

Domain 2: Learning & skills

Goal 4: Aboriginal children thrive in the early years

Objective 4.1: Optimise early childhood development and participation in kinder

[Measure 4.1.1](#) Number and proportion of eligible children enrolled in a funded four-year-old kindergarten program in the year before school

[Measure 4.1.2](#) Number of children funded to participate in Early Start Kindergarten

[Measure 4.1.3](#) Proportion of children vulnerable on one or more domain on the Australian Early Development Census

Goal 5 : Aboriginal learners excel at school

Objective 5.1: Bring Aboriginal achievement at school in line with learners' aspirations

[Measure 5.1.1](#) Percentage of students scoring strong or exceeding – Literacy and Numeracy (NAPLAN) in Year 3, 5, 7 and 9

Objective 5.2: Increase the proportion of Aboriginal students who feel safe and connected at school

[Measure 5.2.1](#) Proportion of students who feel connected to their school

[Measure 5.2.2](#) Student attendance rates in government schools

[Measure 5.2.3](#) Number of Aboriginal people on school councils

[Measure 5.2.4](#) Proportion of students who report experiencing bullying at school

[Measure 5.2.5](#) Number and proportion of school-based Aboriginal education workers (principals, teachers, education support staff) across all government schools

[Measure 5.2.6](#) Number of schools teaching an Aboriginal language

[Measure 5.2.7](#) Number and proportion of government schools having undertaken Community Understanding and Safety Training

Goal 6: Aboriginal learners are engaged at school

Objective 6.1: Increase year 12 or equivalent attainment

[Measure 6.1.1](#) Proportion of young people aged 20-24 with Year 12 or equivalent

[Measure 6.1.2](#) Apparent retention rates for students in Years 10 to 12

[Measure 6.1.3](#) Number of Aboriginal students that complete the VCE, VCAL or VET in Schools Certificate

Goal 7: Aboriginal learners achieve their full potential after school

Objective 7.1: Increase the proportion of Aboriginal young people in work or further education and training

[Measure 7.1.1](#) Destinations of year 12 completers

[Measure 7.1.2](#) Proportion of 17-24 year old school leavers participating in full time education and training and/or employment

[Measure 7.1.3](#) Tertiary education participation and completion

[Measure 7.1.4](#) Proportion of 20-64 year-olds with qualifications at Certificate III level or above

[Measure 7.1.5](#) Proportion of 20-64 year old government-funded and total VET graduates employed and/or in further study after training

[Measure 7.1.6](#) Graduates and trainees employed in the VPS

Table 4.1.1. Number and proportion of eligible children enrolled in a funded four-year-old kindergarten program in the year before school

Year	Aboriginal (n)	Aboriginal (%)	All Victoria (%)	Gap	Rate Ratio
2008	525	62.0%	92.4%	30.4%	0.67
2009	579	67.2%	92.7%	25.5%	0.73
2010	731	72.8%	95.1%	22.3%	0.77
2011	742	70.1%	94.6%	24.5%	0.74
2012	911	81.6%	98.0%	16.4%	0.83
2013	986	77.1%	98.2%	21.1%	0.79
2014	1,053	79.6%	98.2%	18.6%	0.81
2015	1,100	82.2%	98.1%	15.9%	0.84
2016	1,211	90.5%	96.2%	5.7%	0.94
2017	1,331	94.0%	93.4%	-0.6%	1.01
2018	1,499	92.4%	92.1%	-0.3%	1.00
2019	1,570	99.9%	91.8%	-8.1%	1.1
2020	1,653	100.0%	89.1%	-10.9%	1.1
2021	1,492	92.9%	92.9%	0.0%	1.0
2022	1,738	100.0%	91.6%	-8.4%	1.1
2023	2,036	100.0%	95.8%	-4.2%	1.0
2024	2,024	100.0%	96.0%	-4.0%	1.0

Source: Released administrative data, Department of Education, Victoria.

Defintion: The kindergarten participation rate represents the number of children enrolled in first year kindergarten as a percentage of Victoria's Year Before School population.

For 2018 to 2022 inclusive, reported rates are calculated on ABS estimated resident population estimates which are based on the 2016 census data, while the historical figures (i.e. 2013-2017) are based on 2011 census estimates. Prior to 2013 the calculation of the total kindergarten participation rate was based on different assumptions to the Aboriginal participation rate. The figures in the above table may differ to those in previous reports.

Given the small target population for this data, rates are more likely to be unstable and fluctuate over time

Aboriginal population estimates used as the denominator to calculate the kindergarten participation rate are subject to a margin for error and should be interpreted with some caution.

[Index](#)

Table 4.1.2. Number of children funded to participate in Early Start Kindergarten

Year	Aboriginal (n)	Aboriginal (%)
2016	642	44.6%
2017	750	51.7%
2018	852	60.8%
2019	952	66.1%
2020	977	68.2%
2021	1,101	75.6%
2022	1,371	90.7%
2023	1,442	92.3%
2024	1,573	87.6%

Source: Released administrative data, Department of Education, Victoria.

Definition: Number and proportion Aboriginal and Torres Strait Islander children funded to participate in Early Start Kindergarten or Access to Early Learning.

Notes and caveats:

Access to Early Learning eligibility is determined by AEL lead agencies, based on multiple child/family characteristics.

Table 4.1.2. Number of children enrolled in 3 Year Old Kinder

Year	Aboriginal (n)	Aboriginal (%)
2022	1,442	99.8%
2023	1,578	100.0%
2024	1,680	93.5%

Source: Released administrative data, Department of Education, Victoria.

Notes: Number and proportion Aboriginal and Torres Strait Islander children funded to participate in kindergarten in Victoria

Access to Early Learning eligibility is determined by AEL lead agencies, based on multiple child/family characteristics.

[Index](#)

Table 4.1.3. Proportion of children vulnerable on one or more domain on the Australian Early Development Census

Year	Aboriginal	All Victorians	Gap	Rate Ratio
	(%)	(%)		
2009	42.4%	20.3%	22.1%	2.1
2012	39.6%	19.5%	20.1%	2.0
2015	40.3%	19.9%	20.4%	2.0
2018	42.4%	19.8%	22.6%	2.1
2021	41.3%	19.9%	21.4%	2.1
2024	41.3%	22.3%	19.0%	1.9

Source: Australian Early Developmental Census (Victoria only)

Definition: Proportion of children vulnerable on one or more domain of the Australian Early Development Census, undertaken every three years.

Table 5.1.1a. Percentage of students scoring strong or exceeding – Reading (NAPLAN) in Year 3, 5, 7 and 9

Grade	2023				2024				2025			
	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio
Year 3	47.0%	72.2%	25.2%	0.7	48.7%	72.0%	23.3%	0.7	47.2%	72.1%	24.9%	0.7
Year 5	50.6%	79.5%	28.9%	0.6	50.6%	77.1%	26.5%	0.7	55.6%	78.1%	22.6%	0.7
Year 7	41.8%	72.9%	31.1%	0.6	42.6%	72.6%	30.0%	0.6	44.7%	74.7%	30.0%	0.6
Year 9	38.9%	66.8%	27.9%	0.6	36.7%	67.1%	30.4%	0.5	41.6%	69.7%	28.1%	0.6

Source: National Assessment Program, Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy, National Report, ACARA

From 2023, ACARA reset the NAPLAN measurement scale, moving from 10 achievement bands to 4 proficiency levels. This change marks the start of a new time series. For historical data, refer to the 2023 edition of the VGAAR.

For definitions of measurement scale please see <https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>

Table 5.1.1b. Percentage of students scoring strong or exceeding – Numeracy (NAPLAN) in Year 3, 5, 7 and 9

Grade	2023				2024				2025			
	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap	Rate ratio
Year 3	42.9%	70.4%	27.5%	0.6	42.7%	68.4%	25.7%	0.6	44.3%	70.6%	26.3%	0.6
Year 5	38.5%	71.0%	32.5%	0.5	41.0%	71.8%	30.8%	0.6	45.0%	74.2%	29.2%	0.6
Year 7	34.6%	70.1%	35.5%	0.5	37.4%	70.3%	32.9%	0.5	40.3%	73.5%	33.2%	0.5
Year 9	32.5%	67.4%	34.9%	0.5	33.2%	66.1%	32.9%	0.5	36.2%	69.7%	33.5%	0.5

Source: National Assessment Program, Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy, National Report, ACARA

From 2023, ACARA reset the NAPLAN measurement scale, moving from 10 achievement bands to 4 proficiency levels. This change marks the start of a new time series. For historical data, refer to the 2023 edition of the VGAAR.

For definitions of measurement scale please see <https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>

Table 5.2.1. Proportion of students who feel connected to their school, by year level

Grade	2017				2018			
	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio
Years 4 to 6	80.9	82	-1.1	1	79.6	81.4	-1.8	1
Years 7 to 9	48.6	56.3	-7.7	0.9	53	56.8	-3.8	0.9
Years 10 to 12	45	53.1	-8.1	0.8	47.4	53.3	-5.9	0.9
Years 4 to 12	62.6	66.4	-3.8	0.9	63.7	66.4	-2.7	1

Grade	2021				2022			
	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio
Years 4 to 6	76.1	79.8	-3.7	1	76.0	78.4	-2.4	1
Years 7 to 9	52.3	60.2	-7.9	0.9	44.8	49.5	-4.7	0.9
Years 10 to 12	51.2	59.7	-8.5	0.9	42.5	47.4	-4.9	0.9
Years 4 to 12	63.7	68.7	-5	0.9	58.2	61	-2.8	1

Grade	2024				2025			
	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio	Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio
Years 4 to 6	73.2	76.9	-0.04	1	74	77.1	-3.1	1
Years 7 to 9	42.4	47.4	-0.05	0.9	45.8	50.6	-4.8	0.9
Years 10 to 12	42.1	47.1	-0.05	0.9	44.3	49.5	-5.2	0.9
Years 4 to 12	56.6	59.5	-0.03	1	58.2	61.1	-2.9	1

Source: Attitudes to School Survey, Department of Education, Victoria.

Notes and caveats:

- (a) In 2017, the Attitudes to School Survey was redesigned and as such cannot be compared to earlier years.
- (b) In 2020, the Attitudes to School Survey was an optional collection with significantly lower participation, and extended collection period. Data at system level is not to be used for determining targets to be compared with previous years.
- (c) In 2023 the methodology for calculating percentage endorsement for surveys was revised to no longer include skipped responses. The time series has been updated to use the new methodology and has been applied to previous years.
- (d) Data for 2017 to 2021 may not match previously published data due to a change in methodology in 2022.
- (e) Data is reported by Victorian government-funded schools only.
- (f) Non-Aboriginal results include respondents who selected 'Unknown' Aboriginal and/or Torres Strait Islander status and those who did not answer the question in the survey.

2019			
Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio
78.2	81.1	-2.9	1
51.8	56.1	-4.3	0.9
47.8	53.4	-5.6	0.9
63	66	-3	1

2023			
Aboriginal students (%)	All students (%)	Gap (%)	Rate ratio
74.1	77	-2.9	1
40.8	45.6	-4.8	0.9
42.1	45.5	-3.4	0.9
56.3	58.6	-2.3	1

Table 5.2.2. Student attendance rates in government schools

2014					2015				
Grade	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	
Year 1	88.6	93.1	-4.5	1	89.1	93.7	-4.6	1	
Year 2	89.4	93.4	-4	1	89.9	94	-4.1	1	
Year 3	89	93.5	-4.5	1	89.5	94.2	-4.7	1	
Year 4	89.5	93.4	-3.9	1	89.3	94.1	-4.7	0.9	
Year 5	88.1	93.3	-5.2	0.9	89.5	94.1	-4.6	1	
Year 6	87.8	93.2	-5.3	0.9	89.1	93.9	-4.8	0.9	
Year 7	84.6	92.7	-8.1	0.9	86.3	93.8	-7.5	0.9	
Year 8	82.1	91	-8.9	0.9	82.3	91.6	-9.3	0.9	
Year 9	81.5	89.9	-8.4	0.9	81.1	90.9	-9.8	0.9	
Year 10	80.3	89.9	-9.5	0.9	83.0	91	-7.9	0.9	

2018					2019				
Grade	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	
Year 1	89.2	93.1	-3.9	1	87.5	92.4	-4.9	0.9	
Year 2	89.5	93.4	-3.9	1	88.9	92.5	-3.6	1	
Year 3	89.6	93.5	-3.9	1	88.1	92.9	-4.8	0.9	
Year 4	88.8	93.5	-4.7	0.9	88.1	92.7	-4.6	1	
Year 5	87.8	93.3	-5.5	0.9	87.9	92.7	-4.8	0.9	
Year 6	88.1	93	-4.9	0.9	86.4	92.3	-5.9	0.9	
Year 7	85.6	93.1	-7.5	0.9	84.5	92.4	-7.9	0.9	
Year 8	81.3	11	10	0.9	80.1	90.2	-10	0.9	
Year 9	80.1	90	-9.9	0.9	78.9	89.2	-10.3	0.9	
Year 10	81.2	90.1	-8.9	0.9	80.6	89.4	-8.8	0.9	

2022					2023				
Grade	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio	
Year 1	82.3	88.3	-6.0	0.9	85.6	90.2	-4.6	1.1	
Year 2	83.2	88.8	-5.6	0.9	85	90.6	-5.6	1.1	
Year 3	83.6	88.9	-5.3	0.9	86.2	90.8	-4.6	1.1	
Year 4	81.9	88.7	-6.8	0.9	85	90.5	-5.5	1.1	
Year 5	82.1	88.6	-6.5	0.9	84.3	90.4	-6.1	1.1	
Year 6	80.9	88.3	-7.4	0.9	83.8	89.9	-6.1	1.1	
Year 7	78.5	88.2	-9.7	0.9	78.6	88.4	-9.8	1.1	
Year 8	74.5	85.9	-11.4	0.9	73.4	86	-12.6	1.2	
Year 9	73.3	85.0	-11.7	0.9	71.1	85.1	-14	1.2	
Year 10	73.4	85.5	-12.1	0.9	72.3	83.6	-11.3	1.2	

Source: National Student Attendance Data Collection, Australian Curriculum, Assessment and Reporting Authority (ACARA)

caveats:

- (a) Attendance rate is defined as the number of actual full-time equivalent student-days attended by full-time students in Years 1-10 as a percentage of the total number of possible student-days attended over the period. Data is collected in Semester 1.
- (b) National data on the student attendance rate is available from the 2014 reporting year. For data on attendance rates before 2014 by state and territory by school sector see previous editions of the *National Report on Schooling in Australia*.
- (c) Care should be taken in comparing attendance rates and levels across school years and jurisdictions given the very different number of students on whom these data is calculated.
- (d) For the 2014 and 2015 reporting years, geolocation is reported as agreed by the Ministerial Council on Education, Employment, Training and Youth Affairs in 2004.
- (e) From the 2016 reporting year, geolocation is reported as the Australian Bureau of Statistics Remoteness Area.
- (f) For 2019, a correction was made to Year 7, Non-Aboriginal data.
- (g) For 2020, the data was not collected due to the impact of the COVID-19 Pandemic.
- (h) Data is reported by Victorian government-funded schools only.

2016			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
89.4	93.6	-4.2	1
89.6	93.8	-4.2	1
89.8	94	-4.2	1
89.2	93.9	-4.7	0.9
89.3	93.8	-4.6	1
89.4	93.6	-4.3	1
87	93.8	-6.8	0.9
83.2	91.6	-8.4	0.9
82.8	90.8	-7.9	0.9
82	90.9	-8.9	0.9

2017			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
89.1	93.3	-4.2	1
89.8	93.6	-3.8	1
89.7	93.7	-4	1
88.5	93.6	-5.1	0.9
88.9	93.5	-4.7	1
88.3	93.3	-4.9	0.9
86.5	93.5	-7	0.9
83.3	91.4	-8.1	0.9
79.8	90.3	-10.5	0.9
81.9	90.5	-8.6	0.9

2020			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		
n/a	n/a		

2021			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
87.0	93.3	-6.3	0.9
87.5	93.4	-5.9	0.9
87.9	93.6	-5.7	0.9
87.8	93.4	-5.6	0.9
86.9	93.3	-6.4	0.9
85.6	93.0	-7.4	0.9
83.2	92.4	-9.2	0.9
79.5	90.2	-10.7	0.9
77.2	89.2	-12	0.9
79.4	89.0	-9.6	0.9

2024			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
84.5	89.9	-5.4	0.9
84.4	90.1	-5.7	0.9
83.6	90.2	-6.6	0.9
84.5	90	-5.4	0.9
82.7	89.5	-6.8	0.9
81.6	89.1	-7.5	0.9
76.8	87.6	-10.8	0.9
69.7	84.4	-14.7	0.8
68.5	83	-14.6	0.8
68.5	83.5	-15	0.8

2025			
Aboriginal (%)	Non-Aboriginal (%)	Gap (%)	Rate ratio
84.2	90	-5.8	0.9
83.9	90.1	-6.2	0.9
84.1	90.3	-6.2	0.9
83.3	90	-6.8	0.9
83.2	89.8	-6.6	0.9
81.6	89.2	-7.6	0.9
77.3	88.3	-11	0.9
72.5	84.9	-12.4	0.9
69.5	83.5	-14	0.8
70.4	83.8	-13.3	0.8

[Index](#)

Table 5.2.3. Number of Aboriginal People on school councils

Year	Number of schools (n)	Proportion of responding schools (%)	Number of Aboriginal persons on councils (n)
2018	121	8%	164
2019	114	8%	374
2020	103	8%	264
2021	63	11%	216
2022	66	10%	292
2023	85	11%	187
2024	105	13%	127
2025	74	10%	94

Source: Department of Education, Victoria (Term 3 Principal Survey, formerly known as the Supplementary School Census)

Definition: The number of Aboriginal people reported to be on school councils of Victorian Government schools, and the number of Victorian Government schools reporting to have a least one Aboriginal person on their School Council, as reported by the school through the Supplementary School Census

Note: 818 Victorian Government schools submitted the Principal Survey in 2024 compared to 744 in 2023 and 1,187 in 2020. Due to this variation in participation rates, direct comparisons between years cannot be made.

Note: A much lower number of Victorian government schools submitted the Principal Survey in 2021 with only 596 schools participating, compared to 1,187 in 2020 and 1458 in 2019. Differences in completion rate means the 2021 and 2020 numbers cannot be compared to previous years.

Table 5.2.4. Proportion of Aboriginal students who report experiencing bullying at school, 2017 to 2025

Year	Year 4–6					Year 7–9					Year 10–12				
	Aboriginal students (%)	Non-Aboriginal students (%)	All students (%)	Gap	Rate Ratio	Aboriginal students (%)	Non-Aboriginal students (%)	All students (%)	Gap	Rate Ratio	Aboriginal students (%)	Non-Aboriginal students (%)	All students (%)	Gap	Rate Ratio
2017	26.9%	22.2%	22.3%	4.7%	1.2	30.9%	21.9%	22.1%	9.0%	1.4	24.4%	13.0%	13.1%	11.4%	1.9
2018	24.3%	17.9%	18.0%	6.4%	1.4	27.2%	18.0%	18.1%	9.2%	1.5	17.9%	11.0%	11.1%	6.9%	1.6
2019	22.4%	16.1%	16.2%	6.3%	1.4	25.4%	17.1%	17.2%	8.4%	1.5	19.1%	11.0%	11.1%	8.1%	1.7
2020	22.7%	14.5%	14.7%	8.2%	1.6	18.0%	9.6%	9.8%	8.4%	1.9	14.7%	6.0%	6.1%	8.7%	2.4
2021	23.2%	17.7%	17.9%	5.5%	1.3	24.8%	15.4%	15.6%	9.3%	1.6	16.8%	10.2%	10.3%	6.6%	1.7
2022	25.5%	18.7%	18.8%	6.8%	1.4	24.6%	16.9%	17.1%	7.7%	1.5	17.6%	10.5%	10.6%	7.0%	1.7
2023	22.7%	17.0%	17.1%	5.7%	1.3	24.4%	16.8%	16.9%	7.6%	1.5	16.8%	10.1%	10.2%	6.6%	1.7
2024	23.7%	18.2%	18.3%	5.5%	1.3	24.2%	17.6%	17.8%	6.5%	1.4	16.6%	10.4%	10.5%	6.2%	1.6
2025	21.8%	17.2%	17.3%	4.5%	1.3	24.0%	16.1%	16.3%	7.8%	1.5	15.4%	10.0%	10.1%	5.5%	1.5

Source: Attitudes to School Survey, Department of Education, Victoria.

Notes and caveats:

- (a) In 2017, the Attitudes to School Survey was redesigned and as such cannot be compared to earlier years.
- (b) In 2020, the Attitudes to School Survey was an optional collection with significantly lower participation, and extended collection period. Data at system level is not to be used for determining targets to be compared with previous years.
- (c) In 2023 the methodology for calculating percentage endorsement for surveys was revised to no longer include skipped responses. The time series has been updated to use the new methodology and has been applied to previous years.
- (d) Data for 2017 to 2021 may not match previously published data due to a change in methodology in 2022.
- (e) Data is reported by Victorian government-funded schools only.
- (f) Non-Aboriginal results include respondents who selected 'Unknown' Aboriginal and/or Torres Strait Islander status and those who did not answer the question in the survey.

Table 5.2.5a. Number and proportion of school-based Aboriginal education workers across all schools

Staff category	Year ending 30th June	Number of school based education workers that identify as Aboriginal - FTE (n)	Number of school based education workers - FTE (n)	Proportion of all school based education workers that identify as Aboriginal - FTE (%)
Education Support	2018	114.3	16,562.1	0.7%
	2019	123.9	17,482.8	0.7%
	2020	148.8	18,156.1	0.8%
	2021	143.6	18,969.7	0.8%
	2022	122.7	19,950.7	0.6%
	2023	117.8	21,630.5	0.5%
	2024	163.4	24,018.9	0.7%
	2025	205.4	26,322.8	0.8%
Teachers	2018	65.9	42,686.8	0.2%
	2019	70.5	43,483.0	0.2%
	2020	83.5	44,407.6	0.2%
	2021	90.2	46,546.1	0.2%
	2022	73.3	46,507.6	0.2%
	2023	68.1	47,404.4	0.1%
	2024	96.1	48,665.4	0.2%
	2025	109.2	49,838.7	0.2%
Principals	2018	9.0	3,248.5	0.3%
	2019	10.0	3,349.3	0.3%
	2020	13.0	3,433.0	0.3%
	2021	13.0	3,518.9	0.4%
	2022	13.0	3,554.5	0.4%
	2023	14.8	3,717.3	0.4%
	2024	11	10.0	0.2%
	2025	11.8	4,149.9	0.3%
Total	2018	189.2	62,497.4	0.3%
	2019	204.4	64,315.1	0.3%
	2020	245.3	65,996.7	0.3%
	2021	246.8	69,034.7	0.4%
	2022	209.0	70,012.8	0.3%
	2023	200.7	72,752.2	0.3%
	2024	268.5	76,649.7	0.4%
	2025	326.4	80,311.4	0.4%

Source: Released administrative data, Department of Education, Victoria

Notes and caveats:

- (a) 'Education Support' workers include the Koorie Engagement Support Officers, being positions that are not based in schools.
- (b) 'FTE' represents *Full Time Equivalent* positions.
- (c) Data is reported by Victorian government-funded schools only.

Table 5.2.5b. Number and proportion of Aboriginal Victorians working in the Education and training sector

Year	Aboriginal	Non-Aboriginal	Not stated	Aboriginal (%)	
2006		612	172,874	936	0.35%
2011		888	200,447	983	0.44%
2016		1,243	234,021	1,013	0.53%
2021		1,970	274,673	452	0.71%

Source: ABS Census of Population and Housing

Definition: Industry of employment *Education and Training* (ANZSIC06) (IND06P) - 1 Digit

Counting: persons by place of usual residence

Note: All counts output from TableBuilder have been randomly adjusted by the ABS to avoid the release of confidential data.

[Index](#)

Table 5.2.6. Number of schools teaching an Aboriginal language

Year	Schools teaching an Aboriginal language (n)
2008	7
2009	5
2010	1
2011	1
2012	6
2013	10
2014	7
2015	9
2016	8
2017	10
2018	14
2019	20
2020	19
2021	-
2022	-
2023	37
2024	35

Source: Released administrative data, Department of Education, Victoria.
Notes and
caveats:

- (a) The number of Victorian Government schools teaching an Aboriginal language program.
- (b) For 2021 and 2022, the data was not collected due to the COVID-19 Pandemic.
- (c) Data is reported by participating Victorian government-funded schools only.

[Index](#)

Table 5.2.7 Number of schools undertaking Community Understanding and Safety Training

Year	School campuses having undertaken CUST (n)	Schools campuses having undertaken CUST (%)
2018	356	22%
2019	892	56%
2020	1,027	65%
2021	1,308	83%
2022	1,489	95%
2023	1,547	98%
2024	1,564	98%
2025	1,672	99%

Source: Released administrative data, Department of Education, Victoria.

Definition: The number of schools having undertaken *Community Understanding and Safety Training* (CUST), a funded DE initiative.

Notes and caveats:

(b) For 2023, the CUST program focussed on unmet demand at remaining schools: i) which had not previously undertaken training; or ii) with new staff who had not previously undertaken training.

(c) Data is for participating Victorian government-funded schools only.

[Index](#)

New data is not available

Table 6.1.1. Proportion of young people aged 20-24 with Year 12 or equivalent

Year	Non-		Rate ratio	
	Aboriginal (%)	Aboriginal (%) Gap (%)		
2006	53.2%	85.7%	-32.5%	0.6
2011	59.6%	87.7%	-28.1%	0.7
2016	69.6%	90.0%	-20.4%	0.8
2021	72.6%	91.1%	-18.5%	0.8

ABS Census of Population and Housing

Table 6.1.2. Apparent retention rates for students in Years 10 to 12

Year	Aboriginal (%)	Non-Aboriginal (%)
2010	50.9%	77.1%
2011	55.8%	77.3%
2012	52.2%	76.1%
2013	58.2%	79.2%
2014	59.7%	80.1%
2015	65.7%	81.5%
2016	65.6%	82.1%
2017	63.4%	80.8%
2018	62.8%	80.2%
2019	58.8%	78.2%
2020	60.5%	78.4%
2021	59.4%	78.6%
2022	53.6%	76.7%
2023	56.3%	76.3%
2024	57.0%	78.7%
2025	56.2%	80.2%

Source: Released administrative data, Department of Education, Victoria; Schools Australia, Australian Bureau of Statistics (ABS).

Definition: The apparent retention rate is an indicative measure of the number of full-time school students in a designated year level of schooling as a percentage of their respective cohort group in a base year. For example, the apparent retention rate for Year 10 – Year 12, 2017, is the number of students in Year 12, 2017 as a percentage of the number of students in the Year 10 cohort in 2015 (the base year), two years earlier. Part-time and ungraded students are not included in calculations of apparent retention rates.

Notes and caveats:

It is not currently possible to calculate actual retention rates. There are a number of reasons why apparent rates may differ from actual rates, why they may differ between states and territories and between school sectors, and why apparent retention rates by state and/or sector may exceed 100 per cent.

The reasons for complexity in calculating actual retention rates include, but are not limited to: students progressing at a faster or slower than the expected rate of one school year/grade per year, students changing between full-time or part-time study migration (interstate/international), students changing schools across state boundaries, students transferring between school sectors enrolment policies (contributing to different age/year level structures), age/year level requirements for leaving school, the availability of approved alternatives to senior schooling.

Data is reported by Victorian government-funded schools only.

Table 6.1.3a. Number of Aboriginal students who complete the VCE, VCAL or VET in Schools Certificate

Year	Aboriginal students (n)
2011	272
2012	354
2013	380
2014	512
2015	560
2016	570
2017	523
2018	594
2019	688
2020	677
2021	628
2022	596
2023	619

Source: Victorian Curriculum and Assessment Authority (VCAA)

Notes and caveats:

For 2014 onwards, students were not permitted to complete both the VCE and VCAL in the same year.

Data is reported by Victorian government-funded schools only.

Table 6.1.3b. Number of Aboriginal students who complete the Victorian Certificate of Education (VCE), including VCE Vocational Major, and who complete the Victorian Pathways Certificate

Year	Aboriginal students (n)
2024	636
2025	758

Source: Victorian Curriculum and Assessment Authority (VCAA)

Notes and caveats:

From 2024, VET in Schools completions and Victorian Certificate of Applied Learning (VCAL) completions, are not included in this data.

VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006 (Vic) aligned to Level 1 in the Australian Qualifications Framework (AQF).

Data is reported by Victorian government-funded schools only.

Table 7.1.1. Destinations of year 12 completers

		In Education or Training			
		Apprenticeship/ Traineeship	Bachelor degree	Certificates/ Diplomas	In Education or Training Total
Aboriginal	2009	9.6%	28.8%	22.4%	60.9%
	2018	15.5%	32.9%	16.8%	65.2%
	2019	17.3%	29.8%	15.7%	62.8%
	2020	16.4%	32.5%	13.9%	62.8%
	2021	19.7%	31.8%	12.4%	63.9%
	2022	24.2%	26.9%	10.8%	62.0%
	2023	14.4%	29.2%	12.0%	55.5%
	2024	20.8%	29.7%	12.3%	62.8%
Non-Aboriginal	2009	8.0%	46.4%	18.2%	72.5%
	2018	8.0%	55.1%	12.1%	75.2%
	2019	8.1%	54.4%	12.8%	75.3%
	2020	8.0%	54.7%	11.9%	74.6%
	2021	9.7%	56.4%	11.3%	77.3%
	2022	10.0%	52.6%	9.7%	72.3%
	2023	9.0%	55.3%	9.9%	74.2%
	2024	8.0%	57.0%	10.9%	75.9%

Source: OnTrack Survey, Department of Education, Victoria.

Notes and caveats:

Data are not available prior to 2009.

Aboriginal results include Aboriginal, Torres Strait Islander, Aboriginal and Torres Strait Islander respondents.

Reported 'NILFET' results are respondents categorised as Not in Labour Force, Education or Training.

Columns may not add to 100 per cent due to rounding.

Not in Education or Training		
	Looking for work or NILFET	Not in Education or Training Total
Employed		
18.5%	20.6%	39.1%
24.7%	10.1%	34.8%
29.2%	8.0%	37.2%
23.2%	14.0%	37.2%
23.1%	13.0%	36.1%
32.0%	6.1%	38.0%
37.3%	7.2%	44.5%
25.9%	11.3%	37.2%
12.2%	15.3%	27.5%
19.8%	5.0%	24.8%
19.5%	5.1%	24.6%
17.6%	7.8%	25.4%
18.0%	4.7%	22.7%
24.2%	3.4%	27.7%
22.4%	3.3%	25.8%
20.1%	4.0%	24.1%

New data is not available

Table 7.1.2a. Proportion of 17-24 year old school leavers participating in full-time education and training and/or employment, 2021

Level of engagement in education, training and/or employment	Aboriginal (n)	Non-Aboriginal (n)	Aboriginal (%)	Non-Aboriginal (%)
Fully engaged	5,188	441,488	54.6%	75.0%
Partially engaged ^(a)	1,692	87,577	17.8%	14.9%
Not Engaged	2,309	53,714	24.3%	9.1%
Engagement status unde	319	5,764	3.4%	1.0%

Source: ABS Census of Population and Housing

(a) Includes *Partially engaged* and *At least partially engaged*.

Data quality statement: Cells in this table have been randomly adjusted to avoid the release of confidential data. No reliance should be placed on small cells.

Table 7.1.2b Number of 17-24 year old school leavers participating in full-time education and training and/or employment

Year	Aboriginal (n)				Non-Aboriginal (n)			
	Fully engaged	Partially engaged ^(a)	Not Engaged	Engagement status undetermined/Not Stated	Fully engaged	Partially engaged ^(a)	Not Engaged	Engagement status undetermined/Not Stated
2016	3,820	1,180	1,842	256	447,769	78,518	58,834	5,536
2021	5,188	1,692	2,309	319	441,488	87,577	53,714	5,764

Source: ABS Census of Population and Housing

(a) Includes *Partially engaged* and *At least partially engaged*.

Data quality statement: Cells in this table have been randomly adjusted to avoid the release of confidential data. No reliance should be placed on small cells.

Table 7.1.2c Proportion of 17-24 year old school leavers participating in full-time education and training and/or employment

Year	Aboriginal (n)				Non-Aboriginal (n)			
	Fully engaged	Partially engaged ^(a)	Not Engaged	Engagement status undetermined/Not Stated	Fully engaged	Partially engaged ^(a)	Not Engaged	Engagement status undetermined/Not Stated
2016	53.8%	16.6%	26.0%	3.6%	75.8%	13.3%	10.0%	0.9%
2021	54.6%	1100.0%	1000.0%	3.4%	75.0%	14.9%	9.1%	1.0%

Source: ABS Census of Population and Housing

(a) Includes *Partially engaged* and *At least partially engaged*.

Data quality statement: Cells in this table have been randomly adjusted to avoid the release of confidential data. No reliance should be placed on small cells.

Table 7.1.3a. Participation and completion of Victorian 18-24 year olds in VET studies, by Aboriginal status

Year	Aboriginal enrolments (n)	Aboriginal completions (n)	Aboriginal Completions as a proportion of enrolments (%)	Enrolments as a proportion of Aboriginal 18-24 year old population (%)	Completions as a proportion of Aboriginal 18-24 year old population (%)	Non-Aboriginal enrolments (n)	Non-Aboriginal completions (n)	Non-Aboriginal Completions as a proportion of enrolments (%)	Enrolments as a proportion of Non-Aboriginal 18-24 year old population (%)	Completions as a proportion of Non-Aboriginal 18-24 year old population (%)	
Non-university^(a) VET provider											
2015	5,551	1,278	22.3%	54.9%	12.6%	218,985	65,586	30.0%	33.9%	10.1%	
2016	5,442	1,117	20.0%	53.0%	10.9%	200,084	53,720	27.0%	30.0%	8.1%	
2017	6,972	1,127	15.9%	67.4%	10.9%	197,465	56,180	28.5%	28.8%	8.2%	
2018	6,602	1,088	16.1%	63.7%	10.5%	174,847	55,581	31.8%	25.0%	8.0%	
2019	8,402	1,022	12.0%	80.7%	9.8%	183,313	53,023	29.1%	25.8%	7.5%	
2020	6,105	884	14.2%	59.3%	8.6%	160,876	41,665	25.9%	22.4%	5.8%	
2021	5,234	861	15.9%	51.3%	8.4%	174,513	46,760	26.9%	24.1%	6.5%	
2022	5,184	974	18.3%	49.8%	9.4%	175,156	45,198	25.8%	24.1%	6.2%	
2023	5,338	1,062	18.4%	50.8%	10.1%	169,369	47,688	26.6%	23.2%	6.5%	
2024	5,326	999	18.8%	49.6%	9.3%	177,909	53,168	29.9%	24.3%	7.3%	
VET studies at Universities											
2015	231	56	23.7%	2.3%	0.6%	22,233	7,209	32.4%	3.4%	1.1%	
2016	334	63	18.9%	3.3%	0.6%	21,899	7,308	33.4%	3.3%	1.1%	
2017	290	67	23.0%	2.8%	0.6%	22,152	7,490	33.8%	3.2%	1.1%	
2018	336	80	23.9%	3.2%	0.8%	21,704	6,680	30.8%	3.1%	1.0%	
2019	318	79	25.0%	3.1%	0.8%	23,543	7,341	31.2%	3.3%	1.0%	
2020	312	49	14.7%	3.0%	0.5%	23,030	5,647	24.5%	3.2%	0.8%	
2021	322	72	23.3%	3.2%	0.7%	23,592	6,497	27.5%	3.3%	0.9%	
2022	333	57	17.0%	3.2%	0.5%	21,263	5,827	27.4%	2.9%	0.8%	
2023	402	69	14.8%	3.8%	0.7%	22,389	6,232	27.8%	3.1%	0.9%	
2024	401	78	19.5%	3.7%	0.7%	23,807	6,536	27.5%	3.2%	0.9%	

Source: National Centre for Vocational Education Research (NCVER) VOCSTATS (unpublished)
 (a) VET training providers includes TAFE institutes, Community education providers, Enterprise providers and private training providers. Schools are excluded.

State is derived from the state/territory of the registered training organisations' head office

7.1.3b. University access, participation and course completion, by Aboriginal status, Victoria

Year	All commencing domestic students (n)	Aboriginal commencing students (n)	Aboriginal access rate (%) ^(a)	All domestic students (n)	Aboriginal students (n)	Aboriginal participation rate (%) ^(b)	All award course completion (n)	Aboriginal award course completion (n)	Aboriginal attainment rate (%) ^(c)
2009	63,860	476	0.8%	180,016	1,150	0.6%	42,582	140	0.4%
2010	69,322	531	0.8%	189,445	1,272	0.7%	44,037	127	0.3%
2011	72,286	560	0.8%	195,218	1,338	0.7%	48,038	167	0.4%
2012	80,037	613	0.8%	206,778	1,486	0.7%	48,631	179	0.4%
2013	87,869	714	0.8%	221,567	1,605	0.7%	50,404	200	0.5%
2014	90,145	761	0.8%	232,427	1,751	0.8%	52,958	212	0.5%
2015	90,735	817	0.9%	240,601	1,903	0.8%	54,345	267	0.6%
2016	90,795	907	1.0%	245,148	2,034	0.8%	55,951	223	0.5%
2017	92,823	982	1.1%	251,817	2,241	0.9%	55,355	247	0.5%
2018	91,587	965	1.1%	254,205	2,376	0.9%	57,738	297	0.6%
2019	90,283	985	1.1%	254,284	2,450	1.0%	58,068	351	0.7%
2020	103,620	1,142	1.1%	273,162	2,722	1.0%	60,501	402	0.7%
2021	106,912	1,162	1.1%	286,410	2,943	1.0%	70,262	496	0.7%
2022	91,595	1,035	1.1%	268,559	2,738	1.0%	64,790	566	0.9%
2023	90,444	1,186	1.3%	255,527	2,853	1.1%	64,525	577	0.9%
2024	94,853	1,265	1.3%	260,525	3,068	1.2%	65,115	650	1.0%

Source: Department of Education (Commonwealth), Higher Education Statistics: Section 1 Commencing students, Section 2 All students, Section 6 Indigenous students, Section 14 Award course completion

(a) Aboriginal students as a proportion of total commencing Victorian onshore students

(b) Aboriginal students as a proportion of total Victorian onshore students

(c) Award course completions by Aboriginal students as a proportion of total Victorian students who completed an award course

New data is not available

Table 7.1.4a Proportion of 20-64 year-olds with qualifications at Certificate III level or above, 2006 to 2021

Year	Non-Aboriginal		Aboriginal		Non-Aboriginal (%)	Gap (%)	Rate Ratio
	(n)	(n)	(n)	(%)			
2006	4,009	1,325,484	9,041	27.4%	47.2%	-19.8%	0.6
2011	6,478	1,658,598	9,904	34.2%	53.8%	-19.5%	0.6
2016	10,578	2,003,602	8,977	43.9%	60.1%	-16.1%	0.7
2021	18,184	2,506,575	5,202	52.6%	68.3%	-15.7%	0.8

Source: ABS Census of Population and Housing

Data quality statement: Cells in this table have been randomly adjusted to avoid the release of confidential data. No reliance should be placed on small cells.

Defintion: QALLP Non-School Qualification: Level of Education (Certificate III and above) by INGP Aboriginal Status by STATE (UR)

New data is not available

Table 7.1.4b Proportion of 20-64 year-olds with non-school qualification at Certificate III level or above and/or currently studying at Certificate III level or above, 2006 to 2021

Year	Non-Aboriginal		Gap (%)	Rate Ratio
	(%)	(%)		
2006	40.1%	56.1%	-16.0%	0.7
2011	46.3%	62.5%	-16.2%	0.7
2016	45.4%	68.8%	-23.4%	0.7
2021	54.0%	70.5%	-16.6%	0.8

Source: ABS Census of Population and Housing

Defintion: C3SP Attainment of Certificate III or higher or Working Towards a Non-School Qualification by INGP Aboriginal Status by STATE (UR)

Data quality statement: Cells in this table have been randomly adjusted to avoid the release of confidential data. No reliance should be placed on small cells.

Table 7.1.5.a Proportion of 15-64 year old Aboriginal government-funded and total VET graduates employed and/or in further study after training

Year	Total VET graduates employed and/or in further study (%)	Total VET graduates employed after training (%)	Total VET graduates in further study after training (%)	Government-funded VET graduates employed and/or in further study (%)	Government-funded VET graduates employed after training (%)	Government-funded VET graduates in further study after training (%)
2020	80.1%	67.2%	39.1%	82.0%	70.0%	41.6%
2021	87.6%	65.0%	35.5%	80.6%	67.9%	31.1%
2022	81.4%	74.9%	30.4%	86.6%	79.9%	32.8%
2023	87.6%	76.6%	33.2%	85.9%	76.3%	34.0%
2024	80.1%	68.2%	31.3%	82.9%	70.5%	33.6%

Source: Report on Government Services 2026; Total VET graduates from Table 5A.20; Government-funded VET graduates from Table 5A.21

Definition: Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.

Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed and/or in further study'. Graduates can be both employed and engaged in further study.

From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018.

The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.

Table 7.1.5.b Proportion of 15-64 year old All Persons government-funded and total VET graduates employed and/or in further study after training

Year	Total VET graduates employed and/or in further study (%)	Total VET graduates employed after training (%)	Total VET graduates in further study after training (%)	Government-funded VET graduates employed and/or in further study (%)	Government-funded VET graduates employed after training (%)	Government-funded VET graduates in further study after training (%)
2020	80.2%	68.9%	32.1%	79.1%	66.1%	33.4%
2021	82.3%	71.3%	34.8%	83.3%	70.8%	36.0%
2022	86.8%	79.1%	31.7%	86.9%	78.0%	32.9%
2023	87.2%	79.8%	32.0%	87.4%	79.1%	33.0%
2024	85.2%	76.9%	31.8%	86.3%	76.7%	33.6%

Source: Report on Government Services 2026; Total VET graduates from Table 5A.20; Government-funded VET graduates from Table 5A.21

Definition: Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.

Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed and/or in further study'. Graduates can be both employed and engaged in further study.

From 2019, the Student Outcomes Survey only collects data on students who completed nationally recognised VET delivered by RTOs in Australia during 2018.

The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.

New data is not available

Table 7.1.6. Graduates and trainees employed in the VPS

Program	Year	Intake	Current or completed
Barring Djinang Internship Program	2017–18	1	1
	2018–19	6	6
	2019–20	32	32
	2020–21	44	44
	2021–22	33	33
	2022–23	17	17
	2023–24	12	11
Aboriginal pathway into the Victorian Government graduate program	2017	7	5
	2018	4	3
	2019	2	1
	2020	13	13
	2021	7	7
	2022	5	4
	2023	4	3
	2024	4	4
Youth Employment Scheme (YES) Trainee Program	2017	39	24
	2018	35	30
	2019 ^(a)	57	56
	2020	26	25
	2021	25	25
	2022	13	13
	2023	15	15
	2024 ^(b)	11	10

Source: Internal records from the Victorian Public Service Commission; Department of Jobs, Skills, Industry and Regions.

(a) Excludes 10 participants from the school based traineeship program with Victoria Police.

(b) The number of YES participants registered in 2024 is below previous years due to several participants being registered at start of the school year (February 2025). These registrations will be captured in 2025.

(c) The number of current or completed YES participants is lower in 2024 due to early exits from the program. This is often a result of participants transitioning into VPS roles.