2	71.7
not defined			53.5	66.5	46.6	74.3
Year 12			41.0	69.3	47.7	72.7
Year 11 or 10			32.2	59.2	34.3	64.1
Year 9 or below			15.0	40.6	17.7	45.9
No post school qualification	34.3	67.1	28.3	62.0	32.8	66.5

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Table A27 continued

Full-time employment by Indigenous status, age , sex and educational attainment, Persons not in full-time study, Australia, 1996, 2001 and 2006 (%)

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Females						
15-19 year-olds						
Higher education	—	—	—	—	—	—
Diploma	—	—	—	—	—	—
Certificate	42.8	52.3	38.6	51.6	34.9	52.2
III or IV			41.3	53.5	40.8	55.8
I or II			38.9	49.1	31.3	46.3
not defined			27.9	49.9	19.1	48.9
Year 12			33.1	43.6	28.8	44.0
Year 11 or 10			13.5	32.0	13.8	31.8
Year 9 or below			3.4	12.9	3.9	14.3
No post school qualification	14.4	36.7	13.4	35.3	13.9	36.2
20-24 year-olds						
Higher education	68.6	72.9	69.9	72.4	72.1	73.7
Diploma	52.3	67.8	50.8	64.0	53.5	65.6
Certificate	43.6	60.1	37.9	57.0	39.6	59.0
III or IV			42.0	57.8	44.7	61.2
I or II			32.3	55.8	30.9	51.5
not defined			34.4	55.7	33.0	58.6
Year 12			32.3	52.1	30.2	52.8
Year 11 or 10			13.2	31.0	13.5	34.0
Year 9 or below			3.8	12.3	5.8	17.1
No post school qualification	18.8	44.4	15.7	41.8	16.4	44.3
25-29 year-olds						
Higher education	65.7	70.5	59.0	68.0	63.2	71.2
Diploma	46.6	59.2	47.8	56.6	47.5	60.1
Certificate	33.1	48.8	34.6	47.1	36.4	48.5
III or IV			35.3	46.6	40.9	49.8
I or II			34.8	47.7	25.3	42.2
not defined			29.6	48.5	33.4	49.4
Year 12			29.2	45.7	28.0	47.1
Year 11 or 10			12.9	26.9	13.2	27.6
Year 9 or below			4.6	13.6	5.4	14.7
No post school qualification	17.1	38.6	14.4	35.2	14.9	37.2

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Table A28

Unemployment rate by Indigenous status, age, sex and study status, Australia, 1996, 2001 and 2006

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
All Persons						
15-19 year-olds						
Male	36.4	19.6	31.8	17.7	25.4	13.7
Female	36.5	17.3	29.0	15.1	25.8	12.4
Persons	36.5	18.5	30.5	16.4	25.6	13.1
20-24 year-olds						
Male	31.3	15.3	27.7	13.2	19.7	8.6
Female	24.2	12.1	23.4	10.0	18.7	7.3
Persons	28.4	13.8	25.9	11.7	19.2	8.0
25-29 year-olds						
Male	24.7	10.7	24.0	8.8	16.5	5.4
Female	19.4	8.1	18.7	6.7	16.6	5.7
Persons	22.5	9.5	21.8	7.9	16.5	5.5
Persons not studying full-time						
15-19 year-olds						
Male	37.3	22.6	32.4	18.9	26.3	13.4
Female	38.9	23.5	30.7	17.8	28.8	14.3
Persons	38.0	23.0	31.7	18.4	27.3	13.8
20-24 year-olds						
Male	31.0	15.2	27.3	12.7	19.6	7.8
Female	23.7	11.8	23.4	9.5	18.9	6.5
Persons	28.1	13.7	25.7	11.2	19.3	7.2
25-29 year-olds						
Male	24.9	10.4	23.5	8.4	16.6	5.0
Female	19.4	7.7	17.8	6.3	16.5	5.2
Persons	22.7	9.2	21.2	7.5	16.5	5.1

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.



Table A29

Unemployment rate by Indigenous status, age, sex and state, Persons not in full-time study, Australia, 1996, 2001 and 2006 (%)

		NSW	Vic.	Qld	SA	WA	Tas	NT	ACT	Australia
Males										
15-19 year-olds										
2006	Indigenous	34.6	32.0	22.3	24.3	20.6	22.6	19.7	16.9	26.3
	Non-Indigenous	15.7	16.3	10.5	16.3	7.8	13.6	6.0	11.9	13.4
2001	Indigenous	38.2	33.8	33.8	25.7	25.6	36.7	20.6	36.9	32.4
	Non-Indigenous	18.5	17.4	19.7	20.2	18.4	27.2	19.8	15.8	18.9
1996	Indigenous	45.6	41.3	37.6	42.5	28.8	32.5	26.3	48.9	37.3
	Non-Indigenous	22.2	23.5	23.0	28.3	16.4	27.2	16.3	24.8	22.6
20-24 year-olds										
2006	Indigenous	25.2	17.6	15.0	22.3	16.9	19.6	20.1	18.9	19.6
	Non-Indigenous	9.3	8.2	6.3	8.2	5.5	11.3	6.0	5.2	7.8
2001	Indigenous	32.3	23.2	27.4	27.3	24.6	30.3	17.4	32.3	27.3
	Non-Indigenous	12.0	11.4	14.2	13.8	13.4	20.0	10.1	9.9	12.7
1996	Indigenous	38.2	30.0	29.0	32.5	27.7	28.0	22.6	31.8	31.0
	Non-Indigenous	14.0	15.6	16.0	18.0	13.8	19.0	12.9	14.9	15.2
25-29 year-olds										
2006	Indigenous	21.4	14.6	12.5	22.0	15.4	15.2	17.0	9.7	16.6
	Non-Indigenous	5.6	5.2	4.2	6.2	3.4	8.2	5.2	2.7	5.0
2001	Indigenous	28.8	20.3	22.6	25.4	24.7	23.3	14.2	10.8	23.5
	Non-Indigenous	7.9	7.6	9.3	9.6	9.4	14.3	5.0	5.6	8.4
1996	Indigenous	29.7	24.1	23.3	23.4	23.7	26.7	20.1	10.9	24.9
	Non-Indigenous	10.1	10.2	11.1	12.6	9.4	14.1	5.6	8.1	10.4
Females										
15-19 year-olds										
2006	Indigenous	35.5	35.8	24.5	27.6	22.8	25.2	28.3	19.4	28.8
	Non-Indigenous	16.2	16.7	11.9	14.5	11.4	16.1	7.5	9.5	14.3
2001	Indigenous	34.9	35.3	31.1	30.4	26.8	25.4	24.0	32.8	30.7
	Non-Indigenous	16.7	19.5	18.4	19.3	16.5	19.2	12.9	12.9	17.8
1996	Indigenous	47.0	41.7	38.4	39.5	31.7	30.1	33.8	23.2	38.9
	Non-Indigenous	23.2	27.3	22.8	26.0	17.9	26.4	15.0	21.1	23.5
20-24 year-olds										
2006	Indigenous	22.2	20.2	18.9	18.5	14.8	14.9	16.3	12.2	18.9
	Non-Indigenous	6.8	7.0	6.1	6.5	5.5	8.8	3.0	3.7	6.5
2001	Indigenous	27.1	17.1	25.0	20.6	21.9	21.7	19.5	10.4	23.4
	Non-Indigenous	8.8	9.4	10.8	10.0	9.0	12.8	6.0	5.7	9.5
1996	Indigenous	27.7	19.7	25.6	22.8	20.8	15.3	20.1	11.3	23.7
	Non-Indigenous	10.7	12.6	12.8	13.2	11.0	14.3	7.6	11.2	11.8
25-29 year-olds										
2006	Indigenous	19.2	16.2	14.1	19.3	13.9	13.8	19.9	8.9	16.5
	Non-Indigenous	6.5	4.8	4.6	4.7	4.6	6.2	2.1	2.1	5.2
2001	Indigenous	21.7	16.4	18.1	16.8	15.1	18.9	11.0	9.0	17.8
	Non-Indigenous	6.2	5.8	7.2	6.6	6.8	7.9	3.6	3.4	6.3
1996	Indigenous	23.2	15.3	20.8	16.4	16.2	16.4	16.9	11.8	19.4
	Non-Indigenous	7.3	8.1	8.1	8.4	7.3	8.9	5.9	5.4	7.7

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

Table A30

Unemployment rate by Indigenous status, age, sex and region, Persons not in full-time study, Australia, 1996, 2001 and 2006

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Males						
15-19 year-olds						
Main cities	44.4	22.2	38.3	18.9	31.4	14.4
Inner regional	47.2	26.0	41.3	20.1	29.9	13.1
Outer regional	39.5	20.2	34.6	18.5	26.7	10.6
Remote	22.5	15.0	17.2	9.2	14.2	5.7
Total	37.3	22.6	32.4	18.9	26.3	13.4
20-24 year-olds						
Main cities	32.0	14.6	30.0	12.1	19.5	7.6
Inner regional	43.7	19.2	35.7	15.5	23.2	8.9
Outer regional	34.6	14.6	31.2	12.9	22.4	7.0
Remote	17.9	7.7	14.6	7.2	14.2	8.3
Total	31.0	15.2	27.3	12.7	19.6	7.8
25-29 year-olds						
Main cities	26.4	9.9	23.4	8.0	14.8	4.8
Inner regional	31.5	13.5	29.9	10.5	19.5	6.5
Outer regional	28.8	10.5	29.6	8.9	21.6	5.1
Remote	16.2	6.2	14.6	4.6	13.0	3.4
Total	24.9	10.4	23.5	8.4	16.6	5.0
Females						
15-19 year-olds						
Main cities	42.2	22.3	36.4	17.3	30.8	14.2
Inner regional	44.8	26.8	36.5	19.7	31.9	15.8
Outer regional	42.5	24.3	32.9	18.3	31.2	13.0
Remote	28.3	18.1	16.6	11.3	20.4	6.5
Total	38.9	23.5	30.7	17.8	28.8	14.3
20-24 year-olds						
Main cities	24.3	11.1	24.1	8.7	18.8	6.2
Inner regional	30.5	15.2	30.6	12.2	23.0	8.2
Outer regional	26.8	12.5	25.9	10.8	20.5	6.9
Remote	16.7	8.2	15.6	6.5	14.1	3.6
Total	23.7	11.8	23.4	9.5	18.9	6.5
25-29 year-olds						
Main cities	17.7	7.2	16.8	5.6	14.2	5.1
Inner regional	29.1	10.2	25.3	8.9	19.6	6.3
Outer regional	22.3	8.3	21.6	8.2	20.8	5.2
Remote	14.3	5.9	10.3	4.0	13.9	2.6
Total	19.4	7.7	17.8	6.3	16.5	5.2

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.



Table A31

Unemployment rate by Indigenous status, age , sex and educational attainment, Persons not in full-time study, Australia, 1996, 2001 and 2006

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Males						
15-19 year-olds						
Higher education	—	—	—	—	—	—
Diploma	39.9	18.0	19.3	14.2	38.8	10.7
Certificate	28.6	15.5	16.0	13.3	20.4	9.8
III or IV			11.6	10.7	16.7	7.8
I or II			28.0	21.7	23.5	17.5
not defined			28.4	19.3	47.2	13.2
Year 12			24.3	13.9	16.2	9.9
Year 11 or 10			32.5	20.1	27.0	14.8
Year 9 or below			41.0	36.2	35.9	29.6
No post school qualification	37.7	23.2	33.7	19.6	26.9	14.1
20-24 year-olds						
Higher education	11.8	7.5	17.3	6.3	4.9	4.8
Diploma	21.8	10.4	12.1	8.4	6.9	6.0
Certificate	21.0	8.7	18.1	7.6	10.7	4.8
III or IV			15.9	6.5	9.2	4.0
I or II			27.2	15.2	18.3	10.5
not defined			26.5	13.6	12.5	8.7
Year 12			19.1	10.7	13.7	6.9
Year 11 or 10			32.5	21.1	24.5	13.6
Year 9 or below			36.5	35.0	33.0	22.0
No post school qualification	37.7	23.2	33.7	19.6	26.9	14.1
25-29 year-olds						
Higher education	10.8	4.4	6.5	3.8	3.1	2.9
Diploma	11.5	5.4	10.3	5.1	3.6	3.2
Certificate	13.8	6.9	14.1	5.7	8.4	3.3
III or IV			12.5	5.2	7.4	2.9
I or II			28.7	10.6	16.0	8.3
not defined			18.3	9.3	7.7	6.2
Year 12			17.7	8.2	12.8	5.2
Year 11 or 10			29.2	16.0	21.8	10.3
Year 9 or below			33.9	25.2	30.6	16.9
No post school qualification	28.1	15.0	27.6	12.9	21.4	8.2

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Table A31 continued

Unemployment rate by Indigenous status, age, sex and educational attainment, Persons not in full-time study, Australia, 1996, 2001 and 2006

	1996		2001		2006	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Females						
15-19 year-olds						
Higher education	—	—	—	—	—	—
Diploma	36.2	13.7	31.0	12.6	0.0	8.6
Certificate	17.8	19.0	23.4	14.1	17.8	10.6
III or IV			23.4	12.8	13.9	9.2
I or II			22.6	16.5	20.0	13.1
not defined			26.2	13.6	28.8	11.0
Year 12			18.7	11.9	18.0	9.0
Year 11 or 10			32.9	23.0	33.0	21.0
Year 9 or below			44.2	42.1	46.4	36.0
No post school qualification	40.1	24.2	31.4	18.6	31.1	15.3
20-24 year-olds						
Higher education	6.5	5.2	5.9	4.0	3.3	3.4
Diploma	14.7	7.5	9.6	5.6	10.0	4.2
Certificate	19.3	10.2	18.2	8.7	13.4	6.3
III or IV			15.7	8.1	12.0	5.6
I or II			19.7	10.0	15.1	8.7
not defined			25.3	9.3	19.2	6.3
Year 12			16.3	8.5	14.7	6.0
Year 11 or 10			31.2	18.6	26.7	14.0
Year 9 or below			36.5	34.2	32.4	24.0
No post school qualification	25.5	15.1	26.3	12.6	22.8	8.9
25-29 year-olds						
Higher education	3.9	3.8	3.5	2.9	1.8	2.9
Diploma	7.2	4.8	9.6	4.4	9.6	3.6
Certificate	19.2	7.4	14.3	6.5	12.7	5.5
III or IV			13.2	6.2	10.3	4.7
I or II			15.8	6.8	20.9	9.1
not defined			15.4	8.7	12.7	5.7
Year 12			13.2	6.3	14.9	5.6
Year 11 or 10			23.3	12.2	20.9	12.1
Year 9 or below			28.5	23.6	33.2	22.1
No post school qualification	21.3	10.2	20.8	9.4	21.1	8.5

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.



Table A32

Participation in CDEP by sex and selected variables: Indigenous Australians aged 15 to 19 years, Australia, 2001 and 2006

Study	2001				2006			
	Male CDEP % of Indigenous	Female % of CDEP						
State of residence								
NSW	3.0	12.5	1.3	8.4	0.8	5.4	0.4	4.7
Vic.	2.1	1.8	1.2	1.6	0.0	0.0	0.0	0.0
Qld	6.6	25.0	4.6	28.1	4.9	30.7	3.2	32.9
SA	7.8	6.5	4.6	6.1	4.1	5.4	1.5	3.3
WA	14.5	28.8	10.0	32.0	8.9	25.3	5.9	27.9
Tas.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NT	14.2	25.4	8.1	23.7	12.6	33.1	7.4	31.3
ACT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	7.1	100.0	4.4	100.0	4.4	100.0	2.7	100.0
Region of residence								
Main cities	1.0	4.3	0.3	2.3	0.0	0.0	0.0	0.5
Inner regional	1.7	5.1	1.2	5.9	0.4	2.3	0.3	2.5
Outer regional	4.4	14.2	2.9	15.3	1.6	7.6	1.0	8.0
Remote	9.8	10.5	5.9	10.5	9.3	17.0	4.6	13.6
Very remote	26.8	66.0	17.3	66.1	23.8	73.1	14.8	75.4
Australia	7.1	100.0	4.4	100.0	4.4	100.0	2.7	100.0
Labour force status								
Full-time employment	6.3	11.3	6.9	12.6	2.7	9.3	3.5	10.8
Part-time employment	37.9	88.7	21.1	87.4	23.4	90.7	11.2	88.7
Unemployed	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.5
Not in lab. force	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	7.1	100.0	4.4	100.0	4.4	100.0	2.7	100.0
Study								
Full-time	0.5	3.3	0.4	3.9	0.1	1.3	0.3	6.2
Part-time	3.6	2.7	2.1	2.3	2.1	2.6	3.2	6.2
Not enrolled	13.0	94.0	8.7	93.8	8.9	96.1	5.4	87.6
Australia	7.1	100.0	4.4	100.0	4.4	100.0	2.7	100.0
Highest educational attainment								
Higher education	—	—	—	—	—	—	—	—
Diploma	—	—	—	—	—	—	—	—
Cert. III or IV	7.2	2.5	0.9	0.3	5.8	4.4	1.5	1.6
Cert. I or II	2.7	0.2	3.2	1.0	5.0	1.1	3.7	2.9
Cert. not defined	7.5	0.4	2.9	0.4	4.3	0.4	0.0	0.0
Year 12	6.5	9.7	3.6	10.9	4.6	11.4	3.5	17.0
Year 11 or 10	10.7	39.6	8.2	48.4	6.4	36.4	4.9	44.1
Year 9 or below	14.1	47.6	8.8	38.7	11.5	46.0	6.2	34.4
Australia	11.1	100.0	7.0	100.0	7.6	100.0	4.7	100.0

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - CDEP is Community Development Employment Projects.
 - 2001 and 2006 measures are not necessarily comparable.
 - 'Australia' includes other territories and migratory areas.
 - 'Highest educational attainment' excludes persons attending school.
 - Missing values for labour force status, study status and highest educational attainment are imputed.

Table A33

Participation in CDEP by sex and selected variables: Indigenous Australians aged 20 to 24 years, Australia, 2001 and 2006

Study	2001				2006			
	Male	Female	Male	Female	Male	Female	Male	Female
	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP
State of residence								
NSW	4.3	10.2	2.1	8.1	1.0	3.7	0.2	1.4
Vic.	2.9	1.6	1.8	1.6	0.2	0.2	0.0	0.0
Qld	11.0	25.7	5.9	24.5	9.0	30.5	5.5	30.8
SA	13.7	6.6	9.4	7.8	7.3	5.3	4.6	5.7
WA	21.3	25.7	12.8	28.3	13.7	22.3	9.9	26.6
Tas.	0.5	0.2	0.5	0.3	0.0	0.0	0.0	0.0
NT	24.3	30.2	13.9	29.5	23.2	37.9	12.8	35.4
ACT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	11.7	100.0	6.8	100.0	8.0	100.0	4.9	100.0
Region of residence								
Main cities	0.7	2.0	0.4	1.9	0.0	0.0	0.0	0.0
Inner regional	2.9	4.7	1.6	4.1	0.9	2.5	0.5	1.8
Outer regional	7.8	13.9	3.6	11.6	3.1	7.5	2.0	8.0
Remote	14.3	10.1	6.1	7.3	14.0	14.4	7.5	13.5
Very remote	39.9	69.3	25.0	75.1	36.1	75.5	22.0	76.6
Australia	11.7	100.0	6.8	100.0	8.0	100.0	4.9	100.0
Labour force status								
Full-time employment	6.6	16.0	6.5	18.2	3.7	16.8	3.5	15.6
Part-time employment	46.1	84.0	29.1	81.8	34.4	83.0	20.0	84.4
Unemployed	0.0	0.0	0.0	0.0	0.1	0.2	0.0	0.0
Not in lab. force	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	11.7	100.0	6.8	100.0	8.0	100.0	4.9	100.0
Study								
Full-time	5.5	3.8	2.5	3.5	2.0	1.9	1.8	3.3
Part-time	4.0	1.7	5.0	4.1	4.5	2.9	2.5	3.0
Not enrolled	12.7	94.5	7.4	92.4	8.7	95.2	5.4	93.7
Australia	11.7	100.0	6.8	100.0	8.0	100.0	4.9	100.0
Highest educational attainment								
Higher education	0.1	0.0	0.8	0.3	0.0	0.0	0.6	0.3
Diploma	0.0	0.0	1.9	0.6	0.0	0.0	0.0	0.0
Cert. III or IV	3.5	3.1	1.8	1.7	3.7	6.6	1.1	2.6
Cert. I or II	0.0	0.0	4.2	2.3	5.4	2.0	3.0	3.2
Cert. not defined	9.0	0.7	2.7	0.5	7.4	1.2	1.7	0.7
Year 12	6.8	13.4	4.1	15.3	4.3	13.2	3.5	17.6
Year 11 or 10	13.0	37.9	8.0	43.1	9.0	36.7	6.2	40.4
Year 9 or below	19.9	44.9	11.0	36.1	15.0	40.2	9.0	35.1
Australia	11.7	100.0	6.8	100.0	8.0	100.0	4.9	100.0

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - CDEP is the Community Development Employment Projects.
 - 2001 and 2006 measures are not necessarily comparable.
 - 'Australia' includes other territories and migratory areas.
 - 'Highest educational attainment' excludes persons attending school.
 - Missing values for labour force status, study status and highest educational attainment are imputed.



Table A34

Participation in CDEP by sex and selected variables: Indigenous Australians aged 25 to 29 years, Australia, 2001 and 2006

Study	2001				2006			
	Male		Female		Male		Female	
	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP	CDEP % of Indigenous	% of CDEP
State of residence								
NSW	2.9	7.6	1.5	6.4	0.8	2.7	0.2	1.3
Vic.	1.5	0.9	0.3	0.3	0.3	0.3	0.0	0.0
Qld	10.5	28.0	6.6	29.6	7.5	27.1	5.7	32.2
SA	11.8	6.6	7.5	6.8	5.8	3.9	4.1	4.8
WA	17.5	24.2	11.1	24.7	13.5	24.2	10.0	27.0
TAS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NT	23.3	32.7	14.8	32.2	23.1	41.6	11.9	34.6
ACT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	10.5	100.0	6.3	100.0	7.8	100.0	5.0	100.0
Region of residence								
Main cities	0.2	0.5	0.1	0.6	0.0	0.0	0.0	0.0
Inner regional	2.6	4.6	1.6	4.6	0.8	2.1	0.2	0.9
Outer regional	5.8	11.7	3.1	10.9	2.3	5.8	1.4	6.2
Remote	13.7	11.5	7.2	9.4	10.4	11.6	7.2	13.8
Very remote	37.4	71.6	24.6	74.5	35.2	80.5	21.8	79.1
Australia	10.5	100.0	6.3	100.0	7.8	100.0	5.0	100.0
Labour force status								
Full-time employment	6.5	20.9	6.7	20.2	3.3	16.9	3.9	17.7
Part-time employment	43.9	79.1	26.3	79.8	38.6	83.1	20.5	82.3
Unemployed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not in lab. force	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Australia	10.5	100.0	6.3	100.0	7.8	100.0	5.0	100.0
Study								
Full-time	4.1	2.2	3.7	3.7	2.5	1.1	2.4	2.5
Part-time	10.9	4.4	4.0	3.5	2.9	1.3	2.6	3.0
Not enrolled	10.8	93.4	6.7	92.8	8.2	97.6	5.3	94.5
Australia	10.5	100.0	6.3	100.0	7.8	100.0	5.0	100.0
Highest educational attainment								
Higher education	1.5	0.4	0.4	0.3	0.0	0.0	0.5	0.6
Diploma	1.7	0.4	1.4	0.8	0.1	0.0	1.6	1.3
Cert. III or IV	4.4	6.4	1.9	1.8	3.4	8.2	3.0	7.3
Cert. I or II	2.5	0.4	2.5	1.5	11.2	3.9	5.2	4.4
Cert. not defined	10.8	0.6	8.2	1.2	8.0	1.7	3.6	1.7
Year 12	6.3	11.6	4.5	14.3	4.9	11.4	3.4	13.1
Year 11 or 10	12.6	38.6	6.5	38.6	8.7	36.0	6.0	39.0
Year 9 or below	16.6	41.6	11.3	41.5	14.6	38.7	8.1	32.6
Australia	10.5	100.0	6.3	100.0	7.8	100.0	5.0	100.0

- NOTES
- ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.
 - CDEP is the Community Development Employment Projects.
 - 2001 and 2006 measures are not necessarily comparable.
 - 'Australia' includes other territories and migratory areas.
 - 'Highest educational attainment' excludes persons attending school.
 - Missing values for labour force status, study status and highest educational attainment are imputed.

Table A35

Projected labour force participation and unemployment rates without CDEP by sex and region: Indigenous Australians aged 15 to 19 years, Australia, 2006

Region	Male				Female			
	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous
Main cities								
Full-time employment	16.9	16.9	16.9	16.4	10.2	10.2	10.2	9.8
Part-time employment	14.8	14.8	14.8	25.1	22.9	22.9	22.9	36.9
Unemployed	13.2	13.2	13.2	7.2	11.8	11.8	11.8	6.6
Not in lab. force	55.1	55.1	55.1	51.3	55.1	55.1	55.1	46.7
Inner regional								
Full-time employment	16.8	16.8	16.8	23.3	8.3	8.3	8.4	11.3
Part-time employment	16.0	15.6	15.7	24.6	23.3	23.0	23.1	37.8
Unemployed	12.7	12.8	12.7	7.1	12.1	12.2	12.2	7.8
Not in lab. force	54.5	54.9	54.8	45.0	56.2	56.4	56.4	43.1
Outer regional								
Full-time employment	15.3	15.2	15.4	27.9	6.9	6.9	7.0	13.9
Part-time employment	15.3	13.9	14.1	23.0	19.5	18.5	18.7	36.3
Unemployed	10.6	10.8	10.7	5.7	9.7	9.7	9.7	5.9
Not in lab. force	58.8	60.1	59.7	43.4	63.9	64.8	64.6	43.9
Remote								
Full-time employment	12.7	12.4	13.7	38.8	9.9	9.5	10.0	22.0
Part-time employment	18.2	9.1	10.0	19.9	18.4	14.1	14.8	35.7
Unemployed	7.0	8.0	7.7	4.1	7.6	8.1	8.0	4.5
Not in lab. force	62.1	70.5	68.5	37.2	64.1	68.2	67.2	37.8
Very remote								
Full-time employment	7.4	4.8	6.3	51.8	4.8	3.0	3.5	37.4
Part-time employment	25.8	4.6	6.1	16.7	19.0	6.1	7.1	26.3
Unemployed	4.7	6.3	6.1	2.9	6.2	7.4	7.2	3.5
Not in lab. force	62.1	84.2	81.5	28.6	70.0	83.6	82.1	32.7
Australia								
Full-time employment	14.9	14.5	15.2	19.2	8.3	8.0	8.2	10.7
Part-time employment	16.9	13.0	13.6	24.7	21.3	18.9	19.5	37.0
Unemployed	10.9	11.6	11.4	7.0	10.3	10.7	10.6	6.7
Not in lab. force	57.2	60.9	59.9	49.1	60.1	62.4	61.7	45.6
Unemployment rates								
Main cities	29.4	29.4	29.4	14.7	26.3	26.4	26.4	12.4
Inner regional	27.9	28.3	28.2	12.9	27.7	28.0	27.9	13.6
Outer regional	25.6	27.1	26.7	10.1	26.8	27.7	27.4	10.5
Remote	18.5	27.0	24.6	6.6	21.3	25.5	24.4	7.2
Very remote	12.3	40.1	33.0	4.1	20.5	44.8	40.5	5.2
Australia	25.4	29.6	28.3	13.7	25.8	28.4	27.6	12.4

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- CDEP is Community Development Employment Projects.
- 'Australia' includes other territories and migratory areas.
- Missing values for labour force status are imputed.
- 'Indigenous w/o CDEP (1)' allocates CDEP proportionately between 'Unemployed' and 'Not in the labour force'.
- 'Indigenous w/o CDEP (2)' allocates CDEP proportionately among all labour force categories.



Table A36

Projected labour force participation and unemployment rates without CDEP by sex and region: Indigenous Australians aged 20 to 24 years, Australia, 2006

Region	Male				Female			
	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous
Main cities								
Full-time employment	44.2	44.2	44.2	50.9	27.8	27.8	27.8	40.7
Part-time employment	15.3	15.3	15.3	22.8	20.7	20.7	20.7	30.5
Unemployed	14.8	14.8	14.8	7.0	10.8	10.8	10.8	5.5
Not in lab. force	25.8	25.8	25.8	19.3	40.8	40.8	40.8	23.3
Inner regional								
Full-time employment	38.1	37.9	38.3	60.6	21.8	21.7	21.8	40.1
Part-time employment	14.6	13.9	14.0	16.5	19.3	19.0	19.1	28.7
Unemployed	15.8	16.2	16.0	8.0	12.1	12.1	12.1	6.5
Not in lab. force	31.4	32.1	31.7	14.8	46.8	47.1	47.0	24.8
Outer regional								
Full-time employment	35.7	35.6	36.8	69.8	21.1	20.9	21.4	46.8
Part-time employment	16.6	13.5	14.0	12.2	18.9	17.0	17.3	24.0
Unemployed	15.0	16.0	15.5	6.3	10.5	10.9	10.8	5.3
Not in lab. force	32.7	34.9	33.8	11.7	49.5	51.2	50.5	24.0
Remote								
Full-time employment	29.6	27.1	31.5	73.2	17.6	16.1	17.5	54.9
Part-time employment	22.2	10.9	12.6	9.6	19.6	13.6	14.7	25.4
Unemployed	10.9	13.8	12.4	10.9	6.6	7.4	7.1	2.8
Not in lab. force	37.4	48.2	43.4	6.3	56.2	62.9	60.7	17.0
Very remote								
Full-time employment	20.7	14.2	22.3	81.0	11.9	8.5	10.9	63.0
Part-time employment	35.6	5.9	9.3	8.8	25.0	6.4	8.2	16.4
Unemployed	8.0	14.7	12.6	2.1	5.5	7.4	7.1	2.9
Not in lab. force	35.7	65.2	55.9	8.1	57.6	77.7	73.9	17.8
Australia								
Full-time employment	36.1	34.8	37.8	54.3	21.7	20.9	22.0	41.3
Part-time employment	19.3	12.7	13.8	20.8	20.7	16.5	17.4	29.7
Unemployed	13.6	16.0	14.7	7.1	9.7	10.6	10.2	5.6
Not in lab. force	30.9	36.5	33.6	17.8	47.9	52.0	50.4	23.5
Unemployment rates								
Main cities	19.9	19.9	19.9	8.6	18.2	18.2	18.2	7.2
Inner regional	23.1	23.8	23.4	9.4	22.6	23.0	22.8	8.6
Outer regional	22.3	24.5	23.4	7.2	20.9	22.3	21.8	7.0
Remote	17.3	26.6	21.9	11.7	15.1	19.9	18.2	3.4
Very remote	12.5	42.1	28.5	2.3	13.0	33.3	27.0	3.5
Australia	19.7	25.2	22.2	8.6	18.7	22.0	20.6	7.3

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- CDEP is Community Development Employment Projects.
- 'Australia' includes other territories and migratory areas.
- Missing values for labour force status are imputed.
- 'Indigenous w/o CDEP (1)' allocates CDEP proportionately between 'Unemployed' and 'Not in the labour force'.
- 'Indigenous w/o CDEP (2)' allocates CDEP proportionately among all labour force categories.

Table A37

Projected labour force participation and unemployment rates without CDEP by sex and region: Indigenous Australians aged 25 to 29 years, Australia, 2006

Region	Male				Female			
	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous	Indigenous	Indigenous w/o CDEP(1)	Indigenous w/o CDEP(2)	Non-Indigenous
Main cities								
Full-time employment	52.5	52.5	52.5	69.7	30.1	30.1	30.1	52.2
Part-time employment	11.5	11.5	11.5	12.4	17.7	17.7	17.7	19.5
Unemployed	11.0	11.0	11.0	4.6	8.1	8.1	8.1	4.3
Not in lab. force	25.0	25.0	25.0	13.4	44.1	44.1	44.1	24.0
Inner regional								
Full-time employment	41.0	40.9	41.3	71.6	18.9	18.8	18.8	38.9
Part-time employment	12.1	11.4	11.5	10.8	20.2	20.1	20.2	26.0
Unemployed	13.0	13.2	13.1	5.9	9.7	9.8	9.8	4.6
Not in lab. force	33.9	34.5	34.1	11.7	51.1	51.3	51.3	30.5
Outer regional								
Full-time employment	38.8	38.5	39.4	76.3	20.3	20.2	20.5	44.1
Part-time employment	14.0	12.1	12.4	9.4	18.6	17.2	17.5	23.6
Unemployed	14.6	15.3	14.9	4.7	10.3	10.6	10.5	3.9
Not in lab. force	32.6	34.2	33.4	9.6	50.8	52.0	51.5	28.4
Remote								
Full-time employment	34.9	33.8	37.8	83.8	22.3	20.0	21.6	49.0
Part-time employment	18.7	9.4	10.5	7.6	17.9	13.0	14.0	26.0
Unemployed	10.6	12.9	11.8	4.4	6.4	7.2	6.9	1.9
Not in lab. force	35.8	43.9	40.0	4.3	53.4	59.9	57.6	23.2
Very remote								
Full-time employment	23.2	16.9	26.1	80.7	14.0	10.5	13.5	56.7
Part-time employment	34.6	5.7	8.8	14.0	25.9	7.5	9.7	21.0
Unemployed	7.1	13.0	11.0	1.7	6.4	8.7	8.2	2.1
Not in lab. force	35.1	64.3	54.1	3.6	53.7	73.2	68.7	20.1
Australia								
Full-time employment	40.7	39.3	42.7	70.8	22.4	21.5	22.6	49.6
Part-time employment	16.9	10.4	11.3	11.9	19.9	15.8	16.6	20.9
Unemployed	11.4	13.5	12.3	4.8	8.4	9.1	8.8	4.2
Not in lab. force	31.1	36.8	33.7	12.6	49.4	53.6	52.0	25.3
Unemployment rates								
Main cities	14.6	14.6	14.6	5.3	14.4	14.4	14.4	5.6
Inner regional	19.6	20.2	19.9	6.7	19.9	20.1	20.0	6.6
Outer regional	21.6	23.2	22.3	5.2	21.0	22.0	21.6	5.4
Remote	16.4	23.0	19.6	4.5	13.7	17.8	16.2	2.5
Very remote	10.9	36.5	23.9	1.8	13.8	32.5	26.1	2.6
Australia	16.5	21.3	18.6	5.4	16.6	19.6	18.4	5.7

NOTES • ABS, 1996, 2001 and 2006 *Census of population and housing*, adapted from customised tables.

- CDEP is Community Development Employment Projects.
- 'Australia' includes other territories and migratory areas.
- Missing values for labour force status are imputed.
- 'Indigenous w/o CDEP (1)' allocates CDEP proportionately between 'Unemployed' and 'Not in the labour force'.
- 'Indigenous w/o CDEP (2)' allocates CDEP proportionately among all labour force categories.



Table A38

Percent of population in prison by Indigenous status, age, sex, Australia, 2000-2007

	2000	2001	2002	2003	2004	2005	2006	2007
INDIGENOUS								
Male %								
18 years	2.3	2.1	1.6	2.3	na	na	2.0	1.9
19 years	3.9	3.8	3.2	3.0	na	na	3.6	3.7
20-24 years	5.4	5.3	5.3	5.0	na	na	5.1	5.4
25-29 years	5.4	5.8	5.6	5.9	na	na	6.4	6.7
Female %								
18 years	0.1	0.2	0.2	0.2	na	na	0.2	0.1
19 years	0.4	0.3	0.4	0.3	na	na	0.3	0.3
20-24 years	0.5	0.6	0.5	0.5	na	na	0.5	0.6
25-29 years	0.5	0.5	0.6	0.6	na	na	0.6	0.7
Persons %								
18 years	1.2	1.1	0.9	1.3	0.9	0.9	1.1	1.0
19 years	2.2	2.1	1.8	1.7	1.7	1.8	2.0	2.0
20-24 years	2.9	3.0	2.9	2.7	2.8	2.9	2.8	3.0
25-29 years	2.9	3.1	3.0	3.2	3.2	3.4	3.5	3.7
ALL PERSONS								
Male %								
18 years	0.2	0.2	0.2	0.2	na	na	0.2	0.2
19 years	0.4	0.4	0.4	0.3	na	na	0.3	0.4
20-24 years	0.6	0.6	0.6	0.6	na	na	0.5	0.6
25-29 years	0.6	0.6	0.6	0.7	na	na	0.7	0.7
Female %								
18 years	0.0	0.0	0.0	0.0	na	na	0.0	0.0
19 years	0.0	0.0	0.0	0.0	na	na	0.0	0.0
20-24 years	0.0	0.1	0.1	0.0	na	na	0.0	0.0
25-29 years	0.0	0.0	0.0	0.1	na	na	0.1	0.1
Persons %								
18 years	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
19 years	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
20-24 years	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
25-29 years	0.3	0.3	0.3	0.4	0.3	0.4	0.4	0.4
RATIO								
Male								
18 years	10.0	9.0	9.1	12.9	na	na	11.8	10.5
19 years	9.4	9.2	8.7	9.0	na	na	10.6	10.2
20-24 years	8.7	8.7	8.5	8.5	na	na	9.5	9.5
25-29 years	9.0	9.4	8.8	9.0	na	na	9.7	10.0
Female								
18 years	5.8	12.7	15.8	19.8	na	na	14.3	7.7
19 years	11.3	12.2	13.8	10.9	na	na	13.1	16.1
20-24 years	9.2	10.6	10.0	10.3	na	na	13.5	15.7
25-29 years	10.9	11.7	11.1	10.5	na	na	11.5	12.9
Persons								
18 years	9.7	9.1	9.4	13.2	9.6	10.9	11.9	10.8
19 years	9.5	9.3	9.0	9.0	10.1	10.2	10.8	10.9
20-24 years	8.6	8.7	8.6	8.5	8.8	9.5	9.6	10.1
25-29 years	8.9	9.3	8.8	9.0	9.2	9.4	9.7	10.2

NOTES • ABS, *Prisoners in Australia* 4517.0 and associated data cubes for various years.

Table A39

Age standardised imprisonment rates by Indigenous status and state or territory, 2000 to 2007

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Indigenous %									
2000	1.4	0.7	1.2	1.2	2.1	0.3	0.9	0.6	1.3
2001	1.4	0.7	1.2	1.2	2.1	0.3	1.0	0.8	1.3
2002	1.5	0.7	1.2	1.2	1.7	0.4	1.0	0.9	1.3
2003	1.6	0.8	1.2	1.2	2.0	0.4	1.3	0.6	1.4
2004	1.6	0.8	1.2	1.2	2.4	0.5	1.2	0.9	1.4
2005	1.7	1.0	1.3	1.3	2.7	0.6	1.4	0.8	1.6
2006	1.9	0.9	1.5	1.5	2.7	0.4	1.4	0.8	1.7
2007	2.0	1.0	1.4	1.8	3.1	0.5	1.6	0.7	1.8
Non-Indigenous %									
2000	0.3	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1
2001	0.2	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1
2002	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
2003	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
2004	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
2005	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
2006	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
2007	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Ratio									
2000	5.3	7.8	8.6	12.6	13.3	2.9	4.0	6.8	9.9
2001	9.0	8.0	9.6	12.2	14.3	3.3	4.4	10.7	10.4
2002	10.4	8.2	9.5	12.2	12.5	3.8	5.6	10.7	10.5
2003	11.0	8.3	8.5	12.1	14.9	3.2	9.2	6.7	11.0
2004	10.2	8.9	8.5	12.2	17.3	3.9	8.6	9.8	11.2
2005	10.5	10.8	9.5	13.2	18.7	3.7	10.7	8.8	12.1
2006	12.3	9.7	10.6	12.5	18.4	2.9	12.3	11.2	12.9
2007	12.3	9.9	10.3	14.7	21.1	3.7	13.7	8.4	13.4

NOTES • Adapted from Table 17, ABS *Prisoners Australia* 4517.0.

• Prisoners sentenced in ACT courts but held in NSW jails are included in values for the ACT.

• A range of caveats applies to the values in this table as the scope of prisoners included in the collection has changed over time and the quality of collection of information about Indigenous status is variable. See ABS *Prisoners Australia* 4517.0 for details.