

Australian vocational education and training statistics

VET student outcomes

2017 Australian Child Care Career Options (ACCCO) Pty Ltd



National Centre for Vocational Education Research

Highlights

This report provides a summary of the outcomes of graduates who completed their vocational education and training (VET) during 2016, with the data collected in mid-2017. The outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training.

Employment and further study outcomes

Of students at Australian Child Care Career Options (ACCCO) Pty Ltd:

- 84.9% of graduates were employed after training.
- 89.6% of graduates were employed or enrolled in further study after training.

Students' satisfaction with training

Of students at Australian Child Care Career Options (ACCCO) Pty Ltd:

- 88.7% of graduates were satisfied with the overall quality of their training.
- 93.5% of graduates would recommend the training and 87.7% would recommend their training provider.

© Commonwealth of Australia, 2017



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <<http://creativecommons.org/licenses/by/3.0/au>> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <<http://creativecommons.org/licenses/by/3.0/legalcode>>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as The Social Research Centre 2017, *Australian vocational education and training statistics: Registered Training Organisation student outcomes: 2017 Australian Child Care Career Options (ACCCO) Pty Ltd report*, The Social Research Centre, Melbourne.

This work has been produced by The Social Research Centre on behalf of the NCVER. The NCVER manages the Student Outcomes Survey on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education and Training.

Contents

| | |
|-------------------|----|
| Introduction | 4 |
| About this report | 4 |
| Technical notes | 4 |
| More information | 5 |
| Tables | 6 |
| Terms | 12 |
| Explanatory notes | 14 |

Tables

| | |
|---|----|
| Table 1 Key findings for graduates, 2017 (%) | 6 |
| Table 2 95% margin of error for estimates shown in Table 1 (+/-) | 7 |
| Table 3 Main reason for undertaking the training for graduates, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%) | 8 |
| Table 4 Employment and further study outcomes by main reason for undertaking training, for graduates, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%) | 8 |
| Table 5 Outcomes and satisfaction for graduates by student characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%) | 9 |
| Table 6 Outcomes and satisfaction for graduates by training characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%) | 10 |
| Table 7 Number of graduate respondents by key characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd, 2017 | 11 |

Introduction

This report presents information on the outcomes of Australian Child Care Career Options (ACCCO) Pty Ltd graduates who completed their vocational education and training (VET) in Australia during 2016 and were awarded a qualification. The outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training.

The figures are derived from the National Student Outcomes Survey, which is an annual survey of students. Survey questionnaires were sent to a stratified, randomly selected sample of graduates with a national response rate of 37.0%. The response rate for Australian Child Care Career Options (ACCCO) Pty Ltd graduates was 44.4%.

Information is presented on graduates' reasons for training, their employment outcomes, further study outcomes and satisfaction with training.

About this report

This report is prepared in accordance with total VET scope definitions outlined in the Explanatory notes section on page 14.

Out of scope of the report are:

- international students
- students who undertook recreational, leisure or personal enrichment (short) courses
- students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
- students under 18 years of age.

For information about the number of survey respondents and their characteristics, see table 7. For information about the scope of this report, see the Explanatory notes section on page 14.

Technical notes

The National Student Outcomes Survey is undertaken as a stratified, randomly selected sample from the National VET Provider Collection, with survey responses weighted to population benchmarks from the collection. As the estimates from the National Student Outcomes Survey are based on information provided by a sample rather than on a population, they are subject to sampling variability; that is, they may differ from the statistics that would have been produced had all students been included and responded to the survey.

How close the estimate is likely to be to the true population value is reflected in the confidence interval. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this report we use a confidence level of 95%, which means the probability that the confidence interval contains the true population value is 95%.

The confidence interval can be shown graphically using a black bar around the estimate. Smaller bars correspond to more accurate estimates. The confidence interval is sometimes expressed as *Estimate +/- margin of error*. That is, the margin of error is half the width of the confidence interval. For example, in figure B, *Estimate A* is equal to 70% and the margin of error (using a confidence level of 95%) is 5%. The confidence interval for this estimate is 65% to 75%, which means we can be 95% confident the true value is between 65% and 75%.

Figure A Confidence interval and margin of error

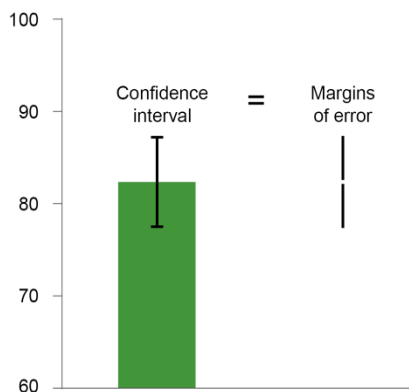
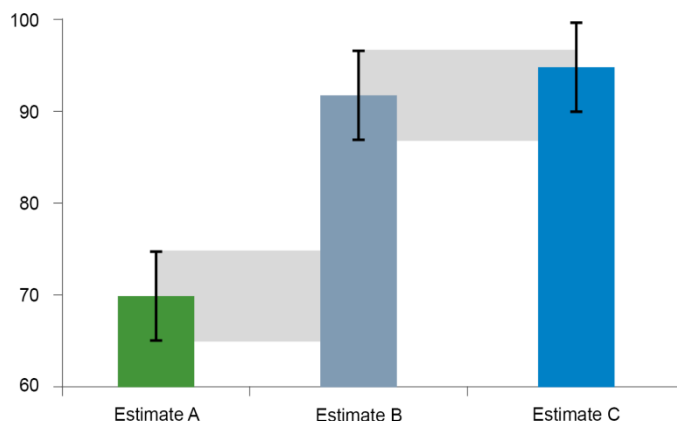


Figure B Confidence intervals



It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. Data users are encouraged to use the margin of error to determine if a difference between groups is statistically significant. Table 2 in this report provides the margin of error for all survey estimates presented in table 1.

In figure B, the black bars for *Estimate A* and *Estimate B* do not overlap. This means that it can be concluded with a 95% level of confidence that there is a difference between *Estimate A* and *Estimate B*. However, the error bars for *Estimate B* and *Estimate C* overlap. This means that it **cannot** be concluded with a 95% level of confidence that there is a difference between *Estimate B* and *Estimate C*.

For further technical details about the National Student Outcomes Survey, please refer to Technical notes at <https://www.ncver.edu.au/data/collection/student-outcomes>.

More information

For a graphical view of the data, see the data visualisation product *VET graduate outcomes*, available at <https://www.ncver.edu.au/vet-graduate-outcomes>. This product allows data users to view graduate outcomes by field of education, qualification level, intended occupation of training and training package. The data visualisation product reports the margin of error for all survey estimates in the product.

For additional data tables on student outcomes, classified by a greater range of student and training characteristics, refer to the results tab at <https://www.ncver.edu.au/data/collection/student-outcomes>. These tables report the margin of error.

Tables

Table 1 Key findings for graduates, 2017 (%)

| | Australian Child Care Career Options (ACCCO) Pty Ltd | Private training providers Australia | All VET providers Australia |
|---|--|---|--------------------------------|
| Employment and further study outcomes | | | |
| After training (as at May of the survey year) | | | |
| Employed | 84.9 | 80.8 | 77.7 |
| Not employed | 15.1 | 19.2 | 22.3 |
| Unemployed | 8.7 | 12.9 | 14.4 |
| Not in the labour force | 6.4 | 6.2 | 7.9 |
| Employed before training | 70.8 | 73.1 | 69.7 |
| Difference in proportion employed from before training to after | 14.1 | 7.7 | 8.0 |
| Employed in first full-time job, started after training | 5.5 | 5.3 | 5.3 |
| Employed or in further study after training | 89.6 | 86.6 | 86.1 |
| Enrolled in further study after training | 26.0 | 27.6 | 30.4 |
| Studying at university | 6.8 | 6.5 | 7.7 |
| Studying at TAFE | np | 4.1 | 9.4 |
| Studying at a private training provider or community education provider | 14.1 | 12.8 | 9.8 |
| Studying at a secondary school or other provider | 4.2 | 4.1 | 3.4 |
| Training | | | |
| Main reason for undertaking training | | | |
| Employment-related | 89.4 | 86.1 | 83.7 |
| Further study | np | 1.8 | 3.7 |
| Personal development | 8.7 | 12.1 | 12.6 |
| Training was part of an apprenticeship or traineeship | 40.1 | 20.2 | 20.6 |
| Satisfaction outcomes | | | |
| Satisfied with teaching | 86.7 | 87.0 | 87.1 |
| Satisfied with assessment | 94.8 | 89.3 | 89.4 |
| Satisfied with problem solving skills | 83.7 | 76.9 | 78.0 |
| Satisfied with writing skills | 66.7 | 49.3 | 51.1 |
| Satisfied with the overall quality of training | 88.7 | 87.0 | 87.3 |
| Achieved their main reason for doing the training | 94.9 | 84.5 | 84.2 |
| Recommendation | | | |
| Recommend training | 93.5 | 91.2 | 91.6 |
| Recommend training provider | 87.7 | 88.2 | 89.4 |
| Benefits of training | | | |
| Of those employed after training | | | |
| Found the training relevant to their current job | 94.4 | 79.5 | 79.0 |
| Received at least one job-related benefit | 89.7 | 66.1 | 67.5 |
| Improved employment status after training | | | |
| Of those employed before training | | | |
| Employed at a higher skill level after training | 23.0 | 14.5 | 17.1 |
| Of those not employed before training | | | |
| Employed after training | 66.1 | 51.8 | 47.1 |
| Improved employment status after training | 76.9 | 57.9 | 56.8 |
| Total number of responses | 264 | 77 506 | 133 746 |

For notes on tables, see the explanatory notes on page 14.

Table 2 95% margin of error for estimates shown in Table 1 (+/-)

| | Australian Child Care Career Options (ACCCO) Pty Ltd | Private training providers Australia | All VET providers Australia |
|---|--|---|--------------------------------|
| Employment and further study outcomes | | | |
| After training (as at May of the survey year) | | | |
| Employed | 3.7 | 0.3 | 0.2 |
| Not employed | 3.7 | 0.3 | 0.2 |
| Unemployed | 2.9 | 0.3 | 0.2 |
| Not in the labour force | 2.5 | 0.2 | 0.1 |
| Employed before training | 4.7 | 0.3 | 0.3 |
| Difference in proportion employed from before training to after | na | na | na |
| Employed in first full-time job, started after training | 2.4 | 0.2 | 0.1 |
| Employed or in further study after training | 3.0 | 0.3 | 0.2 |
| Enrolled in further study after training | 4.5 | 0.4 | 0.3 |
| Studying at university | 2.6 | 0.2 | 0.2 |
| Studying at TAFE | np | 0.2 | 0.1 |
| Studying at a private training provider or community education provider | 3.6 | 0.3 | 0.2 |
| Studying at a secondary school or other provider | 1.9 | 0.2 | 0.1 |
| Training | | | |
| Main reason for undertaking training | | | |
| Employment-related | 3.2 | 0.3 | 0.2 |
| Further study | np | 0.1 | 0.1 |
| Personal development | 2.9 | 0.3 | 0.2 |
| Training was part of an apprenticeship or traineeship | 4.9 | 0.3 | 0.2 |
| Satisfaction outcomes | | | |
| Satisfied with teaching | 3.3 | 0.3 | 0.2 |
| Satisfied with assessment | 2.1 | 0.2 | 0.2 |
| Satisfied with problem solving skills | 3.8 | 0.3 | 0.2 |
| Satisfied with writing skills | 4.8 | 0.4 | 0.3 |
| Satisfied with the overall quality of training | 3.1 | 0.3 | 0.2 |
| Achieved their main reason for doing the training | 2.0 | 0.3 | 0.2 |
| Recommendation | | | |
| Recommend training | 2.4 | 0.2 | 0.2 |
| Recommend training provider | 3.2 | 0.2 | 0.2 |
| Benefits of training | | | |
| Of those employed after training | | | |
| Found the training relevant to their current job | 2.5 | 0.4 | 0.3 |
| Received at least one job-related benefit | 3.3 | 0.4 | 0.3 |
| Improved employment status after training | | | |
| Of those employed before training | | | |
| Employed at a higher skill level after training | 5.6 | 0.4 | 0.3 |
| Of those not employed before training | | | |
| Employed after training | 9.1 | 0.8 | 0.5 |
| Improved employment status after training | 4.4 | 0.4 | 0.3 |

For notes on tables, see the explanatory notes on page 14.

Table 3 Main reason for undertaking the training for graduates, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%)

| | 2017 |
|--|------|
| Employment-related | 89.4 |
| Get a job | 21.7 |
| To develop or start my own business | 1.9 |
| Try for a different career | 14.0 |
| Get a better job or promotion | 10.2 |
| It was a requirement of my job | 18.7 |
| Gain extra skills for current job | 23.0 |
| Further study: to get into another course of study | np |
| Personal development | 8.7 |
| To improve my general education skills | 7.5 |
| To get skills for community/voluntary work | np |
| To increase my confidence/self-esteem | np |
| For recreational reasons | np |
| Other | np |

For notes on tables, see the explanatory notes on page 14.

Table 4 Employment and further study outcomes by main reason for undertaking training, for graduates, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%)

| Reason for training | Employed | In further study | Achieved main reason for doing the training | Satisfied with the overall quality of training |
|----------------------|-------------|------------------|---|--|
| Employment-related | 87.4 | 25.9 | 94.3 | 87.4 |
| Further study | np | np | np | np |
| Personal development | 67.8* | np | 100.0 | 100.0 |
| All | 84.9 | 26.0 | 94.9 | 88.7 |

For notes on tables, see the explanatory notes on page 14.

Table 5 Outcomes and satisfaction for graduates by student characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%)

| | Employed after training | Improved employment status after training | Employed or in further study | Achieved their main reason for doing the training | Satisfied with the overall quality of training |
|--|-------------------------|---|------------------------------|---|--|
| Sex | | | | | |
| Males | 85.9* | 85.9* | 100.0 | 100.0 | 100.0 |
| Females | 84.8 | 76.5 | 89.2 | 94.7 | 88.3 |
| Age group | | | | | |
| 18 to 19 years | np | np | 88.5* | 100.0 | 80.7* |
| 20 to 24 years | 90.7 | 80.2 | 94.4 | 98.4 | 91.2 |
| 25 to 44 years | 86.3 | 81.4 | 89.7 | 93.1 | 89.9 |
| 45 to 64 years | 78.9 | 62.5* | 80.9 | 93.6 | 82.7 |
| 65 years and over | np | np | np | np | np |
| Student remoteness (ARIA+) region | | | | | |
| Major cities | 83.8 | 77.0 | 89.0 | 95.8 | 89.1 |
| Inner and outer regional | 90.0 | 76.7* | 92.7 | 90.5 | 86.6 |
| Remote and very remote | np | np | np | np | np |
| Indigenous status | | | | | |
| Indigenous | np | np | np | np | np |
| Non-Indigenous | 84.6 | 76.5 | 89.4 | 94.8 | 88.5 |
| Disability status (including impairment or long-term condition) | | | | | |
| With a disability | 66.9* | 61.8* | 81.6* | 90.6* | 100.0 |
| Without a disability | 85.9 | 77.9 | 90.1 | 95.2 | 88.1 |
| Speak a language other than English at home | | | | | |
| Other language | 64.7* | 53.6* | 84.6* | 88.5* | 84.6* |
| English | 85.7 | 78.0 | 89.8 | 95.3 | 88.9 |
| Highest qualification before training | | | | | |
| Diploma or higher | 82.8 | 79.6* | 82.8 | 91.1 | 90.6 |
| Certificate III/IV | 94.0 | 82.3 | 96.6 | 96.7 | 89.9 |
| Year 12 | 76.8 | 73.4 | 84.2 | 94.6 | 88.7 |
| Year 11/Certificate I/II | 87.2* | 86.3* | 100.0 | 100.0 | 85.5* |
| Year 10 and below | 57.2* | 38.1* | 71.9* | 89.1* | 77.4* |
| Employment status before training | | | | | |
| Employed | 92.2 | 81.9 | 95.4 | 97.3 | 89.9 |
| Not employed | 66.1 | 66.1 | 75.1 | 90.6 | 89.4 |
| All graduates | 84.9 | 76.9 | 89.6 | 94.9 | 88.7 |

For notes on tables, see the explanatory notes on page 14.

Table 6 Outcomes and satisfaction for graduates by training characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd 2017 (%)

| | Employed after training | Improved employment status after training | Employed or in further study | Achieved their main reason for doing the training | Satisfied with the overall quality of training |
|--|-------------------------|---|------------------------------|---|--|
| Qualification | | | | | |
| Diploma or higher | 89.8 | 83.7 | 92.0 | 94.2 | 93.2 |
| Certificate IV | 80.7* | 44.6* | 86.4* | 85.1* | 56.8* |
| Certificate III | 80.6 | 75.7 | 86.8 | 98.6 | 87.4 |
| Certificate II | np | np | np | np | np |
| Certificate I | np | np | np | np | np |
| Field of education | | | | | |
| Natural and physical sciences | np | np | np | np | np |
| Information technology | np | np | np | np | np |
| Engineering and related technologies | np | np | np | np | np |
| Architecture and building | np | np | np | np | np |
| Agriculture, environmental and related studies | np | np | np | np | np |
| Health | np | np | np | np | np |
| Education | 89.0 | 79.8 | 91.6 | 93.3 | 88.4 |
| Management and commerce | np | np | np | np | np |
| Society and culture | 75.0 | 69.7 | 84.8 | 98.6 | 89.5 |
| Creative arts | np | np | np | np | np |
| Food, hospitality and personal services | np | np | np | np | np |
| Mixed field programmes | np | np | np | np | np |
| Training was part of an apprenticeship or traineeship | | | | | |
| Yes | 87.7 | 81.0 | 94.2 | 96.8 | 93.9 |
| No | 83.0 | 74.1 | 86.6 | 93.7 | 85.3 |
| Funding source | | | | | |
| Commonwealth/state funding | 86.8 | 77.6 | 91.0 | 94.1 | 89.1 |
| Fee-for-service - domestic | 77.2 | 74.1* | 84.2 | 98.1 | 87.3 |
| Mode of delivery | | | | | |
| Internal only | 76.5 | 75.6* | 84.6 | 95.2 | 90.0 |
| External only | 86.8 | 73.7 | 90.0 | 95.1 | 88.7 |
| Workplace-based only | 93.1 | 89.0 | 95.4 | 100.0 | 87.4 |
| Other modes or a combination of modes | 79.7* | 73.8* | 87.8 | 88.0 | 88.9 |
| All graduates | 84.9 | 76.9 | 89.6 | 94.9 | 88.7 |

For notes on tables, see the explanatory notes on page 14.

Table 7 Number of graduate respondents by key characteristics, Australian Child Care Career Options (ACCCO) Pty Ltd, 2017

| | Graduates |
|---|------------|
| Age group | |
| 18 to 19 years | 9 |
| 20 to 24 years | 56 |
| 25 to 44 years | 151 |
| 45 to 64 years | 48 |
| 65 years and over | np |
| Females | 255 |
| Indigenous | np |
| With a disability | 16 |
| Speak a language other than English at home | 14 |
| From remote/very remote areas | np |
| Highest qualification before training | |
| Diploma or higher | 41 |
| Certificate III/IV | 120 |
| Year 12 | 76 |
| Year 11/Certificate I/II | 10 |
| Year 10 and below | 17 |
| Total | 264 |

For notes on tables, see the explanatory notes on page 14.

Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <https://www.ncver.edu.au/data/collection/student-outcomes>.

Apprentice or trainee is a person who undertook a contract of training with an employer and a training provider. Apprentice or trainee status is based on survey responses to the question, *Was your training part of an apprenticeship or traineeship?*

Community education providers have a primary focus on education and training for personal and community development.

Employed at a higher skill level is where a person is employed in an occupation with a higher skill level after training by comparison with their occupation before training.

Fee-for-service funding – domestic is the revenue provided by a student whose citizenship status, for the purpose of undertaking education and training, is Australian, New Zealand or permanent resident.

Government-funded VET is broadly defined as all Commonwealth and state/territory government-funded training delivered by TAFE institutes, other government providers (such as universities), community education providers and private training providers.

Graduate refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection. For further information, see the Technical notes supporting documentation (<https://www.ncver.edu.au/data/collection/student-outcomes>).

Margin of error is a statistic that provides a measure of sampling error. The margin of error for estimates in this report is calculated at the 95% confidence level. This means that there are 19 chances in 20 that the range given by the margin of error and the survey estimate will contain the value that would have been produced had all graduates or subject completers been included and responded to the survey.

Mode of delivery identifies whether or not the training comprises the following delivery modes or a combination of these modes.

- Internal delivery – when the student attends training in a permanent or semi-permanent training delivery location. This includes workshop, laboratory, simulator, and classroom-based training even when the training is delivered using video or internet links in real time.
- External delivery – when the student does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. This type of training is often referred to as self-paced learning.
- Workplace-based training – training activity conducted in the workplace.
- ‘Other’ modes of delivery – includes recognition of prior learning.

Nationally recognised training is a program of training leading to vocational qualifications and credentials that are recognised across Australia and delivered by registered training organisations (RTOs). It includes:

- industry training package qualifications and units of competency as listed on the national register, training.gov.au (TGA), or
- courses that have been accredited by a vocational education and training (VET) regulator, which includes:
 - Australian Skills Quality Authority (ASQA)
 - Victorian Registration and Qualifications Authority
 - Western Australia’s Training Accreditation Council.

Private training providers includes education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, enterprises, and private training providers not elsewhere classified.

State or territory of student residence is the state or territory in which the student usually resides.

Stratified random sample refers to a sampling design where the population is divided into non-overlapping subgroups, or ‘strata’, and a random sample of units is selected from each subgroup independently.

TAFE (technical and further education) institutes are government training providers that provide a range of technical and vocational education and training courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses and small business courses).

Universities include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.

Weights are used to reduce bias and ensure the weighted sample is representative of the target population. Each responding unit is assigned a weight that indicates how many population units that unit represents. The National Student Outcomes Survey sample is weighted to ensure the weighted distributions of key characteristics match the distribution of those characteristics in the population (the National VET Provider Collection).

Explanatory notes

Data treatment

na Not applicable

* The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.

np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.

Scope

1 This report provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2016, with the data collected in mid-2017. The scope of the students included in the survey is provided below.

Scope matrix

| | TAFE institutes | University | Community education provider | Private training provider |
|--------------------------------|-----------------|------------|------------------------------|---------------------------|
| Commonwealth and state funding | ✓ | ✓ | ✓ | ✓ |
| Domestic fee-for-service | ✓ | ✓ | ✓ | ✓ |
| International fee-for-service | ✗ | ✗ | ✗ | ✗ |

2 The 2017 National Student Outcomes Survey excludes students aged under 18 years of age.

Definitions and derivations

3 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).

4 The percentage of graduates satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching, assessment, problem-solving skills, and writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.

5 Improved employment status after training is defined as either employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

6 Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.

7 Achieved main reason for training is based on the proportion of respondents reporting that the training 'Fully' or 'Partly' helped them to achieved their main reason for training.

8 Information on student characteristics was sourced from the National VET Provider Collection, when available, and asked of respondents when this information was missing in the National VET Provider Collection.

Australian Bureau of Statistics data

9 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. For more details on ARIA+ refer to http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html.



National Centre for Vocational Education Research

Level 5, 60 Light Square, Adelaide, SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 **Email** ncver@ncver.edu.au

Web <https://www.ncver.edu.au> <http://www.lsay.edu.au>

Follow us:  <https://twitter.com/ncver>  <https://www.linkedin.com/company/ncver>