



**EDUCATION
AND LEARNING**

Women in NSW
Report Series 2016

**EXPLANATORY
NOTES**

Topic	Indicator	Measure	Explanatory Notes	Data Source
A profile of women in NSW	How many are we?	Total number of women and men in NSW	Total number of women and men who reside in the state of NSW.	Australian Bureau of Statistics (2016), <i>Australian Demographic Statistics, Dec 2015</i> , Cat no. 3101.0. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0
	Where do we live?	Distribution of the NSW population by remoteness	Remoteness areas are based on the Accessibility/Remoteness Index of Australia Plus (ARIA plus). This is a remoteness index value based on road distance to major service centre (GISCA 2011). The service centre categories are based on population size. The level of service provision is assumed to be greater for regions with larger population sizes. ARIA scores are based over 20,000 such localities throughout Australia. Remoteness areas are classified as <i>Major cities, Inner regional or Outer regional</i> (these two are referred to as <i>Regional</i> when taken together); <i>Remote</i> and <i>Very remote</i> (<i>Remote</i> when the last two are taken together).	Centre for Epidemiology and Evidence (2016) HealthStats NSW, <i>Population by remoteness from service centres and sex</i> , NSW, 2014. Visit http://www.healthstats.nsw.gov.au/Indicator/dem_pop_aria
	How old are we?	Distribution of the NSW population by remoteness	Age groups are shown in 10-year groups with those aged 80 years and older categorised into one group.	Australian Bureau of Statistics (2016), <i>Australian Demographic Statistics, Dec 2015</i> , Cat no. 3101.0. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0
Early childhood education and transition to school	Early childhood education	Proportion and number of children attending an early childhood education program in the year before beginning primary school, who are girls	Reports on the number of children enrolled in an early childhood education program in NSW in 2015, and the proportion of enrolled children who are girls. This includes early childhood education services provided by government and non-government organisations. Numbers (rather than the proportion) of children attending early childhood education are presented for this indicator due to difficulties with using different sources for the numerator and denominator.	Australian Institute of Health and Welfare (2016), Children's Headline Indicators. Visit www.aihw.gov.au/chi/ AIHW Source Data: Australian Bureau of Statistics (2016). ABS TableBuilder Cat. No. 4240.0.55.003 - Microdata: Preschool Education, Australia, 2015. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0.55.003
	Transition to primary school	Proportion of Kindergarten children classified as 'developmentally vulnerable' on one or more domains of the Australian Early Development Census	The Australian Early Development Census (AEDC) is completed every three years for students during their first year of school, and provides insight into the learning and development needs of young children. Children are tested across five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. The census is completed by each child's school teacher. Children are classified as either 'developmentally on track', 'developmentally at risk' or 'developmentally vulnerable' for each domain. Scores obtained from the first National 2009 census were used to establish 'cut off' score reference points for future collections. These have remained the same across the three collection cycles. Children with scores below the 10th percentile are classified as 'developmentally vulnerable'.	Australian Institute of Health and Welfare (2016), Children's Headline Indicators. Visit www.aihw.gov.au/chi/ AIHW Source Data: Australian Bureau of Statistics (2016). ABS TableBuilder Cat. No. 4240.0.55.003 - Microdata: Preschool Education, Australia, 2015. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0.55.003

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	Kindergarten (pre-year 1)	Proportion of Kindergarten school students in each age group (NSW government and non-government schools)	A child can start Kindergarten at the beginning of the school year if they turn five on or before the 31st July in that year. All children must be enrolled by their sixth birthday. The age reference date for this indicator is 1 July 2015. This indicator reports the count of children in Kindergarten in 2015 at each age and does not uniquely identify those children who may be repeating.	Australian Bureau of Statistics (2015), Schools, Australia, 2015, Cat. No. 4221.0. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0
Primary and secondary education	NAPLAN (Year 3, 5, 7 and 9)	Gender gap in NAPLAN numeracy and reading test results	National Assessment Program - Literacy and Numeracy (NAPLAN) tests are conducted in May for all students across Australia in Years 3, 5, 7 and 9. All students in the same school Year level are assessed on the same test items in the domains of numeracy, reading, spelling, writing, and grammar and punctuation. NAPLAN results are reported as scaled scores for each test domain. The mean score is the average score reported for students in NSW for each test domain, by gender. The gender gap is the difference in the mean score points between girls and boys in each school Year. The National Minimum Standard represents the minimum standards in numeracy or reading for a given year, below which students will have difficulty progressing satisfactorily at school.	Australian Curriculum, Assessment and Reporting Authority (2015), NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National report for 2015, ACARA Sydney. Visit http://www.nap.edu.au/
	School attendance rates	Average attendance rate for students in Years 1 to 10 in Semester 1, 2014 (NSW government schools)	In NSW, the government school attendance rate is calculated as [(1 minus absences, divided by enrolled days) multiplied to 100] (definition by the Centre for Education Statistics and Evaluation). Government schools report the Semester 1 (Terms 1 and 2) attendance rates. This is the time period specified for national reporting in the National Education Agreements between the Commonwealth, and State and Territory governments.	Centre for Education Statistics and Evaluation (2016), Attendance Rates, NSW Government Schools. Unpublished data, obtained May 2016. Visit https://data.cese.nsw.gov.au/data/group/attendance--retention
Years 10, 11 and 12 courses	VET in Schools	Proportion of school students who enrolled in a VET course during Years 11 and 12 (NSW government and non-government schools)	This indicator reports the proportion of student enrolments in board-developed and board-endorsed VET courses. The proportion of students enrolled in a VET course is calculated as the number of female or male students who enrolled in a VET course as a proportion of the total female or male course enrolments in that school Year. The proportion is calculated using the actual (unweighted) student course enrolment numbers. VET courses are dual credited and contribute towards a student's total pattern of study for the HSC, and students are issued with an AQF credential.	Board of Studies, Teaching and Educational Standards NSW (2016), HSC Course Completions. Unpublished data, obtained September 2016.. Visit http://www.boardofstudies.nsw.edu.au/

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	Science, Technology, Engineering and Mathematics (STEM) course enrolments	Proportion of student course enrolments in key learning areas in Years 10, 11 and 12 (NSW government schools)	The proportion of enrolments in each key learning area are estimated by calculating the number of enrolments in a board-developed course, expressed as a percentage of the total number of enrolments in all board-developed courses. The number of enrolments in each key learning area are weighted according to the course unit value. Two unit courses are used as the standard. There are three STEM key learning areas: Mathematics, Technology and Applied Studies and Science. There are five non-STEM key learning areas: English, Human Society and its Environment, Languages, Creative Arts, and Personal Development, Health and Physical Education. VET and Life Skills courses are excluded from this analysis as they are additional to the key learning area fields of study.	Centre for Education Statistics and Evaluation, NSW Education Datahub. Visit https://data.cese.nsw.gov.au/data/group/subject--course-enrolment
	High School Certificate (HSC) STEM course completions	Proportion of student HSC completions in board developed STEM courses (NSW government and non-government schools)	In NSW, there are three STEM key learning areas: Mathematics, Technology and Applied Studies, and Science. Within these key learning areas, there are 22 separate board developed HSC courses. Hospitality has been excluded from this analysis.	Board of Studies, Teaching and Educational Standards NSW (2016), HSC Course Completions. Unpublished data, obtained March 2016. Visit http://www.boardofstudies.nsw.edu.au/
Year 10, 11 and 12 retention and completion	Retention rates (Year 10 to 12)	Proportion of NSW school students who remained at school between Years 10 and 12 (NSW government and non-government schools)	This indicator reports the proportion of students who remain in school from Year 10 to Year 12. Apparent retention rates do not track individual students through their final years of secondary schooling. Instead they measure the ratio of the total number of full-time students in a designated Year (eg. Year 12 in 2015) divided by the total number of full-time students in a previous Year (eg. Year 10 in 2013). The calculation is based on the Australian Bureau of Statistics 'Apparent Retention Rate' measure. The rate is reported for 'All students' and for 'Aboriginal students'. Apparent retention rates can be affected by a range of factors including students enrolled in Year 12 on a part-time basis or repeating a year; movement of students between states and between school sectors; impact of full-fee paying overseas students; varying enrolment patterns in which students choose to complete their secondary schooling at TAFE NSW.	Australian Bureau of Statistics (2015), Schools, Australia, 2015, Cat. No. 4221.0. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0
	Secondary school completion	Proportion of potential Year 12 student population who achieved a NSW Higher School Certificate award from 2010 to 2014 (NSW government and non-government schools)	Completion rates are estimated by calculating the number of NSW students who meet the requirements of a Year 12 certificate (HSC) expressed as a percentage of the potential Year 12 population in NSW. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population aged 15 to 19, divided by five. The completion rate is reported by socioeconomic status (SES) and remoteness. SES is calculated as: Low SES is the average of the three lowest deciles, and high SES is the average of the three highest deciles. The ABS Postal Area Index of Relative Socioeconomic Disadvantage was used to calculate SES on the basis of student home address. Remoteness geolocations were based on the agreed Education Council geographic locations.	Board of Studies, Teaching and Educational Standards NSW (2016), HSC Course Completions, 2015. Unpublished data, obtained March 2016. Visit http://www.boardofstudies.nsw.edu.au/

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	Self-reported reasons for leaving school early	Main reason for leaving school early reported by NSW secondary school early school leavers (NSW government and non-government schools)	A cross-sectional interview was undertaken with school students who left secondary school before completing Year 12 in 2014 (early school leavers). Early school leavers were asked to provide the main reasons for why they left school early.	Myers, P., Vickers, N., Ward, A., Ramazanov, A., Honey, N., Challice, G., & Davis, M. (2015). NSW Secondary Students' Post-School Destinations and Expectations: 2015 Annual Report. The Social Research Centre: Melbourne. Visit https://www.cese.nsw.gov.au/publications-filter/annual-report-nsw-secondary-students-post-school-destinations-and-expectations-2015
	Main post-school destination	Main post school destination of NSW school students early school leavers, and Year 12 completers (NSW government and non-government schools)	A cross-sectional interview was undertaken with school students who left secondary school before completing Year 12 in 2014 (early school leavers), and students who completed Year 12 in 2014 (Year 12 completers). Students were asked to identify their main post-school destination. The response category groupings were: Bachelor Degree, VET Certificate (VET Certificate IV+ and VET Certificate I-III), Apprenticeship or Traineeship, Employed full-time or part-time, and Looking for work, not employed and/or not studying. This classification system prioritised educational-related post-school destinations over participation in employment.	Myers, P., Vickers, N., Ward, A., Ramazanov, A., Honey, N., Challice, G., & Davis, M. (2015). NSW Secondary Students' Post-School Destinations and Expectations: 2015 Annual Report. The Social Research Centre: Melbourne. Visit https://www.cese.nsw.gov.au/publications-filter/annual-report-nsw-secondary-students-post-school-destinations-and-expectations-2015
Vocational education and training	VET training and participation	Proportion of NSW population aged 15-64 years who participated in a government-funded vocational education and training course	Reports on the proportion of NSW women and men who participated in government-funded vocational education and training (VET) in NSW in 2015. Government-funded VET includes training delivered by TAFE and other government VET providers, multi-sector and other higher education institutions and the publically-funded component of VET delivered by community education and registered providers. Participation rates are derived by calculating student numbers in the age group as a percentage of the estimated residential population aged 15-64 years. Figures are based on ABS population figures (catalogue number 3101.0). The proportion of women's enrolments who were Aboriginal or women born overseas were also reported.	National Centre for Vocational Education Research (NCVER) (2016), <i>Students 2003-2015</i> . Unpublished data, obtained July 2016. Visit https://www.ncver.edu.au/data/collection/students-and-courses
	Qualifications at Certificate III and above	Proportion of NSW population aged 20 to 64 years who hold qualifications at AQF Certificate III and above.	Certificate III is regarded as a minimum non-school qualification. The Certificate III and above classification includes degree-level qualifications. The proportion of the population with qualifications are also reported by remoteness.	Australian Bureau of Statistics (2015), Education and Work, 2015, Cat. No. 6227.0. Visit http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6227.0/

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	Apprenticeships and traineeships	Proportion of persons commencing or completing an apprenticeship or traineeship in NSW, who are women	<p>Apprentices are trained in a skilled trade (such as electrical, plumbing or automotive). Apprenticeships are typically 3-4 years in duration and upon completion, apprentices become a qualified tradesperson. Trainees are trained in vocational areas (such as office administration or tourism). Traineeships are typically 1-2 years in duration and upon successful completion, a trainee will receive qualification in their chosen vocational area. The proportion of women's enrolments are also reported by the students Aboriginality and remoteness.</p> <p>Technical and trade occupation apprentices and trainees are people whose apprenticeship or traineeship is a Major Group 3 (Technician and Trades Workers) in the <i>Australian and New Zealand Standard Classification of Occupation</i>. There are eight apprenticeship and traineeship major occupation groups: Managers, Professionals, Technicians and trades workers, Community and personal service workers, Clerical and administrative workers, Sales workers, Machinery operators and drivers, and Labourers.</p>	<p>National Centre for Vocational Education Research (NCVER) (2016), Apprentices and Trainees, 2015. Unpublished data, obtained July 2016.</p> <p>Visit https://www.ncver.edu.au/data/collection/apprentices-and-trainees</p>
Higher Education	Undergraduate completions	Proportion of students who completed an undergraduate degree in NSW, who were women	This indicator reports on domestic students who completed an undergraduate degree in an Australian university or other approved higher education institution, who in 2014 gave NSW as their permanent place of residence. Undergraduate qualifications comprise of Associate and Bachelor's degrees, as well as some advanced diplomas and diplomas.	<p>Department of Education and Training (2015), Higher Education Statistics, Higher Education Statistics Collection (Student Collection), 2014, Australian Government. Unpublished data, obtained April 2016.</p> <p>Visit https://www.education.gov.au/higher-education-statistics</p>
	Undergraduate STEM courses	Proportion of students who completed an undergraduate degree in NSW in a STEM-related field	Undergraduate STEM-related fields include: Information Technology, Natural and Physical Sciences, Engineering and Related Technologies, Architecture and Building, Agriculture, Environmental and Related Studies and Health. Society and Culture is classified in the 'Other' category as it includes both STEM and non-STEM courses. Where students undertake double degrees, these are counted as two enrolments. While women were less likely to complete STEM courses than men, the female representation in all STEM fields combined is nearly 50% due to there being more women studying at undergraduate level than men.	<p>Department of Education and Training (2015), Higher Education Statistics, Higher Education Statistics Collection (Student Collection), 2014, Australian Government. Unpublished data, obtained April 2016.</p> <p>Visit https://www.education.gov.au/higher-education-statistics</p>
	Postgraduate completions	Proportion of students who completed a postgraduate degree in NSW, who were women	This indicator reports on domestic students completing a postgraduate degree in an Australian University or other approved higher education institution who in 2014 gave NSW as their permanent place of residence. Postgraduate qualifications comprise of Graduate Certificate, Graduate Diploma, Master and Doctoral Degrees by research and coursework.	<p>Department of Education and Training (2015), Higher Education Statistics, Higher Education Statistics Collection (Student Collection), 2014, Australian Government. Unpublished data, obtained April 2016.</p> <p>Visit https://www.education.gov.au/higher-education-statistics</p>
	Postgraduate STEM courses	Proportion of NSW postgraduate students who completed a course in a STEM-related field	Postgraduate STEM-related fields include: Information Technology, Natural and Physical Sciences, Engineering and Related Technologies, Architecture and Building, Agriculture, Environmental and Related Studies and Health. Society and Culture is classified in the 'Other' category as it includes both STEM and non-STEM courses. Where students undertake double degrees, these are counted as two enrolments. While women were less likely to complete STEM courses than men, the female representation in all STEM fields combined is nearly 50% due to their being more women studying at postgraduate level than men.	<p>Department of Education and Training (2015), Higher Education Statistics, Higher Education Statistics Collection (Student Collection), 2014, Australian Government. Unpublished data, obtained April 2016.</p> <p>Visit https://www.education.gov.au/higher-education-statistics</p>

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Employment	The graduate salary gap	Median starting salaries for young graduates, people aged under 25 years	The Australian Graduate Survey, undertaken annually since 1972, surveys new graduates from all Australian universities, and a number of higher education institutes and colleges, approximately four months after they complete the requirements for their awards. Data shown in this indicator are an average across all disciplines.	Department of Education and Training (2015), Graduate starting salary, Australian Government. Unpublished data, obtained February 2016. Visit https://www.education.gov.au/
	VET graduates working in their field of study	Proportion of NSW vocational education and training (VET) graduates working in the field for which they are qualified	The National Centre for Vocational Education Research (NCVER) defines the 'field of study' by matching graduate students' reported occupation six months after training has completed with the intended occupation for the training course in question. This indicator includes VET graduates (excluding modular completers) aged 20-64 years who completed study in NSW.	National Centre for Vocational Education Research (NCVER) (2016), <i>Student Outcomes Survey</i> , 2015. Visit https://www.ncver.edu.au/data/collection/student-outcomes
	Work-related learning	Proportion of employed persons aged 15 to 64 years participating in structured work-related learning in the last 12 months	Structured work-related learning is defined as any education or training course that is undertaken as part of employment, planned in advance and has explicit attendance and assessment criteria. Note that individuals do not need to be currently employed to have undertaken work-related learning in the previous 12 months. Key Household, Income and Labour Dynamics in Australian (HILDA) variable used: jttrwrk. Data weighted using the Jackknife method.	Melbourne Institute of Applied Economic and Social Research (Melbourne Institute) (2015), HILDA survey release 14. Visit www.melbourneinstitute.com/HILDA
	Adult and community education	Number of people aged 15 to 64 years who enrolled in adult and community education, and proportion of enrolments who are women (government-funded providers)	NSW community colleges provide a primary network for the delivery of community education, specialising in adult learning courses that may, but do not always, lead to a formal educational qualification. The statistics reported on are for total enrolments in adult and community education providers that attract government funding.	NSW Department of Education (2016), Adult and Community Education (ACE), Adult and Community Education Statistics, 2015. Unpublished data, obtained August 2016. Visit http://www.dec.nsw.gov.au/
Education workforce	Primary and secondary schools	Number and proportion of NSW primary and secondary school teaching staff who are women	Full-time equivalent teaching staff employed in Government, Independent and Catholic schools in NSW. This indicator reports the proportion of teaching staff at primary and secondary school level, who are women.	Australian Bureau of Statistics (2016), <i>Schools, Australia, 2015</i> , Cat. No. 4221.0. Visit http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0
	TAFE teaching staff	Proportion of teaching staff at Technical and Further Education (TAFE) NSW institutes, who are women	This indicator reports only teaching staff at TAFE NSW institutes (excludes TAFE Institute Directors and Managers).	NSW Department of Education (2016), TAFE workforce profile. Unpublished data, obtained April 2016. Visit http://www.dec.nsw.gov.au/
	University workforce	Proportion of full-time equivalent NSW university staff, who are women	The NSW universities included in this data are: Charles Sturt University, Macquarie University, Southern Cross University, The University of New England, The University of New South Wales, The University of Newcastle, The University of Sydney, University of Technology Sydney, University of Western Sydney and University of Wollongong. Data refers to full-time equivalent positions for full-time, fractional full-time, and actual casual staff employed in academic and non-academic positions in university. Includes all FTE staff in academic and non-academic roles from 2005 to 2014.	Department of Education and Training, Staff statistics, Australian Government. Visit https://www.education.gov.au/staff-data