



# Department of Education & Training

Annual Report 2004–05



November 2005

Lynne Kosky, MP  
Minister for Education and Training  
Jacinta Allan, MP  
Minister for Education Services

Dear Ministers

I have pleasure in submitting the annual report of the Department of Education & Training for the year 2004–05 in accordance with the *Education Act 1958* and the *Financial Management Act 1994*.

Yours sincerely

A handwritten signature in black ink, appearing to read 'G Hehir', with a long horizontal flourish extending to the right.

Grant Hehir  
SECRETARY



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## About this report

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This report sets out the Department of Education & Training's key activities and achievements from 1 July 2004 to 30 June 2005 against the outputs and the Departmental objectives detailed in the 2004–05 Budget Papers.

The report of operations is organised around the major output groups:

- compulsory years (pages 15–27)
- post-compulsory years (pages 28–43)
- services to students (pages 22–23)
- portfolio management services (pages 44–48).

Performance measures against these output groups are further detailed in pages 49–57.

The financial report (pages 58–101) provides information on the financial position and performance of the Department in 2004–05.

Thirteen appendices (pages 102–158) provide supplementary financial and non-financial information. The report is a public document tabled in the Victorian Parliament in November 2005. It is available on the Department's website <[www.det.vic.gov.au](http://www.det.vic.gov.au)>.

# Secretary's report

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The Department of Education & Training has a prime responsibility to fulfil the vision and meet the objectives outlined by the Government for education and training. A strong education and training

system is vital to ensure that all Victorians have the knowledge and skills to be active, informed and productive citizens. The Department is committed to a vision of an assured future for all Victorians and a prosperous society through learning.

The 2004–05 year has been very successful for the Department. We have significantly strengthened our governance and decision-making processes and have made excellent progress in meeting Government objectives.

The Department's Corporate Plan 2003–06 sets out the objectives and strategies necessary to ensure that we meet our mission of providing high-quality education and training that raises achievement, reduces disparity and leads to opportunities. The plan outlines the values that guide our work, and the governance framework that harnesses our human, physical and financial resources towards the achievement of these priorities.

Our objectives are to increase participation, engagement and achievement in education and training, expand options and pathways for learners, strengthen the quality of service delivery and our responsiveness to the community and industry, strengthen a culture of working together and maintain sound financial management.

Our strategies directly correlate to these objectives and are to extend the capability of education and training professionals, improve curriculum and qualifications, provide innovative and responsive learning environments, increase accountability and system performance, and achieve sustainable financing and resourcing.

We have made significant progress in meeting our objectives during 2004–05.

On 10 February 2005, the Minister for Education and Training, Lynne Kosky launched a discussion paper on the review of the Education Act and related legislation. The review was designed to examine an appropriate legislative basis for education and training in the 21st century. The outcomes of the review will be detailed in the 2005–06 annual report.

The *Blueprint for Government Schools*, outlining the Government's reform agenda for the Victorian government school system, was launched by Minister Kosky, in November 2003.

The Blueprint provides a framework for a highly effective government school system; a system which has a common preferred view of the future, places students at the centre, is values driven, and develops effective teachers, leaders and schools.

The Blueprint identifies three areas where strategic intervention is required to build an effective government school system:

- building the skills of the education workforce to enhance the teaching–learning relationship and the capacity of our leaders and teachers
- recognising and responding to the diverse needs of students by providing the tools which can spread effective practice across the system
- continuously improving schools by enhancing school accountability.

A number of key Blueprint initiatives were implemented over the last year. The Victorian Essential Learning Standards were developed by the Victorian Curriculum and Assessment Authority in consultation with the Department. Due for final release in Term 4, 2005 following a period of validation, the Standards will ensure that students finish their compulsory years of schooling equipped with the knowledge, skills and personal qualities needed for further education, work and life.

In November 2004, the Knowledge Bank website was launched and ensures that schools can access system-wide examples of promising and exemplary practice. The Student Resource Package was launched in January 2005, replacing the School Global Budget. In a major step forward, funding allocation is now student-focused rather than expenditure input-focused. This will ensure that funding is directed to where it is most needed.

Agreement was reached with the non-government school sector on a new funding model for non-government schools. The model involves a new calculation of the State Grant for non-government schools, and will comprise a mix of 50 per cent core per capita funding, weighted by stages of schooling, and 50 per cent needs-based funding. Needs will be determined through a school's student characteristic profile.

In recognition of the critical importance of school leadership to improving student outcomes, several development opportunities were offered to enhance the leadership capacity of aspiring leaders, leadership teams and members of the principal class. In addition, major teacher professional development programs were implemented, including the Induction and Mentoring Programs for Beginning Teachers, and Teacher Professional Leave initiatives. Seventy-nine teachers participated in refresher courses.

An improved School Accountability and Improvement Framework for government schools was implemented. The framework assists schools and the system to focus on the major opportunities for school improvement through their planning processes.

The Leading Schools Fund has supported whole-school transformation for government secondary schools. The fund provides \$162 million over the three years of the implementation phase to employ 450 additional teachers and to redevelop or build new facilities. The fund also provides resources for facilities and information and communications technology (ICT) to support school transformation and improve student outcomes in government secondary schools across Victoria.

The Review of Victoria's Education and Training Legislation Discussion Paper highlighted the need to clarify the roles and responsibilities of school councils in government schools. The Minister for Education Services, Jacinta Allan, initiated a public review of governance arrangements for government schools. This review provides an opportunity to enhance partnerships between school councils, parents, schools and communities.

The Department has again made significant progress in achieving the Government's goals and targets for school education in 2004–05. In 2005, the average size of P–2 classes in government schools is 20.8, a further decrease compared to last year. The proportion of young people completing Year 12 or equivalent has continued to improve. In 2004, the completion rate for 19-year-olds was 78.5 per cent (compared to 77.5 per cent in 2003), while for 20–24-year-olds it was 85.2 per cent (well ahead of the Australian average of 82.4 per cent).

Increasing the participation rates across all parts of the system and in all stages of education is a key goal of the Government. The February apparent retention rate from Year 7 to Year 12 increased from 81.2 per cent in 1999 to 85.1 per cent in 2005.

VET (Vocational Education and Training) in Schools certificate enrolments, including school-based new apprenticeships, increased to 42,934 in 2004 across all sectors, with 25,985 enrolments in government schools. As a result of the growth of the Victorian Certificate of Applied Learning (VCAL) and the introduction of block credit for VET in VCE, the range of VET certificates students enrolled grew to 253 in 2004. In 2004, 12,566 students attained a total of 13,211 VET in schools certificates.

In 2004, a total of 8125 students enrolled in the VCAL at 322 sites, with 60 per cent of those students eligible to complete a VCAL certificate doing so successfully. Nearly 50,000 students were eligible to complete their Victorian Certificate of Education (VCE) in 2004 and of these students, 97 per cent successfully completed.

This year we continued the important work set for us in the *Knowledge & Skills for the Innovation Economy*, *Future Directions for Victorian Higher Education*, and *Future Directions in Adult Community Education* Ministerial Statements.

Vocational education and training provides pathways for young people, and contributes to the achievement of the government's goals and targets. In 2004, 3200 school students undertook a part-time apprenticeship or traineeship as part of a program of studies that combined the VCE or VCAL with a nationally accredited training certificate and employment.

In 2004, nearly 71,000 young people aged 15–19 years undertook vocational education and training in government-funded programs in TAFE institutes, adult community education (ACE) and private registered training organisations. These programs provide opportunities for early school leavers to continue in education and improve their career and employment options.

TAFE institutes and ACE and private registered training organisations provided approximately 500,600 students with 111.2 million student contact hours of training and further education (excluding non-VET activity) in 2004. Of this total delivery, government-funded delivery accounted for over 80.4 million of the reported contact hours.

Training delivery in TAFE institutes continues to be directed to meet industry needs. A comparison of training delivery in 2003 and 2004 indicates that 1.6 per cent of training delivery in 2004 was reoriented from areas of low priority to areas of high priority.

Fifteen Specialist Centres, one of the initiatives of the Knowledge & Skills Ministerial Statement, are currently operating in areas such as manufacturing, hospitality, tourism, primary industry, sustainable building and environmental technology. In 2004–05, funding was committed to the development of two new Specialist Centres focusing on biotechnology and heritage trades.

Two more Specialist Centres focusing on textiles and e-business have also been approved by the Minister.

In April 2005, the Minister announced the establishment of the TAFE Development Centre. Consistent with our objective of extending our workforce capability, the TAFE Development Centre is responsible for promoting the development, and raising the professional standing, of staff in TAFE institutes across Victoria.

The Department is developing resources and a training program in order to fulfil its important role in strengthening the governance culture and enhancing the practices of members of TAFE governing bodies.

Capital infrastructure and equipment is being upgraded or replaced to ensure it keeps pace with industry standards, and to provide leading edge learning environments. In 2004-05 state funding allocated to capital infrastructure enabled the construction of a new Building and Construction Training Centre at the University of Ballarat, introducing state of the art, voice over internet telephony equipment at five TAFE institutes, and ongoing work on a high-speed fibre-optic link between Bairnsdale and Lakes Entrance.

The contributions of the key statutory authorities to the achievement of Government goals, targets and outputs for education and training are significant and vital. I would like to once again extend my thanks to the board and council members, and staff of the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Qualifications Authority (VQA), the Adult Community and Further Education (ACFE) Board, the Victorian Learning and Employment Skills Commission (VLESC), and the Victorian Institute of Teaching (VIT).



Grant Hehir  
SECRETARY

# Overview

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## About the Department

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State education in Victoria dates from 1 January 1873. The Department of Education & Training has operated in its current form since 3 November 2003.

The Department plays a pivotal role in fulfilling the vision and achieving the challenges set by the Government for education and training.

### Vision

An assured future for all Victorians and a prosperous society through learning.

### Mission

The Department will ensure the provision of high-quality education and training that:

- raises achievement
- reduces disparity
- leads to opportunities.

### Key responsibilities

The Department provides, funds, purchases and regulates education and training services for Victorians of all ages through schools, TAFE institutes, registered training organisations, ACE organisations, adult education institutions and higher education institutions.

The Department's primary functions include:

- planning, regulating, managing, resourcing and delivering high-quality primary and secondary education in Victoria's system of government schools
- funding, regulating and liaising with non-government schools in Victoria
- planning, regulating, resourcing and purchasing training and further education, apprenticeships and traineeships, and adult community education that strengthen the knowledge and skills of all Victorians

- regulating and administering the legislation governing the provision of higher education in Victoria
- providing leadership to a diverse and multi-dimensional education and training system.

The Department provides support and advisory services to the Minister for Education and Training, Lynne Kosky, and the Minister for Education Services, Jacinta Allan. It is also responsible for the effective management and administration of their respective portfolios.

More information on the Ministerial portfolios appears in Appendix 10 on pages 150–151.



*Lynne Kosky, Minister for Education and Training*



*Jacinta Allan, Minister for Education Services*

## Corporate governance

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The Department's corporate governance framework coordinates the structures and processes within the Department that support effective direction setting and decision making, the assessment and treatment of risk, compliance and accountability requirements, and the monitoring and optimising of performance. It is underpinned by a set of departmental values and principles of conduct as outlined in the Department's People Principles.

A number of important changes were made to the Department's corporate governance framework in 2004–05.

### Portfolio Board

The new approach to corporate governance included the establishment of the Portfolio Board, comprising the Secretary and Deputy Secretaries of the Department, the Chief Executive Officer of the VCAA and the Director of the Victorian Qualifications Authority (VQA). The board meets quarterly to set the overall strategic direction of the Portfolio, to assess the Portfolio's performance against key indicators, and determine if changes in strategic approach are required. The board also determines and manages key strategic risks to the achievement of the Portfolio's objectives.

### Departmental Management Committee

The Departmental Management Committee leads, manages and monitors the work of the Department in accordance with the strategic directions provided by the Government and the Portfolio Board.

The committee has a formal monthly meeting where performance is reviewed against business plans and critical policy, program and resource matters are considered. It also meets weekly on a less formal basis.

The committee takes responsibility for driving the policy agenda set by the Government, as reflected in the goals and targets for education and training and in Ministerial directions and statements. It also manages and coordinates stakeholder interaction and monitors progress against the Department's Corporate Plan 2003–06. Members have key strategic, operational and financial responsibilities and are accountable for Department outcomes.

The work of the Departmental Management Committee is supported by seven committees: Portfolio Audit, Strategic and Financial Planning, Human Resources, Knowledge Management, Research, Accredited Purchasing Unit, and Education and Training Provision.

Members of the Departmental Management Committee at 30 June 2005 were as follows.

#### **MR GRANT HEHIR** SECRETARY

Commenced in position 5 May 2003

Mr Grant Hehir joined the Department following a career in public sector budget management and policy development. Mr Hehir joined the Department of Treasury and Finance in 1998 as Deputy Secretary, Budget and Financial Management Division. In this role, he provided advice to Government on State Budget strategy and management and advised on emerging policy issues. In early 2003, he joined the Department of Premier and Cabinet as Deputy Secretary, Strategic, Economic and Social Policy, advising the Premier on social and economic policy matters.

Prior to moving to Melbourne, Mr Hehir worked in Canberra for the Commonwealth, holding senior positions in the Department of Finance and Administration.

**MR DARRELL FRASER**

DEPUTY SECRETARY

Office of School Education

Commenced in position 14 January 2004

Prior to joining the Department's central office, Mr Darrell Fraser was principal of Glen Waverley Secondary College. Mr Fraser has been awarded national recognition for his contribution to education through leadership, innovative pedagogy and leading practice in ICT and Intranet/Extranet solutions.

The Office of School Education is responsible for developing and administering the delivery of school education for students in government schools. It is also responsible for non-government school policy.

**DR DAHLE SUGGETT**

DEPUTY SECRETARY

Office of Learning and Teaching

Commenced in position 17 March 2004

Prior to joining the Department, Dr Dahle Suggett previously held positions as a partner in the Allen Consulting Group, and at Exxon Chemical in both Australia and the United States. Dr Suggett has also held senior public service positions in the Commonwealth Government including Assistant Commissioner of the Commonwealth Schools Commission and Executive Director of the Commonwealth Youth Bureau.

The Office of Learning and Teaching is responsible for developing policy and strategy for learning and teaching in the school and VET sectors.

**MS KATHERINE HENDERSON**

DEPUTY SECRETARY

Office of Strategy and Review

Commenced in position 7 February 2005

Ms Katherine Henderson returned to the Victorian Public Service in early 2005 after a ten-year period working in the Northern Territory. Ms Henderson's most recent position was as Deputy Chief Executive, Northern Territory Department of Employment, Education and Training. Prior to joining the public service, Ms Henderson taught for ten years in the secondary and tertiary sectors.

The Office of Strategy and Review undertakes portfolio-wide policy development and strategic planning and provides services and support to the Ministers and the Secretary.

**MS PATRICIA NEDEN**

ACTING DEPUTY SECRETARY

Office of Training and Tertiary Education

Acting in position from 28 April 2005

Ms Patricia Neden has held positions in the education and training, industry and labour departments of the Victorian Government. Ms Neden has worked in human resource management for Mount Newman Mining Company and in systems analysis for LM Ericsson. Prior to being appointed Acting Deputy Secretary, Ms Neden held the position of General Manager, Training Operations Division.

The Office of Training and Tertiary Education focuses on vocational education and training, adult community education and tertiary education programs.

**MR JEFF ROSEWARNE**

DEPUTY SECRETARY

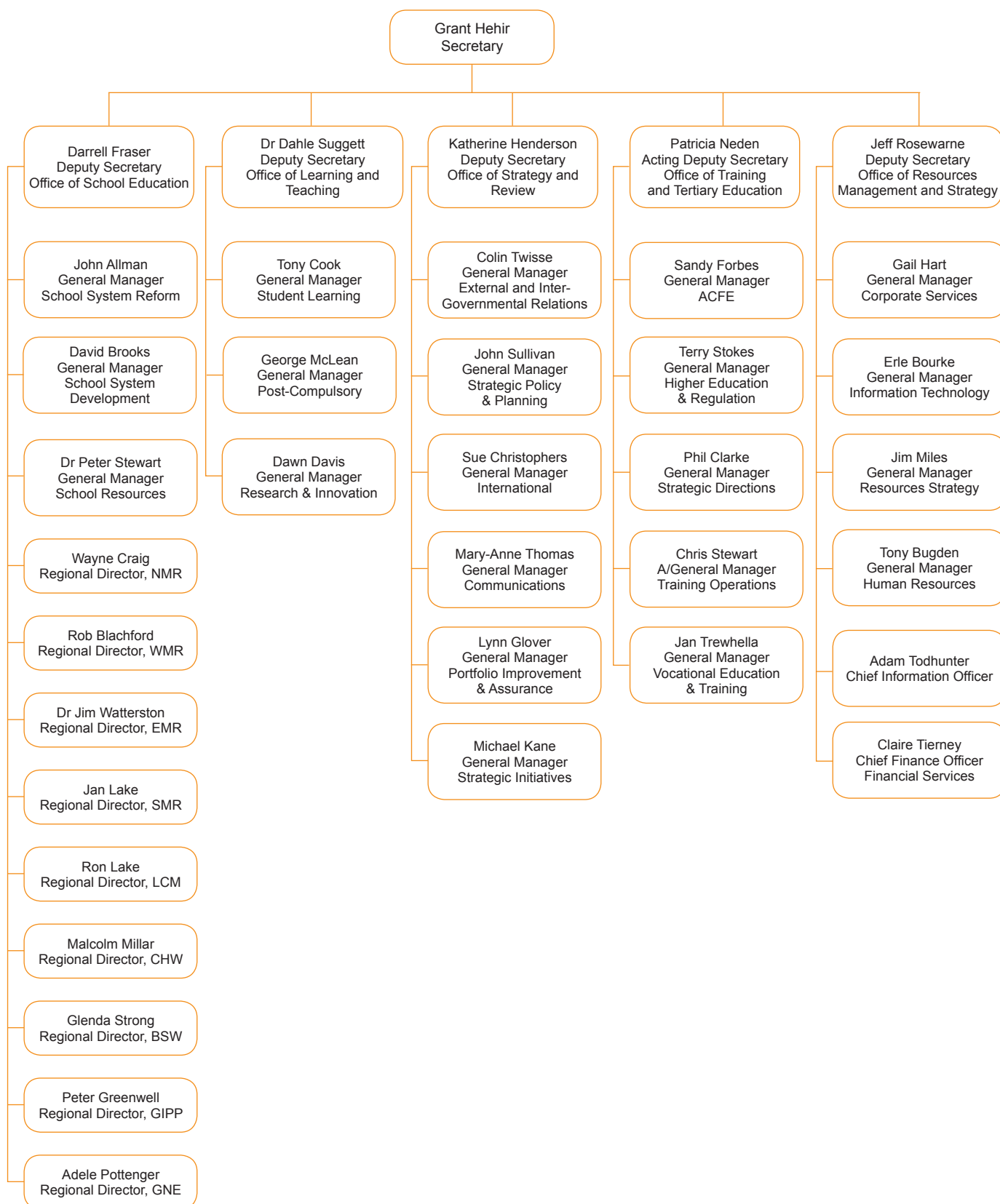
Office of Resources Management and Strategy

Commenced in position 26 May 2003

Mr Jeff Rosewarne returned to the Department after six years in executive positions in the Department of Treasury and Finance, the most recent as Director, Budget Formulation in the Budget and Financial Management Division.

The Office of Resources Management and Strategy has primary responsibility for the development and implementation of the financial and resource strategy for the Department. The Office also provides Department-wide services in the areas of finance, information technology, shared services and human resources (non-school).

# Organisation chart as at 30 June 2005



## Human resources

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As at June 2005, there were 51,186 full-time equivalent (FTE) staff employed by the Department. These staff were distributed across the schools, the head office and regions as demonstrated by the following table.

*Full-time equivalent (FTE) of staff on pay as at June 2005 and June 2004*

Location	2005	2004
School		
Teaching	39,507.5	38,911.6
Non-teaching	10,020.2	9,614.9
Subtotal	49,527.6	48,526.4
Head Office and regions	1,658.4	1,532.4

Further workforce statistics are contained in Appendix 4 on pages 120–125.

## Your Job, Your Say

During March and April 2005, the Department conducted an organisational health survey entitled *Your Job, Your Say 2005* to obtain information about the organisational and people management practices that influence employee wellbeing and organisational performance.

The survey was designed to:

- obtain information on a range of indicators that reflect the key people management issues underpinning staff wellbeing and performance
- establish the relative performance of all work teams and most leaders
- benchmark the Department against other Australian public sector organisations
- establish key strengths and areas for improvement
- establish what actually makes a difference to staff wellbeing and performance
- create a reliable and valid baseline that enables the Department to accurately monitor and evaluate change over time.

The staff response rate of 73 per cent means that the Department can have confidence in the results.

Workgroups and managers have since been actively working on the action phase of the survey process.

## Summary of financial results

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The Department's portfolio as described in the 2004–05 State Budget papers comprises four key output areas:

- compulsory years
- post-compulsory years
- services to students
- portfolio management services.

The financial statements presented in this annual report relate to the controlled operations of the Department and include corporate activities and the 1617 government schools.

Other agencies within the portfolio report separately and therefore are not included within the controlled financial transactions of the Department. These entities include the ACFE Board, the VCAA, the VIT, the VLESC, the VQA and the TAFE institutes.

The table below provides information on the Department's financial results for 2004–05 and comparisons with the previous four financial years.

There were no significant changes in the financial position during the financial year.

The Department is not aware of any events that adversely affected the achievement of operational objectives for the year.

There were no events subsequent to the balance date that would have a significant effect on the operations of the Department.

	2000–01 \$ million	2001–02 \$ million	2002–03 \$ million	2003–04 \$ million	2004–05 \$ million
<b>Operating revenue</b>					
Revenue from State Government	5,089.0	5,323.8	5,533.9	5,757.0	6,205.9
Other revenue	422.9	458.0	478.3	429.5	494.7
<b>Total operating revenue</b>	<b>5,511.9</b>	<b>5,781.8</b>	<b>6,012.2</b>	<b>6,186.5</b>	<b>6,700.6</b>
<b>Operating expenses</b>	<b>5,422.4</b>	<b>5,727.4</b>	<b>5,898.9</b>	<b>6,170.8</b>	<b>6,536.5</b>
<b>Operating surplus</b>	<b>89.5</b>	<b>54.4</b>	<b>113.3</b>	<b>15.7</b>	<b>164.1</b>
<b>Total assets</b>	<b>6,494.5</b>	<b>7,212.6</b>	<b>8,205.0</b>	<b>9,368.1</b>	<b>10,041.3</b>
<b>Total liabilities</b>	<b>934.9</b>	<b>1,045.0</b>	<b>1,009.2</b>	<b>1,111.9</b>	<b>1,164.1</b>
<b>Net assets</b>	<b>5,559.6</b>	<b>6,167.6</b>	<b>7,195.8</b>	<b>8,256.1</b>	<b>8,877.2</b>
<b>Net year-end cash position</b>	<b>321.2</b>	<b>399.9</b>	<b>401.6</b>	<b>384.7</b>	<b>463.8</b>

## 2004–05 result

The Department's result from ordinary activities for 2004–05 was \$164.1 million, compared with \$15.7 million in 2003–04. This result reflects the Department's commitment to providing a high level of service delivery achieved from the efficient delivery of outputs on behalf of the Government.

## Revenue and expenses

The growth in the Department's revenues and expenditures primarily reflects the funding from the Government for additional output initiatives in the 2004–05 State Budget and enterprise bargaining outcomes.

During the year the Department increased funding for maintenance works in schools, the Education Maintenance Allowance, improving Internet access for government school students and training and further education (as announced in the 2004–05 State Budget). Implementation of initiatives approved in previous budgets continued.

## Assets

The value of the Department's assets increased by \$673 million in 2004–05. Of this increase, \$392.2 million arose from the annual revaluation of the Department's non-current assets. The balance of the increase reflects spending under the Government's commitment to improving the quality of school infrastructure as well as asset purchases funded by schools from their own fundraising.

## Goals and targets

The Government's goals for education and training are:

- to improve the standards of literacy and numeracy in primary schooling
- to increase the percentage of young people who successfully complete Year 12 or its educational equivalent
- to increase the percentage of adults who take up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- to increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- to make near-universal participation in post-school education and training the norm in our society.

In 2005, the Government released an update to *Growing Victoria Together*, which set four targets for this Department:

- the proportion of Victorian primary students achieving the national benchmark levels for reading, writing and numeracy will be at or above the national average
- by 2010, 90 per cent of young people in Victoria will successfully complete Year 12 or its educational equivalent

- the level of participation in vocational education and training of adults aged 25–64 years will increase
- the number of early school leavers who are unemployed after six months will decline.

Progress against these targets is shown in the following table.

#### Progress against the Government's targets

Target	Measure	2001	2002	2003	2004	Comment
Proportion of Victorian primary students achieving the national benchmark levels for reading, writing and numeracy will be at or above the national average.	Percentage achieving national benchmark in Year 3 reading	89.0 (90.3) <sup>(a)</sup>	92.0 (92.3) <sup>(a)</sup>	90.4 (92.4) <sup>(a)</sup>	Not yet available	In 2003, Victoria's performance was at or above the national average (figure in brackets) on a range of measures. The 2004 results are expected to be released by MCEETYA <sup>(b)</sup> by the end of 2005.
	Percentage achieving national benchmark in Year 3 writing	94.7 (89.5) <sup>(a)</sup>	95.3 (93.6) <sup>(a)</sup>	96.1 (92.2) <sup>(a)</sup>	Not yet available	
	Percentage achieving national benchmark in Year 3 numeracy	94.1 (93.9) <sup>(a)</sup>	92.0 (92.8) <sup>(a)</sup>	95.8 (94.2) <sup>(a)</sup>	Not yet available	
	Percentage achieving national benchmark in Year 5 reading	90.9 (89.8) <sup>(a)</sup>	87.3 (89.3) <sup>(a)</sup>	89.6 (89.0) <sup>(a)</sup>	Not yet available	
	Percentage achieving national benchmark in Year 5 writing	92.4 (94.0) <sup>(a)</sup>	94.9 (93.6) <sup>(a)</sup>	95.6 (94.1) <sup>(a)</sup>	Not yet available	
	Percentage achieving national benchmark in Year 5 numeracy	94.7 (89.6) <sup>(a)</sup>	93.2 (90.0) <sup>(a)</sup>	94.7 (90.8) <sup>(a)</sup>		
By 2010, 90 per cent of young people in Victoria will successfully complete Year 12 or its educational equivalent.	Percentage of 20–24-year-olds in Victoria who have completed Year 12 or equivalent <sup>(c)</sup>	82.8 (80.6) <sup>(d)</sup>	84.1 (81.0) <sup>(d)</sup>	85.8 (81.9) <sup>(d)</sup>	85.2 (82.4) <sup>(d)</sup>	The Victorian result for 2004 was higher than the national average and higher than all other states (except the ACT).
	Percentage of 19-year-olds in Victoria who have completed Year 12 or equivalent <sup>(e)</sup>	75.7	75.8	77.5	78.5	The percentage of young people successfully completing Year 12 or an equivalent qualification has shown ongoing improvement.
The level of participation in vocational education and training of adults aged 25–64 years will increase.	Number of adults aged 25–64 years who participated in a VET program	281,192	294,504	305,836	287,495	While the participation of people 25–64 years has declined from 2003, students are participating in longer duration courses at higher AQF levels.
The number of early school leavers who are unemployed after six months will decline.	Number and proportion of early school leavers who are unemployed at the time of the On Track survey <sup>(f)</sup>			590 18%	696 15%	

(a) Data is subject to measurement error of up to 2.4 per cent. Figures in brackets show the national average for the percentage of primary students achieving the national benchmarks for reading, writing and numeracy.

(b) Ministerial Council on Education, Employment, Training and Youth Affairs.

(c) Sourced from the Australian Bureau of Statistics annual Survey of Education and Work (2004). Results are subject to a margin of error and marginal year-to-year variation may be due to the sampling error.

(d) Figures in brackets show the national average for the percentage of 20–24-year-olds who have completed Year 12 or an equivalent qualification.

(e) Sourced from VCAA administration data and Australian Bureau of Statistics population estimates and 2001 population Census data.

(f) On Track survey results are based on a telephone survey of school leavers. This measure concerns those surveyed who exited school from Years 10–12 and prior to completing Year 12. As the sample size is relatively small, results are indicative only and should be interpreted with care.