Preschool children

Preschools are also known as kindergartens, child parent centres or children's services centres. Preschool programs aim to enhance children's social, emotional, physical and intellectual development. Children can attend up to four preschool sessions (usually half day sessions) a week or two full day sessions for up to four terms prior to their entry in school. Aboriginal children can attend preschool from the age of three years.

Indicator definition: preschool children (aged three to four years) as a percentage of all children at those ages.

Key points

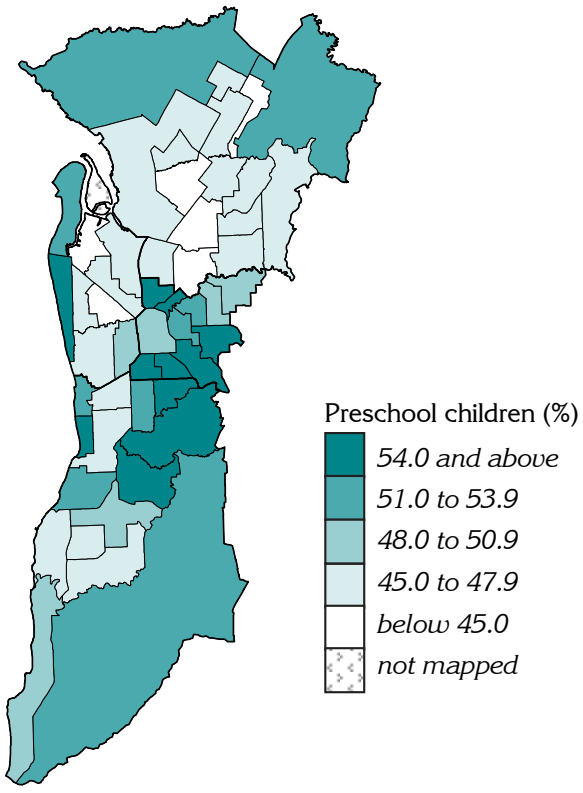
- Participation of children aged three to four years in preschool is generally uniform across the State Regions, other than in Northern Adelaide and the Far North.
- Variation in participation between areas is related to socioeconomic status.

Geographic variation

Adelaide

The geographic distribution of children in preschool (as recorded in the 2006 Census) highlights higher rates of participation among children living in the higher socioeconomic status suburbs adjacent to the city centre, and to the east and south-east (**Map 27**). These areas include the SLAs of Unley - East, Burnside - North-East and - South-West, Mitcham - Hills and - North-East, Walkerville and Prospect. The lowest rates were recorded in the inner northern and north-western SLAs of Salisbury - Central and - South-East, Playford - East Central, Port Adelaide Enfield - Port and - East, and Charles Sturt - Inner East and - Inner West.

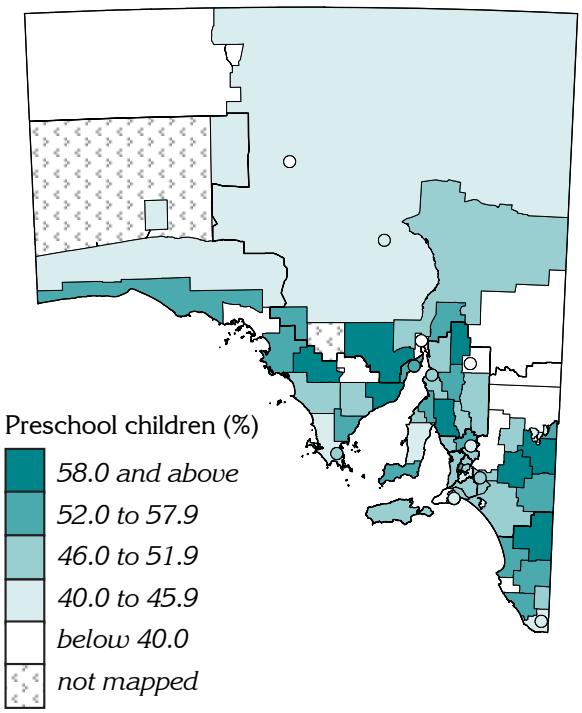
Map 27: Preschool participation, Adelaide, 2006



Country South Australia

Fewer than 40% of children aged three to four years in the SLAs of Unincorporated Riverland, Coober Pedy, Anangu Pitjantjatjara, Yankalilla, Barossa - Barossa - Angaston, Unincorporated Pirie, Peterborough, Mid Murray, Kimba, Ceduna, Robe and Port Augusta were attending preschool (**Map 28**). The highest percentages at these ages attending preschool were in SLAs scattered throughout the State, including in Unincorporated Whyalla, Orroroo/ Carrieton, Karoonda East Murray, Loxton Waikerie - East, Le Hunte, Tatiara, Franklin Harbour and Wakefield.

Map 28: Preschool participation, South Australia, 2006



Note: ABS Census data have been used as data covering the non-government education sectors are not available by SLA.

Regional totals

There was little variation across the regions in either metropolitan Adelaide or country South Australia in the proportion of three to four year old children attending preschool, and little difference in overall participation (**Table 10**). In the metropolitan regions, the percentages ranged from 45.6% in Northern Adelaide to 55.8% in Eastern Adelaide, and in country regions from 40.2% in Far North to 51.3% in Yorke and Mid North.

Table 10: Preschool participation, by State Region, 2006

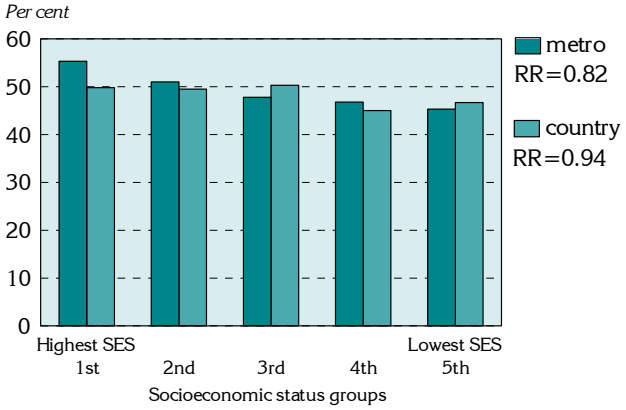
Region	No.	%
Northern Adelaide	3,954	45.6
Western Adelaide	1,986	47.9
Eastern Adelaide	2,151	55.8
Southern Adelaide	3,678	50.7
Metropolitan regions	**11,769**	**49.2**
Adelaide Hills	841	50.9
Murray and Mallee	792	48.9
Fleurieu and Kangaroo Island	376	45.6
Limestone Coast	817	47.6
Barossa	726	47.5
Yorke and Mid North	826	51.3
Eyre and Western#	729	49.3
Far North#	320	40.2
Country SA	**5,427**	**48.3**
South Australia	17,210	48.9

See 'Notes on the data' in the Appendix

Socioeconomic status

A continuous gradient is evident in metropolitan Adelaide in the participation of children aged 3 to 4 years in preschool (**Figure 15**), with the highest rates in the most advantaged (highest SES) areas (55.3%) and the lowest in the most disadvantaged (lowest SES) areas (45.3%), some 18% lower.

Figure 15: Preschool participation, by socioeconomic status, South Australia, 2006

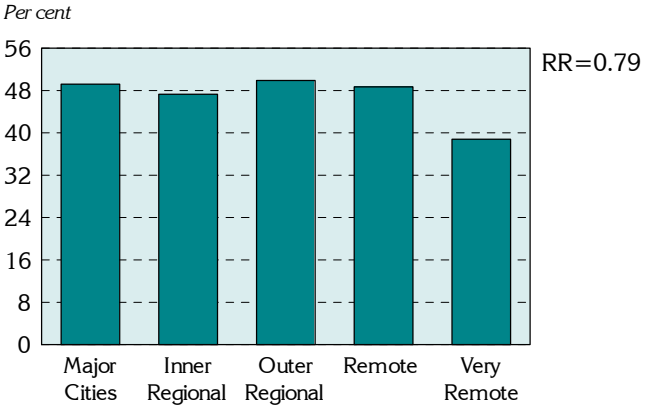


There is a small socioeconomic gradient in country South Australia, with rates ranging from 49.8% in the highest SES areas to 46.7% in the lowest SES areas, a differential of 6% (**Figure 15**).

Remoteness

By far the lowest participation rate of preschool students was recorded in the Very Remote areas (38.8%), with percentages of approximately 40% in each of the other remoteness classes (**Figure 16**).

Figure 16: Preschool participation, by remoteness, South Australia, 2006



Correlations

There are strong to very strong correlations at the SLA level in metropolitan Adelaide between areas with low rates of preschool participation and many other indicators, including low rates of participation in secondary schooling, children developmentally vulnerable on two or more domains under the AEDI, poor educational performance under NAPLAN and in secondary school, lack of access to the Internet at home (in particular to a high-speed connection) and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with high proportions of four year old children who were obese were also strong. Of note is the strong positive correlation between participation in preschool and participation in secondary school: the correlation with participation in primary school is of moderate strength.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Primary school students

In South Australia, primary schools are provided by DECS, and the Catholic and other independent schools' sectors. Junior Primary covers Reception to Year 2, for children aged 5 to about 8 years. The primary years, 3 to 7, cater for students up to 12 years of age (including some aged 13 years).

Indicator definition: estimated number of primary school students (aged 5 to 12 years) as a percentage of all children aged 5 to 12 years.

Key points

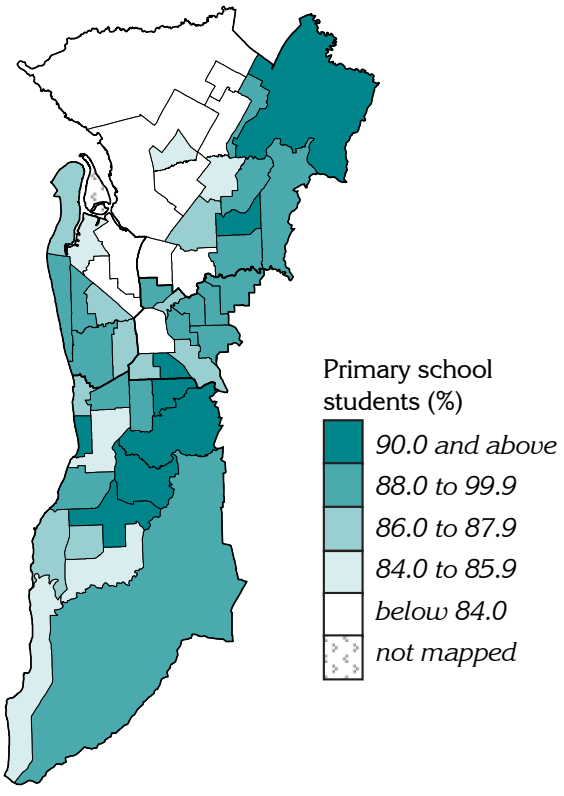
- There is relatively little variation in the participation of children aged 5 to 12 years in primary school, other than in the Far North.
- Variation in participation between areas is related to socioeconomic status.

Geographic variation

Adelaide

Data from the 2006 Census show that children (aged 5 to 12 years) living in SLAs in a band from the north-east to south-east of metropolitan Adelaide had the highest rates of participation in primary school (**Map 29**); the lowest rates were recorded in an area extending from the city centre, through a number of north-western and inner northern SLAs, to the outer north. More than 90% of children at these ages from Mitcham - North-East and - Hills, Onkaparinga - Reservoir and - Woodcroft, Tea Tree Gully - Central, Unley - East, Playford - Hills and Holdfast Bay - South were participating in primary school.

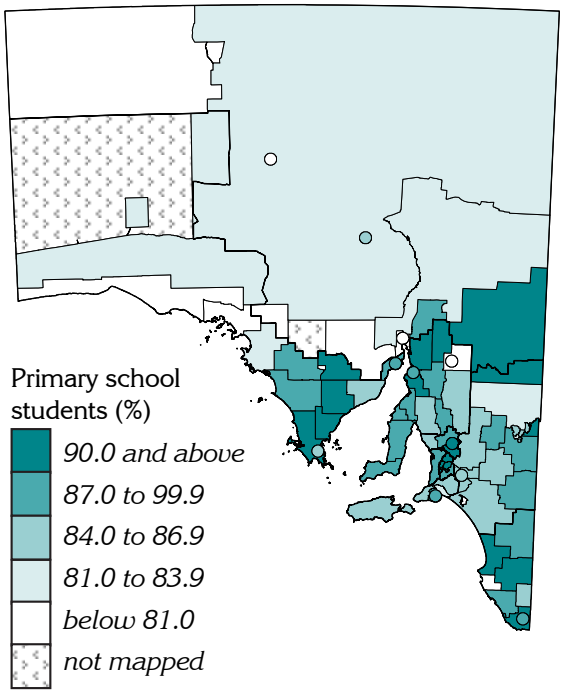
Map 29: Primary school participation, Adelaide, 2006



Country South Australia

Areas in the far north of the State generally had the lowest rates of participation in primary school (**Map 30**), with rates below 81% in Unincorporated Whyalla, Robe, Coober Pedy, Anangu Pitjantjatjara, Unincorporated West Coast, Ceduna, Peterborough and Port Augusta. The highest rates of primary school participation were recorded in the SLAs of Orroroo/ Carrieton, Unincorporated Pirie, Kimba, Barossa - Barossa - Angaston and Adelaide Hills - North.

Map 30: Primary school participation, South Australia, 2006



Note: ABS Census data have been used as data covering the non-government education sectors are not available by SLA.

Regional totals

Participation was relatively even across all regions, with similar rates in metropolitan Adelaide and country South Australia (**Table 11**). In the metropolitan regions, the percentage of the population aged 5 to 12 years attending primary school ranged from 85.5% in Northern Adelaide to 88.7% in Southern Adelaide; and, in country South Australia, from 79.4% in Far North to 89.8% in Adelaide Hills.

Table 11: Primary school participation, by State Region, 2006

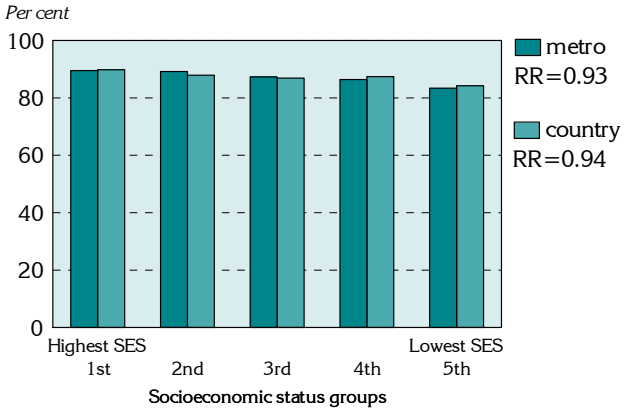
Region	No.	%
Northern Adelaide	31,491	85.5
Western Adelaide	15,372	86.4
Eastern Adelaide	14,206	88.3
Southern Adelaide	28,108	88.7
Metropolitan regions	**89,177**	**87.1**
Adelaide Hills	6,739	89.8
Murray and Mallee	6,470	86.4
Fleurieu and Kangaroo Island	3,264	84.9
Limestone Coast	6,420	88.4
Barossa	6,169	89.0
Yorke and Mid North	6,897	88.2
Eyre and Western#	5,625	86.7
Far North#	2,523	79.4
Country SA	**44,107**	**87.3**
South Australia	133,359	87.1

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a slight gradient in participation of primary school students when viewed by socioeconomic status group, with percentages in metropolitan Adelaide decreasing by seven per cent, from 89.5% in the most advantaged areas (highest SES) to 83.4% in the most disadvantaged areas (lowest SES) (**Figure 17**).

Figure 17: Primary school participation, by socioeconomic status, South Australia, 2006

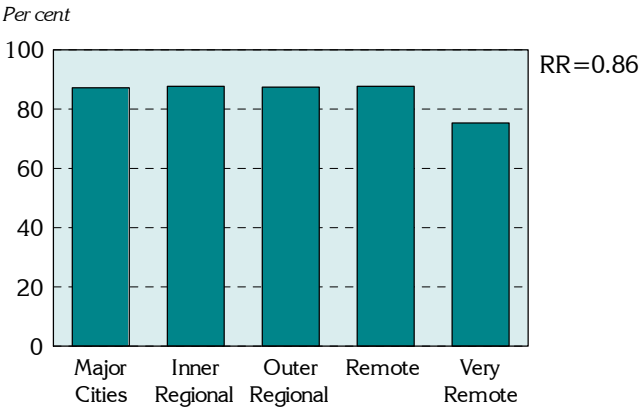


In country South Australia, there were 6% fewer primary school participants in the lowest SES areas (84.2%) compared with the highest SES areas (89.8%) (**Figure 17**).

Remoteness

There is little variation across the first four remoteness classes, with participation rates around 87% in each class (**Figure 18**). The lowest rate was recorded in the Very Remote class, with 75.3% of children aged 5 to 12 years attending primary school, some 14% below the level in the Major Cities class.

Figure 18: Primary school participation, by remoteness, South Australia, 2006



Correlations

There are strong to very strong correlations at the SLA level in metropolitan Adelaide between areas with low rates of primary school participation with many of the indicators of socioeconomic disadvantage, including welfare-dependent and other low income families with young children, families where no parent has a job (jobless families), children developmentally vulnerable on two or more domains under the AEDI, lack of access to the Internet at home (in particular to a high-speed connection) and admissions to a public acute hospital. Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) were moderate to strong. Of note is the very strong positive correlation between participation in primary school and participation in secondary school.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Secondary school students

Secondary schooling provides core study areas and extension courses to assist in the development of skills, knowledge and values, and to prepare students for adult life. In South Australia, all 16 year olds are required to be in full time education or training until they achieve a qualification or turn 17, reflecting research which shows that young people who leave school too early are often unemployed by their 20s and then find it difficult to find work and careers of their choice [(2)].

Indicator definition: secondary school students (aged 13 to 17 years) as a percentage of all children aged 13 to 17 years.

Key points

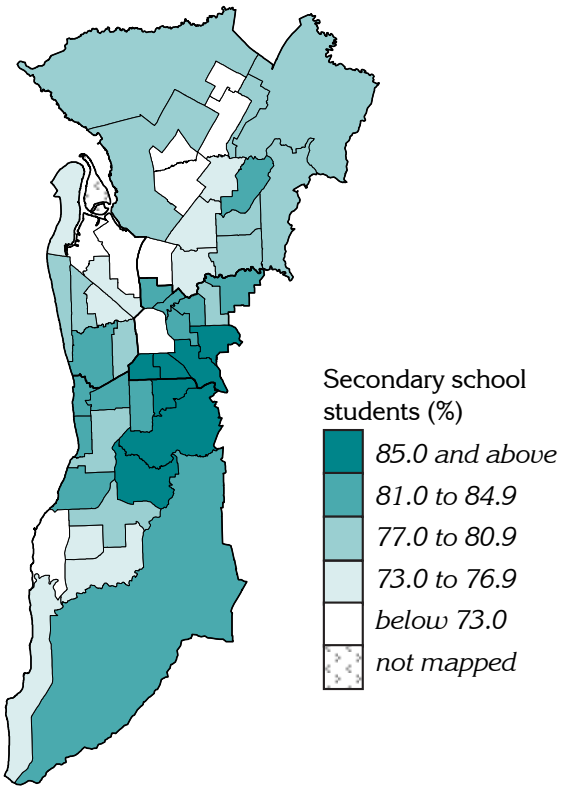
- There is relatively greater variation in participation rates for secondary students than seen for primary school students, with a markedly lower rate in the Far North.
- Variation in participation in secondary school between areas is strongly related to socioeconomic status.

Geographic variation

Adelaide

The highest concentrations of secondary school students aged 13 to 17 years are in areas located to the east and south of the city centre (**Map 31**), with the lowest rates in the northern, north-western and outer southern regions. The highest participation rates were recorded in the Mitcham, Unley and Burnside SLAs, and in Onkaparinga - Reservoir. The lowest rates were in Playford - Elizabeth and - West Central, Adelaide, Port Adelaide Enfield - Inner, - Park and - Port, Onkaparinga - North Coast, and Salisbury - Central and - Inner North.

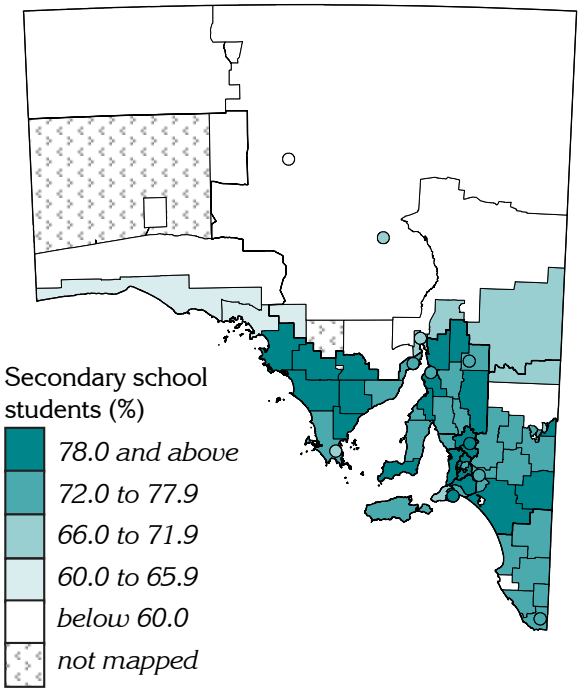
Map 31: Secondary school participation, Adelaide, 2006



Country South Australia

The highest percentages of 13 to 17 year olds attending secondary school were recorded in areas surrounding the metropolitan region extending to the east of the State, in the mid north and on the Eyre Peninsula (**Map 32**). These areas included Orroroo/ Carrieton, Cleve, Le Hunte, Tumby Bay, Adelaide Hills - Ranges and - Central, Barossa, Kimba and Alexandrina - Strathalbyn. The lowest percentages were recorded in Unincorporated areas of Riverland, Flinders Ranges, Whyalla and Far North and also in the far northern SLA of Anangu Pitjantjatjara.

Map 32: Secondary school participation, South Australia, 2006



Note: ABS Census data have been used as data covering the non-government education sectors are not available by SLA

Regional totals

Secondary school participation among young people aged 13 to 17 years was lower in country South Australia (76.0%) than in metropolitan Adelaide (78.6%) (**Table 12**). Participation rates above the State average were recorded in Eastern Adelaide, Adelaide Hills, Southern Adelaide, Barossa, and Fleurieu and Kangaroo Island.

Table 12: Secondary school participation, by State Region, 2006

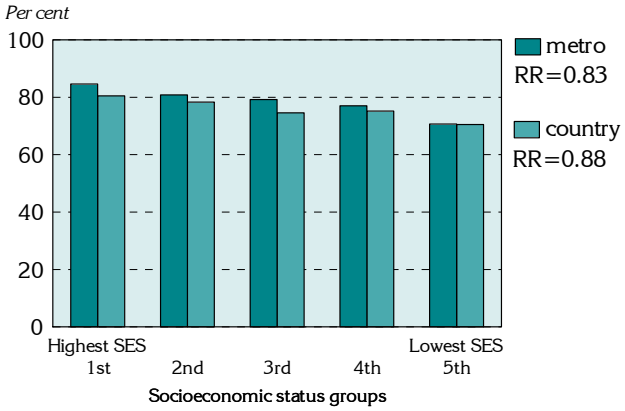
Region	No.	%
Northern Adelaide	17,775	75.3
Western Adelaide	8,889	76.7
Eastern Adelaide	9,838	83.4
Southern Adelaide	17,660	80.8
Metropolitan regions	**54,162**	**78.6**
Adelaide Hills	4,212	81.0
Murray and Mallee	3,611	74.5
Fleurieu and Kangaroo Island	2,061	78.6
Limestone Coast	3,373	75.1
Barossa	3,606	79.1
Yorke and Mid North	3,795	76.2
Eyre and Western#	2,961	73.8
Far North#	1,142	61.7
Country SA	**24,761**	**76.0**
South Australia	**78,968**	**77.8**

See 'Notes on the data' in the Appendix

Socioeconomic status

The highest rates of secondary school participation were recorded in the most advantaged (highest SES) areas of Adelaide (84.6%) and the lowest in the most disadvantaged (lowest SES) areas (70.7%) (**Figure 19**). The effect of these differences is that there are 17% fewer secondary school students in the lowest SES areas compared to the highest SES areas.

Figure 19: Secondary school participation, by socioeconomic status, South Australia, 2006

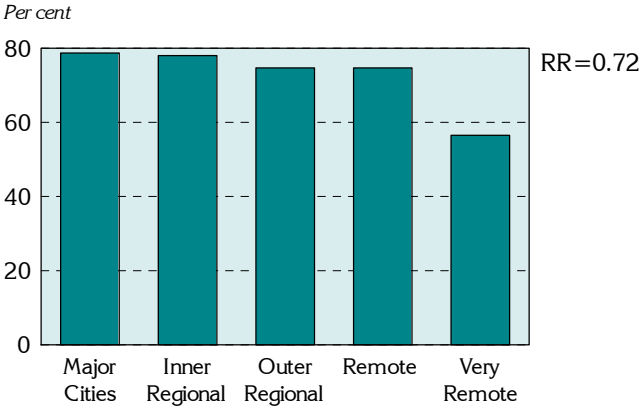


Secondary school participation in country South Australia was also lowest in the lowest SES areas (70.5%) and highest in the highest SES areas (80.5%), with a differential of 12%.

Remoteness

There were 28% fewer secondary school students aged 13 to 17 years in the Very Remote category (56.5%) than in the Major Cities class (78.7%) (**Figure 20**). The percentages in the remaining three categories ranged from 78.0% in the Inner Regional areas to 74.7% in the Remote regions.

Figure 20: Secondary school participation, by remoteness, South Australia, 2006



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with low rates of secondary school participation and many of the indicators of socioeconomic disadvantage, including welfare-dependent and other low income families with young children, families where no parent has a job (jobless families), lack of access to the Internet at home (in particular to a high-speed connection), children developmentally vulnerable on two or more domains under the AEDI, poor educational performance under NAPLAN and in secondary school, and admissions to a public acute hospital. Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

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The Australian Early Development Index (AEDI)

In 2009, the Australian Early Development Index (AEDI), which provides a picture of early childhood development outcomes for Australia, was undertaken nationwide [(3)]. Information was collected on Australian children in their first year of full-time school between 1 May and 31 July, using a teacher-completed checklist. The initial results from the AEDI provide communities and schools with information about how local children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge.

Indicator definition: AEDI results are presented in this report as proportions of children who are considered to be 'on track' and those 'developmentally vulnerable'. Children who score in the lowest 10 per cent of the AEDI population are classified as 'developmentally vulnerable'. Children who score above the 25th percentile (in the top 75 per cent) of the AEDI population are classified as 'on track'. Full details are in the Appendix.

AEDI results

The AEDI provides information for five developmental domains which are closely linked to the predictors of good adult health, education and social outcomes. The AEDI domains and sub-domains are:

- physical health and wellbeing – Physical readiness for the day; Physical independence; Gross and fine motor skills
- social competence – Overall social competence; Responsibility and respect
- emotional maturity – Pro-social and helping behaviour; Anxious and fearful behaviour; Aggressive behaviour; Hyperactivity and inattention
- language and cognitive skills (school-based) – Basic literacy; Interest in literacy, numeracy and memory; Advanced literacy; Basic numeracy;
- communication skills and general knowledge.

Details of children assessed as being developmentally on track and those developmentally vulnerable are reported below by SLA, State region, socioeconomic status and remoteness, for the physical health and wellbeing domain; for the other domains, only the measure for children developmentally vulnerable is reported: this approach has been taken because the detailed AEDI files were only available in the final stages of this project.

The complete range of categories (including children assessed as being developmentally at risk, in addition to those developmentally vulnerable on one or more, or two or more, domains) are available on the PHIDU website at www.publichealth.gov.au.

The data were allocated to SLAs from a unit record file at the suburb level (the file was confidentialised, in that names were not included), provided to PHIDU by DECS. A small number of suburbs lie across SLA boundaries: the data for these suburbs have been included in the counts in each of the SLAs in which they lie. An alternative approach, to split the children into SLAs based on ABS estimates of the proportion of the population in the suburb in each SLA was not used, as it is unlikely to produce a more accurate result. The numbers of children in these suburbs are also small enough to not noticeably affect the result for the whole SLA. The data were also allocated to the same socioeconomic status and remoteness areas used elsewhere in the report. The maps, charts and data presented online include a more extensive range of information for each domain, as presented in the AEDI report.

Checklists were completed for 97.5% of the estimated five year old population in Australia: the comparable figure for South Australia was 87.8%. The AEDI report notes that the lower proportion in South Australia may relate to the four school intakes, which result in there being insufficient time for the teacher to have sufficient knowledge of the child to complete the AEDI data.

DECS have advised that the data should be treated as preliminary at this stage, as they are subject to ongoing quality checks and validation. As noted above (page 61), the addition of data from the second round of collection in 2010 may assist in clarifying this situation in relation to SLAs in country South Australia with no children assessed as being developmentally vulnerable. In those cases it is unclear whether the results reflect the true situation, or whether there are no children, or too few teachers or completed checklists, to meet the AEDI criteria for release.

Physical health and wellbeing domain (AEDI)

Indicator definition: Proportion of children assessed as being developmentally on track and those assessed as being developmentally vulnerable: additional details are available on the PHIDU website at www.publichealth.gov.au.

Key points

- There is a clear distinction in metropolitan Adelaide between areas with the highest and those with the lowest proportions of children assessed as being developmentally on track under this AEDI domain.
- While there are notable variations by socioeconomic status in both metropolitan Adelaide and country South Australia for children assessed as being on track, the greatest differential is by remoteness.
- The socioeconomic and remoteness differentials in the data for children assessed as being developmentally vulnerable are substantially larger than those for children assessed as being on track.

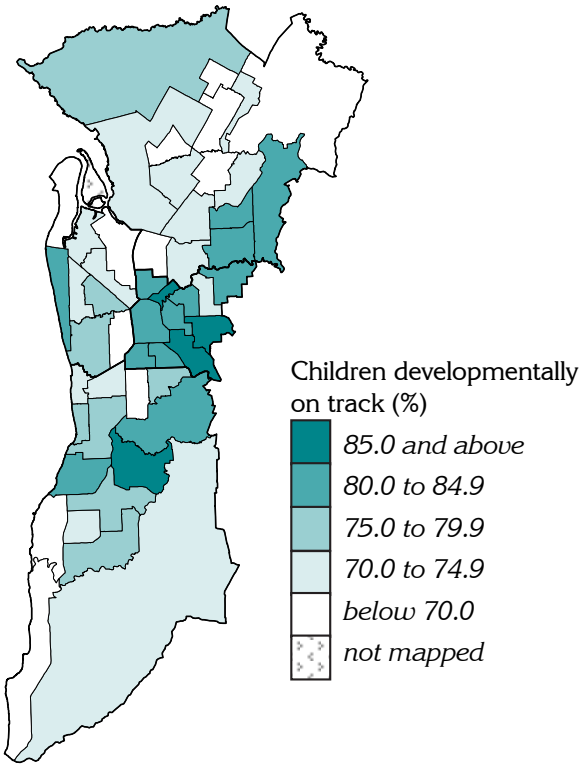
Developmentally on track

Geographic variation

Adelaide

The map of children developmentally on track under this domain – those with scores in the top 75% of children for which data were available– describes a pattern consistent with that seen for the distribution of the socioeconomically advantaged population of metropolitan Adelaide (**Map 33**). High rates predominate in the north-east, east and south-east of the city. The distinction between areas with the highest and those with the lowest proportions of children in this category is very clear.

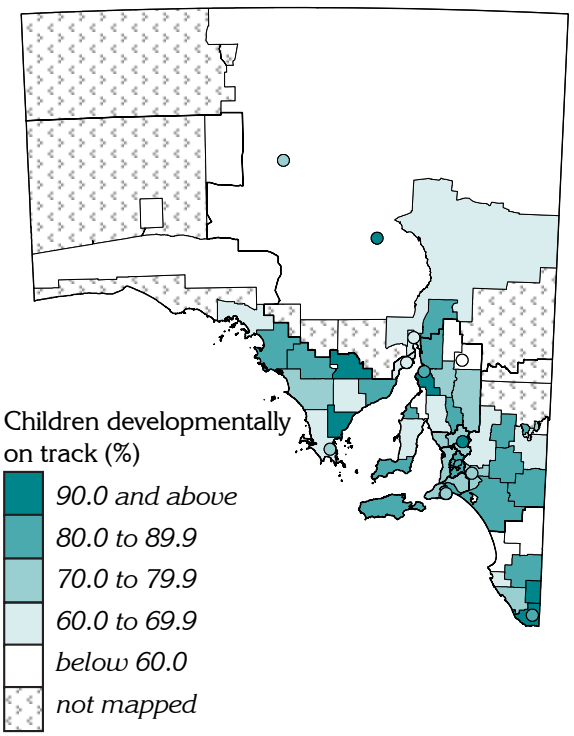
Map 33: Physical health and wellbeing domain, children developmentally on track, Adelaide, 2009



South Australia

A number of SLAs in the remote areas of the State have fewer than five children who are categorised as being developmentally on track; these SLAs have not been mapped (**Map 34**). Areas not mapped include those with small populations, as well as those with larger populations but few children meeting the AEDI criteria; the spreadsheets available on the PHIDU website should be referred to when using these data. SLAs with fewer than 60 per cent of children in this category are also mainly located in the north and west of the State, including in a number, although by no means all, of the towns. Other than Roxby Downs, areas with the highest proportions of children assessed as being developmentally on track for physical health and wellbeing lie further to the south.

Map 34: Physical health and wellbeing domain, children developmentally on track, South Australia, 2009



Regional totals

Proportions of children assessed as being on track under this domain in metropolitan Adelaide and country South Australia are similar, and there is a similar variation between regions, other than for the notably higher proportion in the Far North (**Table 13**).

Table 13: Physical health and wellbeing domain, children developmentally on track, by State Region, 2009

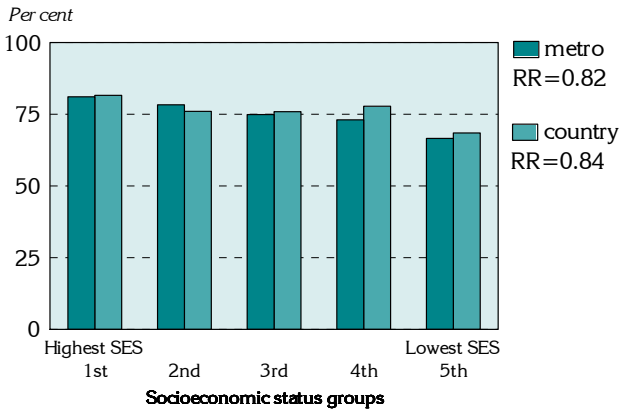
Region	No.	%
Northern Adelaide	2,650	71.1
Western Adelaide	1,195	73.4
Eastern Adelaide	1,424	82.6
Southern Adelaide	2,312	75.4
Metropolitan regions	**7,581**	**74.7**
Adelaide Hills	644	81.0
Murray and Mallee	456	73.4
Fleurieu and Kangaroo Island	294	80.1
Limestone Coast	565	79.6
Barossa	576	78.0
Yorke and Mid North	480	76.7
Eyre and Western#	428	70.2
Far North#	196	65.3
Country SA	**3,639**	**76.3**
South Australia	**11,220**	**75.2**

See 'Notes on the data' in the Appendix

Socioeconomic status

There are notable differentials in the proportion of children developmentally on track under this domain when viewed by socioeconomic status (**Figure 21**). In metropolitan Adelaide, the proportions ranged from 81.1% in the most advantaged (highest SES) areas to 66.6% in the most disadvantaged (lowest SES) areas, a differential of 18% (a rate ratio of 0.82).

Figure 21: Physical health and wellbeing domain, children developmentally on track, South Australia, 2009

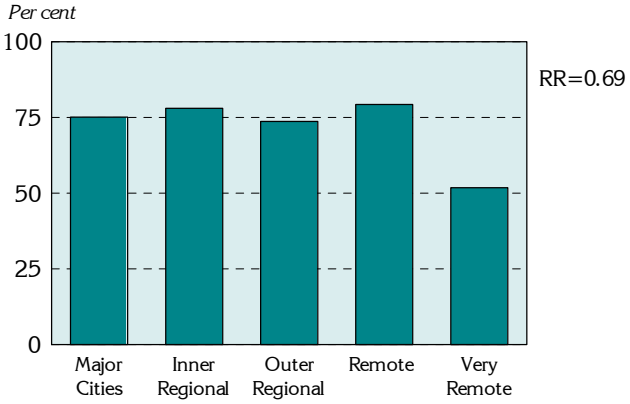


In country South Australia, the proportions of children assessed as being developmentally on track for the physical health and wellbeing domain ranged from 81.6% in the most advantaged (highest SES) areas to 68.5% in the most disadvantaged (lowest SES) areas, a differential of 16% (a rate ratio of 0.84).

Remoteness

There is little variation across the first four remoteness classes; however, there are 31% fewer children in the Very Remote areas assessed as being developmentally on track compared with the Major Cities areas (**Figure 22**).

Figure 22: Physical health and wellbeing domain, children developmentally on track, by remoteness, South Australia, 2009



Correlations

There is a strong correlation at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally on track under this domain and high scores under the IRSD. There are also strong correlations with participation in formal education, enrolment of school leavers in a university and access at home to the Internet. And there are strong to very strong inverse correlations with use of public health services (admissions to a public acute hospital and clients of CAMHS), smoking during pregnancy, youth pregnancy, notifications and substantiations of child abuse or neglect and poor dental health.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

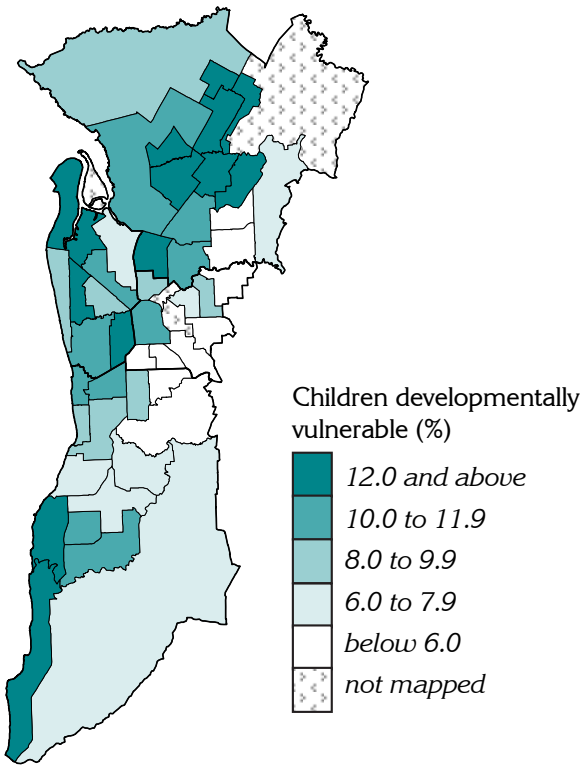
Developmentally vulnerable

Adelaide

As would be expected, the distribution of children assessed as being developmentally vulnerable under this domain – those with scores in the lowest 10% of the children for whom data were available – (**Map 35**) is the opposite of that seen for children who are developmentally on track. It also shows a distribution closely aligned to that in the map of socioeconomic disadvantage as depicted by the IRSD (above).

The poorest outcomes for children assessed as being developmentally vulnerable for physical health and wellbeing are seen in some outer northern SLAs in Playford and Salisbury; in the north-west and west in parts of Port Adelaide Enfield, Charles Sturt West Torrens; and in the outer south, in parts of Onkaparinga.

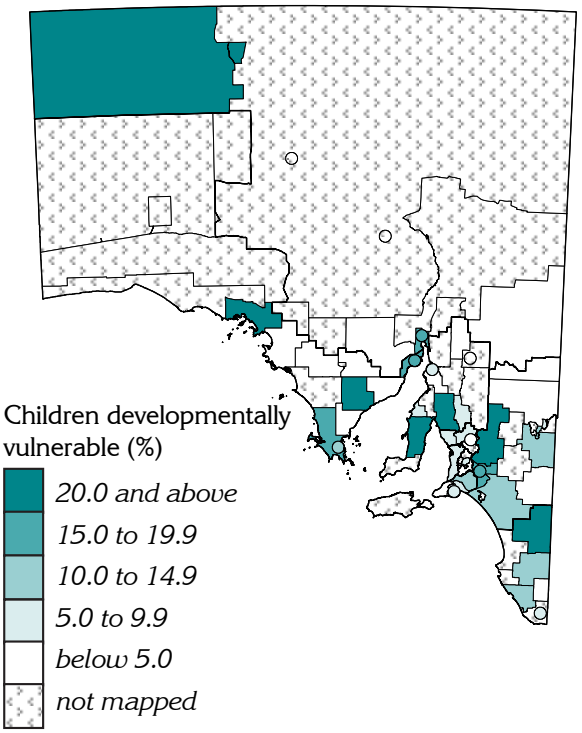
Map 35: Physical health and wellbeing domain, children developmentally vulnerable, Adelaide, 2009



South Australia

Although relatively few SLAs have sufficient data to map, the geographic distribution of those that are mapped is somewhat mixed, with high and low rates in adjacent SLAs (**Map 36**). This is also the case for the towns mapped, with relatively high proportions of children in this category in Port Augusta and Whyalla, and relatively low proportions in Port Pirie.

Map 36: Physical health and wellbeing domain, children developmentally vulnerable, South Australia, 2009



Regional totals

Although proportions in metropolitan Adelaide and country South Australia are similar, the variation between regions (**Table 14**) is greater than seen for the data for children on track under this domain. For example, the rate in Northern Adelaide is more than twice that in Eastern Adelaide (and in Western Adelaide, it is double); in country South Australia, rates vary by 3.6 times between Far North and Adelaide Hills, with Eyre and Western also having a very high rate.

Table 14: Physical health and wellbeing domain, children developmentally vulnerable, by State Region, 2009

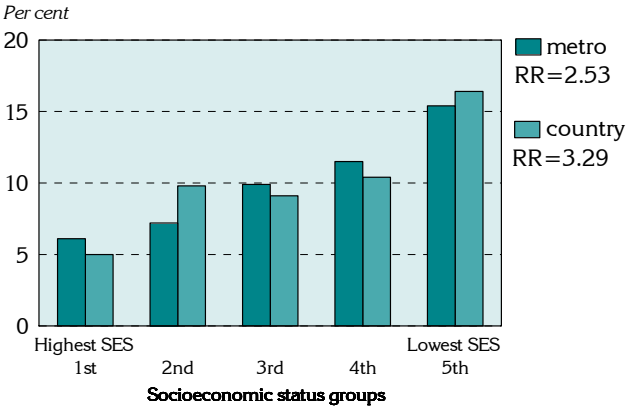
Region	No.	%
Northern Adelaide	475	12.7
Western Adelaide	180	11.0
Eastern Adelaide	95	5.5
Southern Adelaide	272	8.9
Metropolitan regions	**1,022**	**10.1**
Adelaide Hills	39	4.9
Murray and Mallee	77	12.4
Fleurieu and Kangaroo Island	29	7.9
Limestone Coast	65	9.2
Barossa	49	6.6
Yorke and Mid North	66	10.5
Eyre and Western#	89	14.6
Far North#	53	17.7
Country SA	**467**	**9.8**
South Australia	**1,489**	**10.0**

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a very strong socioeconomic gradient in the proportion of children in metropolitan Adelaide assessed as being developmentally vulnerable under this domain, from a low of 6.1% in the most advantaged (highest SES) areas to 15.4% in the most disadvantaged (lowest SES) areas, a substantial differential of 2.53 (**Figure 23**).

Figure 23: Physical health and wellbeing domain, children developmentally vulnerable, South Australia, 2009

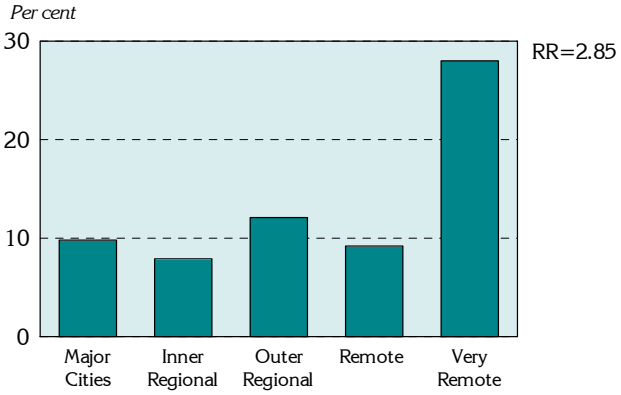


For children living in country South Australia, the differential in rates is even greater, with a gap of over three times in the proportion in the lowest SES (16.4%) areas to that in the highest SES (5.0%) areas.

Remoteness

Although there is some variation across the first four remoteness areas (from 9.2% in Remote to 12.1% in Outer Regional), by far the highest proportion of children who are developmentally vulnerable on this measure is in the Very Remote areas (28.0%) (**Figure 24**).

Figure 24: Physical health and wellbeing domain, children developmentally vulnerable, by remoteness, South Australia, 2009



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally vulnerable under this domain and many other indicators, including Aboriginal children and young people, welfare dependency, families where no parent has a job (jobless families), low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance in secondary school, notifications of child abuse or neglect and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor educational performance under NAPLAN and with poor health outcomes (poor dental health at age 12 and smoking during pregnancy) are strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Social competence domain (AEDI)

Indicator definition: Proportion of children assessed as being developmentally vulnerable: additional details, including of children developmentally on track, are available on the PHIDU website at www.publichealth.gov.au.

Key points

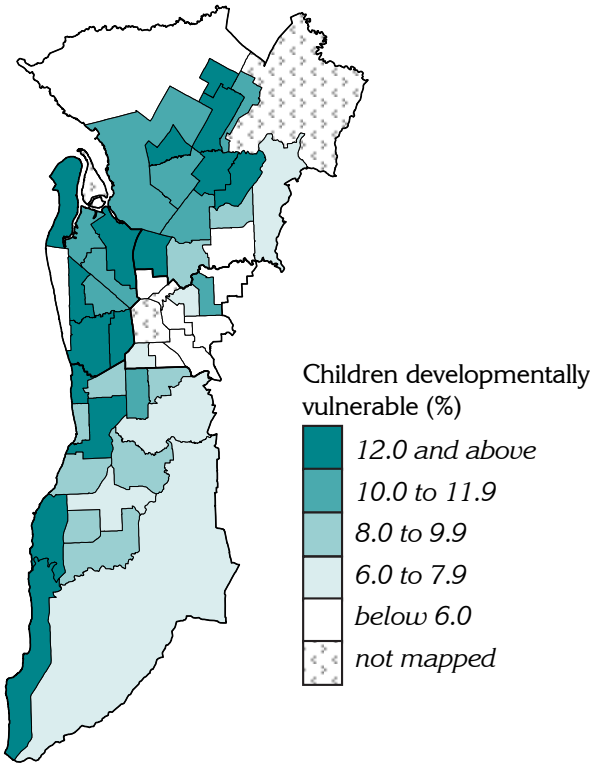
- Children assessed as being developmentally vulnerable under the social competence domain predominate in areas of greater socioeconomic disadvantage.
- In addition to the very strong socioeconomic differentials in the level of developmental vulnerability under this domain, there is a very strong differential in rates between the Very Remote and Major Cities areas.

Geographic variation

Adelaide

The geographic distribution of children assessed as being developmentally vulnerable under this domain (**Map 37**) is similar to that shown by the IRSD, although the association is not as strong as seen in the map for the physical health and wellbeing domain (above).

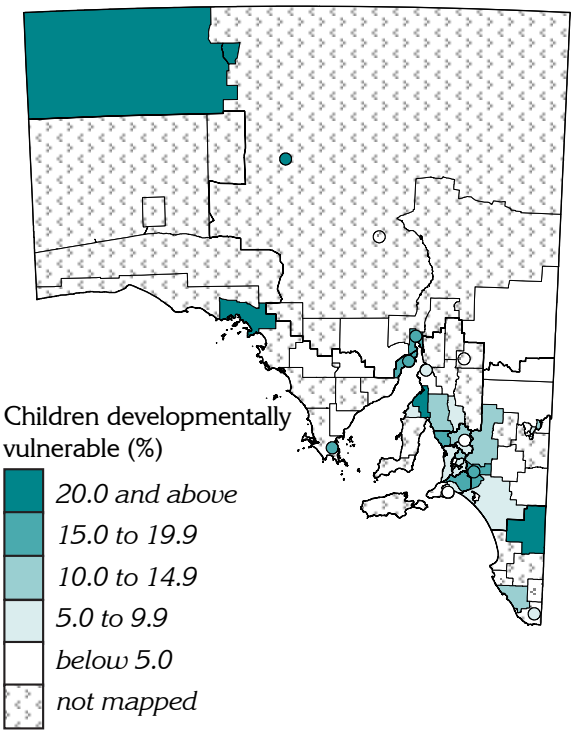
Map 37: Social competence domain, children developmentally vulnerable, Adelaide, 2009



South Australia

Relatively few SLAs with high proportions of children assessed as being developmentally vulnerable under the social competence domain could be mapped (**Map 38**). Of those that were, Anangu Pitjantjatjara (42.1% of children) and Ceduna (20.0%) had the highest proportions, with the next highest in the northern towns of Coober Pedy, Whyalla and Port Augusta. Tatiara in the south-east of the State had the second highest proportion, with 28.8% of children assessed as being developmentally vulnerable under the social competence domain. The proportion in Murray Bridge was 16.2%.

Map 38: Social competence domain, children developmentally vulnerable, South Australia, 2009



Regional totals

Apart from the lower rate in the Adelaide Hills Region, the variation within regions in metropolitan Adelaide and country South Australia was similar (**Table 15**).

In metropolitan Adelaide just over twice as many children in Western Adelaide were assessed as being developmentally vulnerable under this domain as in Eastern Adelaide: the proportion in Northern Adelaide was almost as high. In country South Australia the highest proportions were recorded in Far North and Eyre and Western.

Table 15: Social competence domain, children developmentally vulnerable, by State Region, 2009

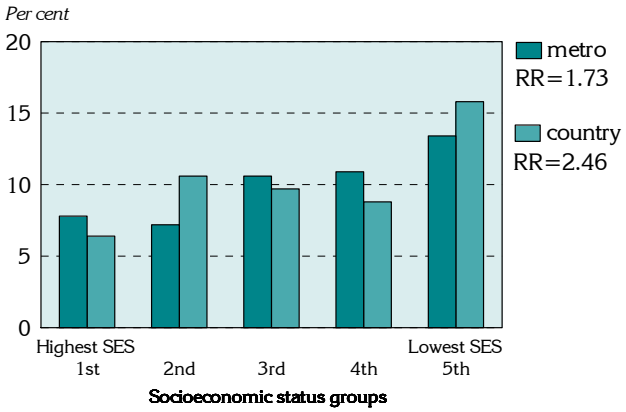
Region	No.	%
Northern Adelaide	430	11.5
Western Adelaide	196	12.0
Eastern Adelaide	101	5.9
Southern Adelaide	294	9.6
Metropolitan regions	**1,021**	**10.1**
Adelaide Hills	47	5.9
Murray and Mallee	63	10.1
Fleurieu and Kangaroo Island	26	7.1
Limestone Coast	69	9.7
Barossa	75	10.2
Yorke and Mid North	52	8.3
Eyre and Western#	97	15.9
Far North#	48	16.1
Country SA	**477**	**10.0**
South Australia	**1,498**	**10.0**

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a step-wise gradient in the proportion of children in metropolitan Adelaide assessed as being developmentally vulnerable under this domain, with proportions in the first and second socioeconomic status groups being similar, as are those in the third and fourth groups, but with a higher proportion in the fifth group (**Figure 25**). The overall differential in proportions between the most disadvantaged (lowest SES) areas and the most advantaged (highest SES) areas is 73% (a rate ratio of 1.73).

Figure 25: Social competence domain, children developmentally vulnerable, South Australia, 2009

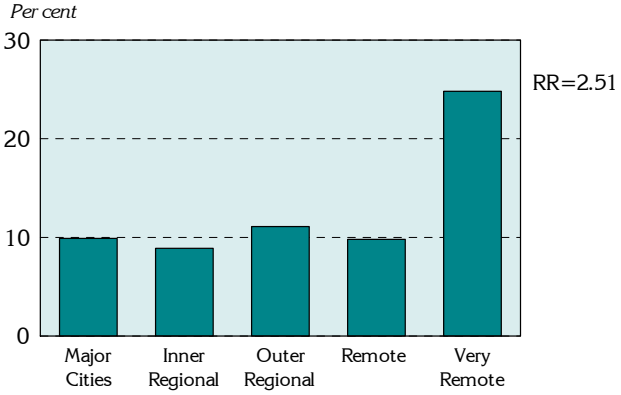


The pattern in country South Australia is different. While the highest and lowest proportions again occur in the lowest and highest SES areas, respectively, proportions in the middle three socioeconomic groups are at a similar level. The overall differential is substantial, with a rate ratio of 2.46.

Remoteness

There is little variation across the first four remoteness classes in the proportion of children assessed as being developmentally vulnerable under this domain, with by far the highest proportion in the Very Remote areas (24.8%): this is some two and a half times the level in the Major Cities areas (**Figure 26**)

Figure 26: Social competence domain, children developmentally vulnerable, by remoteness, South Australia, 2009



Correlations

There are strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally vulnerable under this domain and many other indicators, including Aboriginal children and young people, welfare dependency, families where no parent has a job (jobless families), low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance under NAPLAN and in secondary school, notifications of child abuse or neglect and use of public health services (admissions to a public acute hospital and clients of CAMHS).

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Emotional maturity domain (AEDI)

Indicator definition: Proportion of children assessed as being developmentally vulnerable: additional details, including of children developmentally on track, are available on the PHIDU website at www.publichealth.gov.au.

Key points

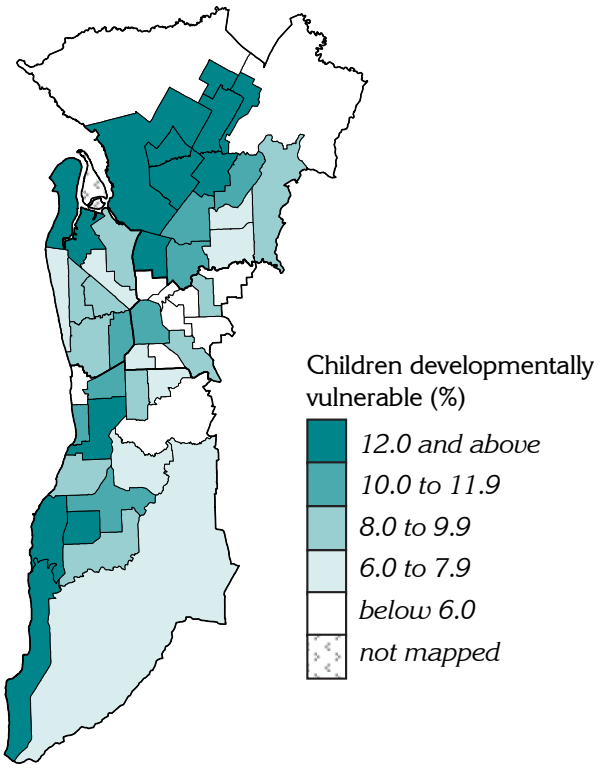
- Children assessed as being developmentally vulnerable under the emotional maturity domain predominate in areas of greater socioeconomic disadvantage.
- In addition to the very strong socioeconomic differentials in the level of developmental vulnerability under this domain, there is a very strong differential in rates between the Very Remote and Major Cities areas.

Geographic variation

Adelaide

The map of this domain is similar to those for the earlier domains mapped, but with more areas in the outer north, and fewer in the west and north-west, mapped in the higher ranges: however, the association with socioeconomic disadvantage remains strong (**Map 39**).

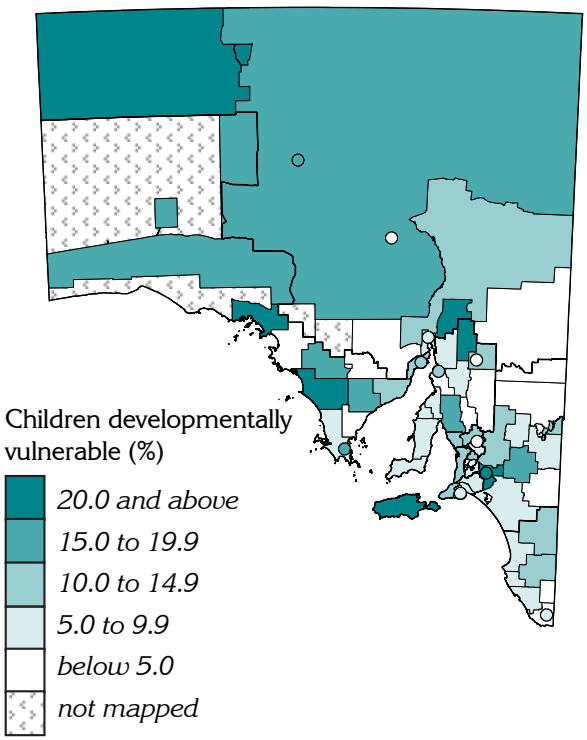
Map 39: Emotional maturity domain, children developmentally vulnerable, Adelaide, 2009



South Australia

There are clearly more completed records available for this domain (in comparison with those mapped above), with almost all areas mapped (**Map 40**). And, apart from Anangu Pitjantjatjara, Ceduna and Murray Bridge, the geographic distribution of children assessed as being developmentally vulnerable is different, with lower rates in Port Augusta and Whyalla, and higher rates in a number of other country SLAs.

Map 40: Emotional maturity domain, children developmentally vulnerable, South Australia, 2009



Regional totals

In metropolitan Adelaide around half as many children in Eastern Adelaide were assessed as being developmentally vulnerable under this domain as in he other Regions. In country South Australia the gap was smaller, with lower proportions recorded in Far North than seen for the other domains (above) (**Table 16**).

Table 16: Emotional maturity domain, children developmentally vulnerable, by State Region, 2009

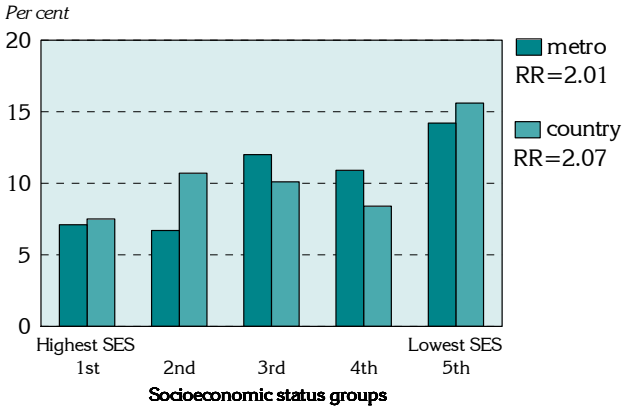
Region	No.	%
Northern Adelaide	463	12.5
Western Adelaide	162	10.0
Eastern Adelaide	94	5.5
Southern Adelaide	317	10.4
Metropolitan regions	**1,036**	**10.3**
Adelaide Hills	65	8.2
Murray and Mallee	78	12.6
Fleurieu and Kangaroo Island	36	9.8
Limestone Coast	58	8.2
Barossa	67	9.2
Yorke and Mid North	58	9.3
Eyre and Western#	85	14.0
Far North#	40	13.5
Country SA	**487**	**10.3**
South Australia	**1,523**	**10.3**

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a step-wise gradient in the proportions of children in metropolitan Adelaide assessed as being developmentally vulnerable under this domain, with proportions in the first and second socioeconomic status groups being similar, as are those in the third and fourth groups, but with a higher proportion in the fifth group (**Figure 27**).

Figure 27: Emotional maturity domain, children developmentally vulnerable, South Australia, 2009



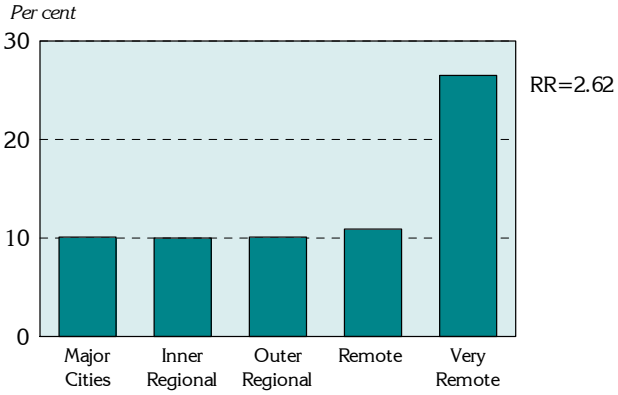
The proportion in the most disadvantaged (lowest SES) areas is twice that in the most advantaged (highest SES) areas (a rate ratio of 2.01).

The differential in rates between the lowest and highest SES areas in country South Australia is similar (a rate ratio of 2.07), although the pattern across the quintiles varies.

Remoteness

Again, as noted for the social competence domain, there is little variation across the first four remoteness classes in the proportion of children assessed as being developmentally vulnerable under this domain, with by far the highest proportion in the Very Remote areas (26.5%): this is over two and a half times the level in the Major Cities areas (**Figure 28**).

Figure 28: Emotional maturity domain, children developmentally vulnerable, by remoteness, South Australia, 2009



Correlations

There are strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally vulnerable under this domain and many other indicators, including Aboriginal children and young people, welfare dependency, families where no parent has a job (jobless families), low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance under NAPLAN and in secondary school, notifications of child abuse or neglect and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (poor dental health at age 12 and smoking during pregnancy) are strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au

Language and cognitive skills domain (AEDI)

Indicator definition: Proportion of children assessed as being developmentally vulnerable: additional details, including of children developmentally on track, are available on the PHIDU website at www.publichealth.gov.au.

Key points

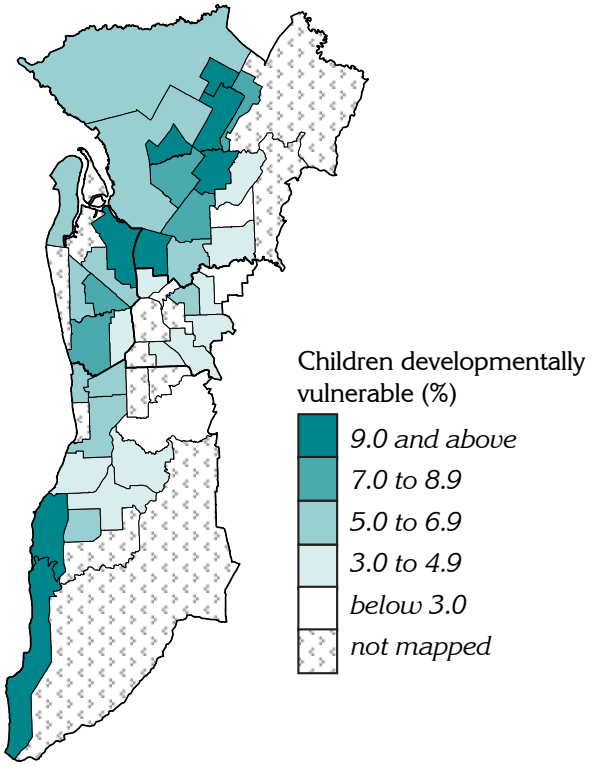
- Despite the smaller number of areas for which data could be analysed, it can be seen that children assessed as being developmentally vulnerable under the language and cognitive skills domain predominate in areas of greater socioeconomic disadvantage.
- In addition to the substantial socioeconomic differentials in the level of developmental vulnerability under this domain, there is a substantial differential in rates between the Very Remote and Major Cities areas.

Geographic variation

Adelaide

Although there are a number of SLAs for which sufficient data were not available to map, there is a very strong socioeconomic pattern evident in the geographic distribution of children assessed as being developmentally vulnerable under the language and cognitive skills domain (**Map 41**).

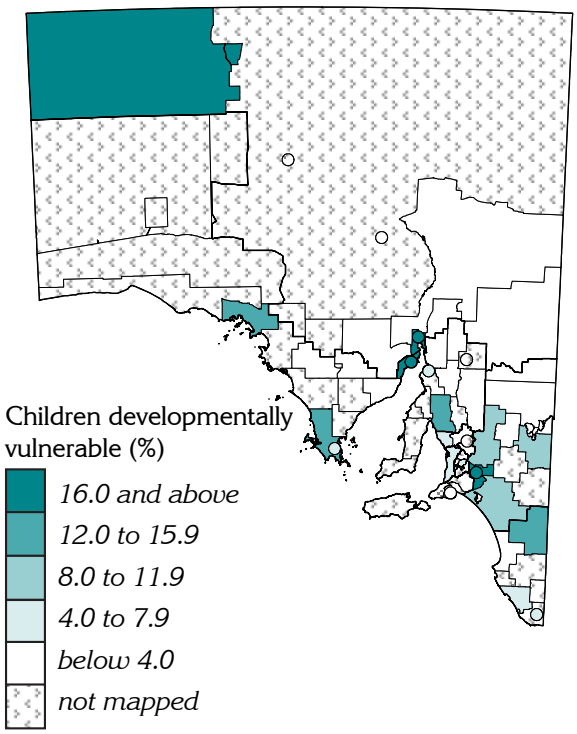
Map 41: Language and cognitive skills domain, children developmentally vulnerable, Adelaide, 2009



South Australia

Although the map is dominated by areas with too little data to map, the high rates in the SLAs of Anangu Pitjantjatjara, Port Augusta, Whyalla and Murray Bridge stand out against the low rates in a number of northern SLAs (**Map 42**).

Map 42: Language and cognitive skills domain, children developmentally vulnerable, South Australia, 2009



Regional totals

As for the other domains reported above, there is little overall difference in the proportions for metropolitan Adelaide and country South Australia, but considerable variation within these areas (**Table 17**).

Table 17: Language and cognitive skills domain, children developmentally vulnerable, by State Region, 2009

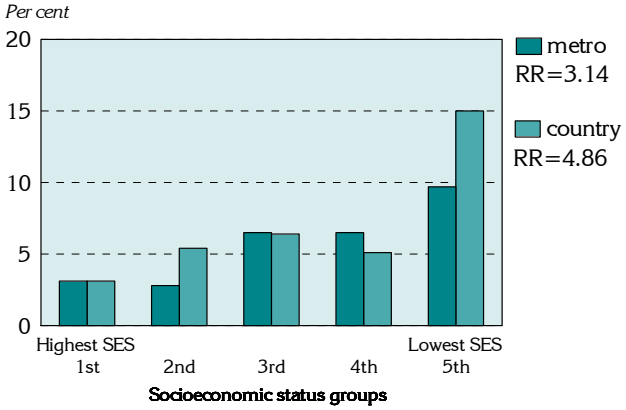
Region	No.	%
Northern Adelaide	295	7.9
Western Adelaide	99	6.1
Eastern Adelaide	50	2.9
Southern Adelaide	145	4.7
Metropolitan regions	**589**	**5.8**
Adelaide Hills	25	3.1
Murray and Mallee	52	8.4
Fleurieu and Kangaroo Island	14	3.8
Limestone Coast	36	5.1
Barossa	34	4.6
Yorke and Mid North	35	5.6
Eyre and Western#	80	13.1
Far North#	46	15.4
Country SA	**322**	**6.8**
South Australia	**911**	**6.1**

See 'Notes on the data' in the Appendix

Socioeconomic status

Bearing in mind the small number of SLAs for which data are available, the differentials between the socioeconomic status groups in the proportions of children assessed as being developmentally vulnerable under this domain are substantial (**Figure 29**). In metropolitan Adelaide, the proportion in the most disadvantaged (lowest SES) areas is just over three times that in the most advantaged (highest SES) areas (a rate ratio of 3.14).

Figure 29: Language and cognitive skills domain, children developmentally vulnerable, South Australia, 2009

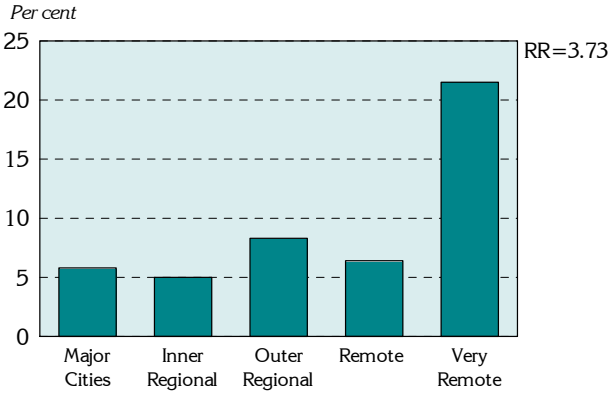


In country South Australia the differential in proportions between the lowest and highest SES areas is almost five times (a rate ratio of 4.86).

Remoteness

The Major Cities, Inner Regional and Remote remoteness classes have similar proportions, with a higher proportion in the Outer Regional (8.3%) and a substantially higher proportion in the Very Remote areas (21.5%): this is over three and a half times the level in the Major Cities areas (**Figure 30**).

Figure 30: Language and cognitive skills domain, children developmentally vulnerable, by remoteness, South Australia, 2009



Correlations

There are strong to very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally vulnerable under this domain and many other indicators, including Aboriginal children and young people, welfare dependency, families where no parent has a job (jobless families), low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance under NAPLAN and in secondary school, notifications of child abuse or neglect and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (poor dental health at age 12 and smoking during pregnancy) are strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au

Communication skills and general knowledge domain (AEDI)

Indicator definition: Proportion of children assessed as being developmentally vulnerable: additional details, including of children developmentally on track, are available on the PHIDU website at www.publichealth.gov.au.

Key points

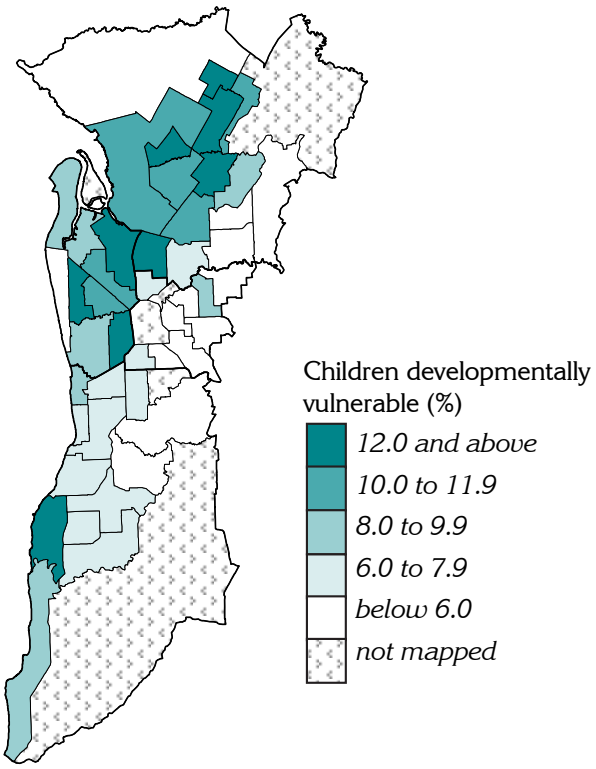
- Children assessed as being developmentally vulnerable under the communication skills and general knowledge domain predominate in areas of greater socioeconomic disadvantage in metropolitan Adelaide.
- In addition to the substantial socioeconomic differentials in the level of developmental vulnerability under this domain, there is a substantial differential in rates between the Very Remote and Major Cities areas.

Geographic variation

Adelaide

As seen for the other AEDI domains, there is a very strong socioeconomic pattern evident in the geographic distribution of children assessed as being developmentally vulnerable, and the delineation between areas with high and those with low rates is also clearly evident (**Map 43**).

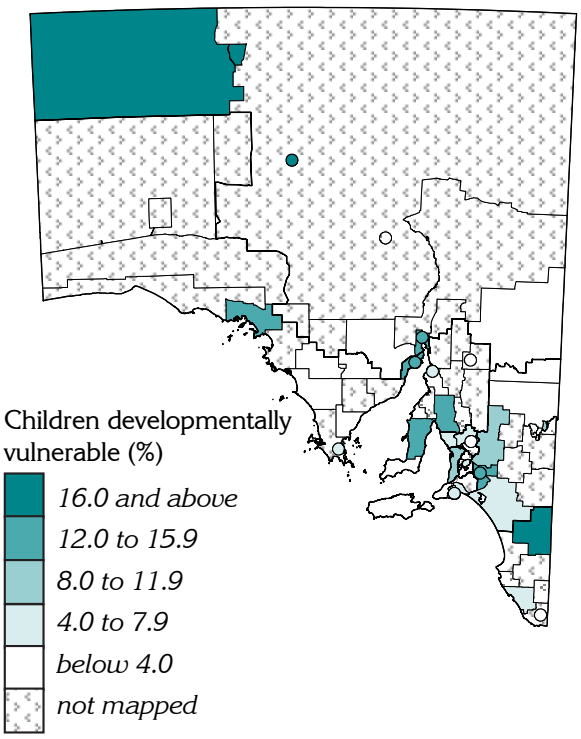
Map 43: Communication skills and general knowledge domain, children developmentally vulnerable, Adelaide, 2009



South Australia

As noted for the social competence and language and cognitive skills domains, relatively few SLAs could be mapped (**Map 44**). Of those that were mapped, Anangu Pitjantjatjara (60.5% of children), Coober Pedy (20.8%) and Tatiara (18.8%) had the highest proportions of children assessed as being developmentally vulnerable.

Map 44: Communication skills and general knowledge domain, children developmentally vulnerable, South Australia, 2009



Regional totals

There was notably higher proportion of children assessed as being developmentally vulnerable under the communication skills and general knowledge domain in metropolitan Adelaide than in country South Australia (**Table 18**). The lowest proportions in metropolitan Adelaide were in Eastern Adelaide and Southern Adelaide. Five of the eight country regions had proportions below the country average, with the highest proportions recorded in Far North (16.7%) and Eyre and Western (10.8%).

Table 18: Communication skills and general knowledge domain, children developmentally vulnerable, by State Region, 2009

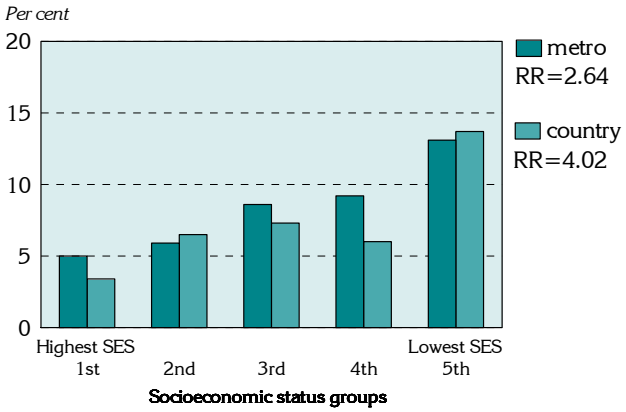
Region	No.	%
Northern Adelaide	379	10.2
Western Adelaide	174	10.7
Eastern Adelaide	93	5.4
Southern Adelaide	206	6.7
Metropolitan regions	**852**	**8.4**
Adelaide Hills	26	3.3
Murray and Mallee	55	8.9
Fleurieu and Kangaroo Island	18	4.9
Limestone Coast	42	5.9
Barossa	39	5.3
Yorke and Mid North	43	6.9
Eyre and Western#	66	10.8
Far North#	50	16.7
Country SA	**339**	**7.1**
South Australia	**1,191**	**8.0**

See 'Notes on the data' in the Appendix

Socioeconomic status

The differentials between the socioeconomic status groups in the proportions of children assessed as being developmentally vulnerable under this domain are substantial (**Figure 31**).

Figure 31: Communication skills and general knowledge domain, children developmentally vulnerable, South Australia, 2009



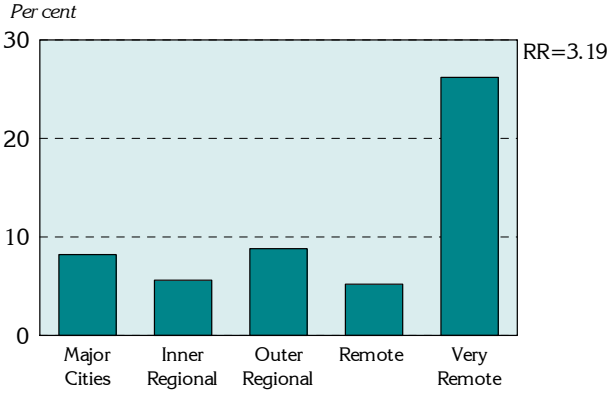
In metropolitan Adelaide, there are over two and a half times the number of children in the most disadvantaged (lowest SES) areas assessed as being developmentally vulnerable under the communication skills and general knowledge domain than in the most advantaged (highest SES) areas (a rate ratio of 2.64).

In country South Australia the differential in proportions between the lowest and highest SES areas is more substantial, at just over four times (a rate ratio of 4.02).

Remoteness

There is relatively little variation across the first four remoteness classes in the proportion of children assessed as being developmentally vulnerable under this domain, with by far the highest proportion in the Very Remote areas (26.2%): this is over three times the level in the Major Cities areas (**Figure 33**).

Figure 32: Communication skills and general knowledge domain, children developmentally vulnerable, by remoteness, South Australia, 2009



Correlations

There are strong to very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children assessed as being developmentally vulnerable under this domain and many other indicators, including Aboriginal children and young people, welfare dependency, jobless families, low rates of participation in formal schooling, lack of access to the Internet at home, poor educational performance under NAPLAN and in secondary school, notifications of child abuse or neglect and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are moderate to strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

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National Assessment Program – Literacy and Numeracy (NAPLAN)

Children's school performance results from many factors. A major influence is the socioeconomic environment in which they live. In many cases, the environment of the school they attend may be similar to that in which they live and, as such, can also be an important determinant of their educational outcomes. The Council of Australian Governments (COAG) has developed a National Education Agreement. One of the outcomes for schooling under this Agreement is, that 'young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievements are improving' [(4)]. To this end, the National Partnership Agreement on Literacy and Numeracy aims to deliver improvements in literacy and numeracy for all students, with a particular target on cohorts of students at risk, by focusing on the key areas of teaching, leadership and the effective use of student performance data.

Indicator definition: children in government schools in 2008 with reading or numeracy scores below the national minimum standard, by SLA of their address.

Note: these data, by SLA of the student's address, were not available for the Catholic and other independent school systems.

Background

The literacy and numeracy focus of the National Partnership Agreement on Literacy and Numeracy saw the introduction of the National Assessment Program - Literacy and Numeracy (NAPLAN) with all Australian students in Years 3, 5, 7 and 9 being assessed using national tests in 2008 in the areas of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy: the Program was repeated in 2009. Students who achieve at or above the national minimum standard are deemed to have demonstrated the basic elements of literacy and numeracy required for that year level. Results are provided to schools, providing teachers and systems with data to review their programs, their teaching strategies and the need for additional support. Results are also provided to parents.

In this report, the data are presented for students by the location of their usual home address (provided to PHIDU at the SLA level). In this way, student outcomes in Years 3, 5, 7 and 9 for these measures can be compared with the characteristics (e.g., socioeconomic status, health status and educational outcomes) of people, in particular children and their families, living in the same or similar areas.

At the present time, the only NAPLAN data available for publication by student address are for students in government schools. These data were provided by DECS, for each SLA in South Australia.

Results of the 2009 NAPLAN were released in December 2009.

NAPLAN results

The NAPLAN results are reported using five scales, one for each of the following: reading, writing, numeracy, spelling and grammar and punctuation.

These reporting scales each span Years 3, 5, 7 and 9 and describe the development of student achievement from Year 3 through to Year 9, along a scale with scores that range from 0 to 1000. The 0 to 1000 scale is divided into 10 bands for reporting.

For each year level, a national minimum standard is defined: for Year 3, Band 2 is the national minimum standard; for Year 5, it is Band 4; for Year 7, it is Band 5; and for Year 9, it is Band 6.

These standards represent increasingly challenging skills, and so require increasingly higher scores on the NAPLAN scale.

Reporting performance

Reporting against the standard

The data presented in this report are limited to the areas of reading and writing. Data for the other areas tested are available on the PHIDU website.

The data are presented as the percentage of students whose scores were below the national minimum standard – for Year 3, the standard is Band 2. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing. In addition to these exemptions, a school principal may, on written application by a parent, allow a student to withdraw; and some children will be absent on the day of the test.

The performance measure shown in this report is calculated as the number of Year 3 students who undertook the test (excluding those exempt, absent or withdrawn) and whose results were below the national minimum standard (in reading, or in writing), as a percentage of all Year 3 students assessed. This is a different approach to that adopted in national reporting, where exempt

students are included among those below the national minimum standard.

In some instances, the text refers to children with, for example, 'below-average reading scores': this is done because of the limited space available, and is a substitute for the more complete description of children with 'reading scores below the national minimum standard'. The same approach is used in describing performance for the aspect of numeracy.

Participation rates

In addition to this outcome measure, an estimate is also provided of the participation rate by SLA and by socioeconomic status group of the students attending government schools (**Table 19**).

Participation rates are calculated as the number of students present plus exemptions (the numerator) as a percentage of the number of students (enrolments), as reported by schools (the denominator); the denominator includes those students who were absent or withdrawn, in addition to those present and exempt. The rates were calculated for each year level, as the average of student numbers for each aspect within the year level (rather than separately for each aspect).

Those not participating are largely students who were absent; in addition, there are a very small number of students classified as 'withdrawn', where a parent does not want the child to participate on philosophical or other grounds.

Participation rates are higher in country South Australia, both for those present and those exempted, and the percentage absent is lower, other than in Year 5, where it is the same.

Rates increase slightly from Year 3 to Year 7, then decline in Year 9, largely as a result of a higher percentage of children absent on the day of the tests. The percentage who withdrew is stable, at around one half of one percent, across all years and area of residence, and has minimal influence on geographic variations in the results.

The correlation analysis provides additional information of interest with regard to variations in participation rates. Participation in the NAPLAN in Years 3 and 5 is weakly correlated with high socioeconomic status (coefficients of 0.17 and 0.13, respectively); in Year 5, the correlation is of moderate strength (0.40); and in Year 9, it is very strong (0.74). This increase in participation with increasing socioeconomic status is likely to be related to the (albeit small) increase in absenteeism.

Table 19: Participation rates of children in government schools, by year level[1], NAPLAN, 2008

Year	Present	Exempted	Participation rate	Absent/ Withdrawn	Total
			Metropolitan Adelaide		
Year 3	90.8	5.2	96.0	4.0	100.0
Year 5	91.8	4.4	96.2	3.8	100.0
Year 7	92.3	3.7	96.0	4.0	100.0
Year 9	86.6	4.1	90.6	9.4	100.0
			Country South Australia		
Year 3	92.6	3.6	96.2	3.8	100.0
Year 5	93.8	2.3	96.2	3.8	100.0
Year 7	94.1	2.5	96.5	3.5	100.0
Year 9	89.7	2.2	91.9	8.1	100.0
			South Australia		
Year 3	91.4	4.7	96.1	3.9	100.0
Year 5	92.5	3.7	96.2	3.8	100.0
Year 7	92.9	3.2	96.2	3.8	100.0
Year 9	87.7	3.4	91.1	8.9	100.0

[1]Participation rates have been calculated on the average of student numbers per aspect within the year level

Aboriginal students in NAPLAN

As a group, Aboriginal children have the poorest educational outcomes [21]. As such, their performance in the NAPLAN tests, and variations across the State, geographically and between population groups, are important.

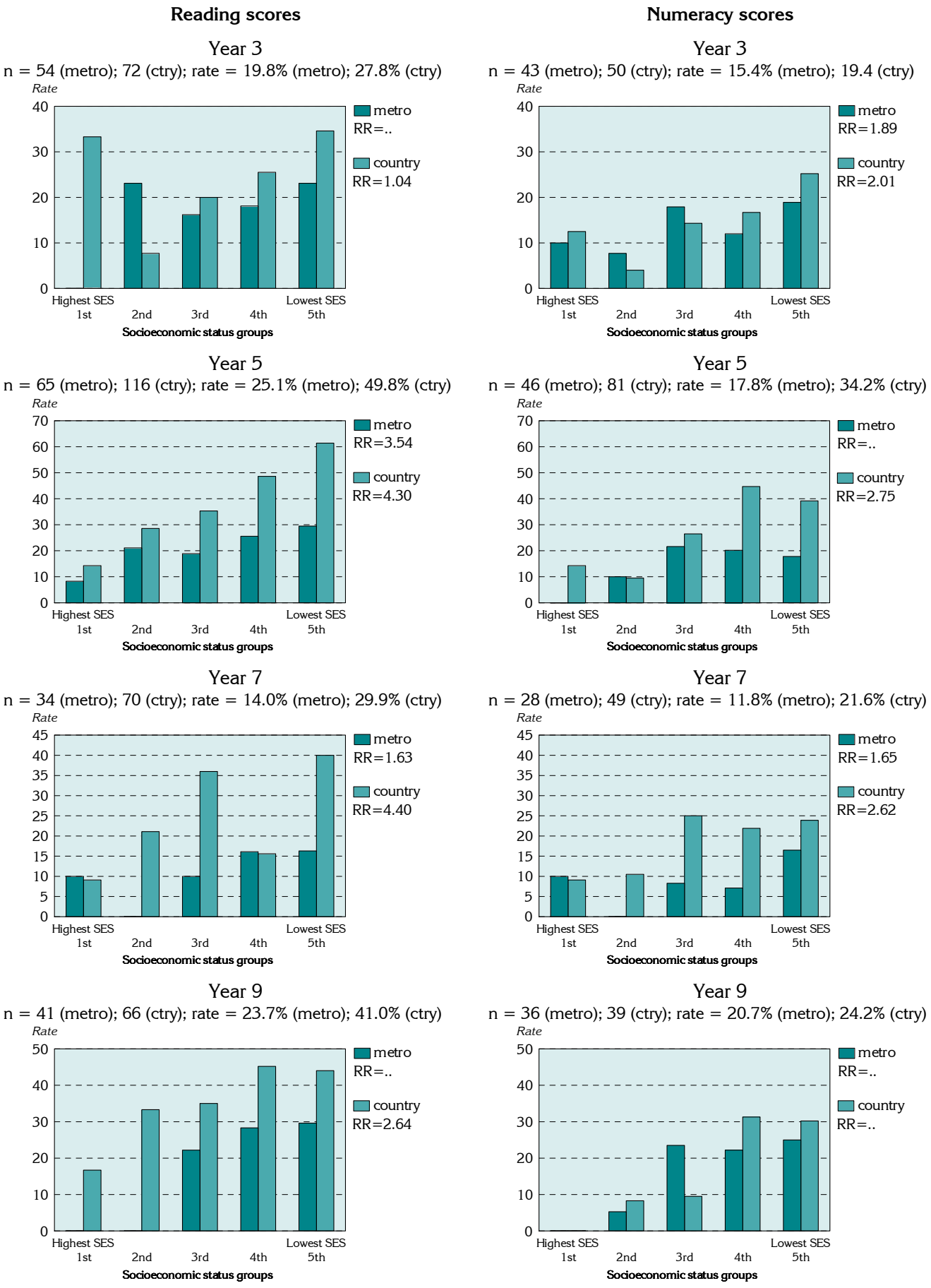
Although the numbers of Aboriginal children are too small to map (at the SLA level), details have been analysed by socioeconomic status group for Aboriginal children in Years 3, 5, 7 and 9.

Participation rates are relatively uniform across Years 3, 5 and 7 (78.5, 77.1% and 77.0%), with a lower rate in Year 9 (62.2%).

In some instances, there are no (or fewer than five) Aboriginal children in one of the socioeconomic status groups presented in **Figure 33**, in which case, the data are not shown. If this occurs in relation to the first (highest SES) group then the rate ratio cannot be calculated and is replaced by the not applicable symbol (..).

Despite the missing data, and occasional high rates in the highest or second highest SES areas, the overall impression from the charts in **Figure 33** is that the percentage of Aboriginal children with reading scores below the national minimum standard is generally higher in the most disadvantaged areas in each of the year levels for which data have been collected. A similar situation applies to numeracy.

Figure 33: Aboriginal children in government schools with scores below the national minimum standard under NAPLAN, by socioeconomic status, South Australia, 2008



Note: 'metro' refers to Metropolitan Adelaide; 'ctry' , to country South Australia

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Reading outcomes for Year 3 students in government schools

Indicator definition: children in Year 3 in government schools in 2008 with reading scores below the national minimum standard, by SLA of the student's address.

Key points

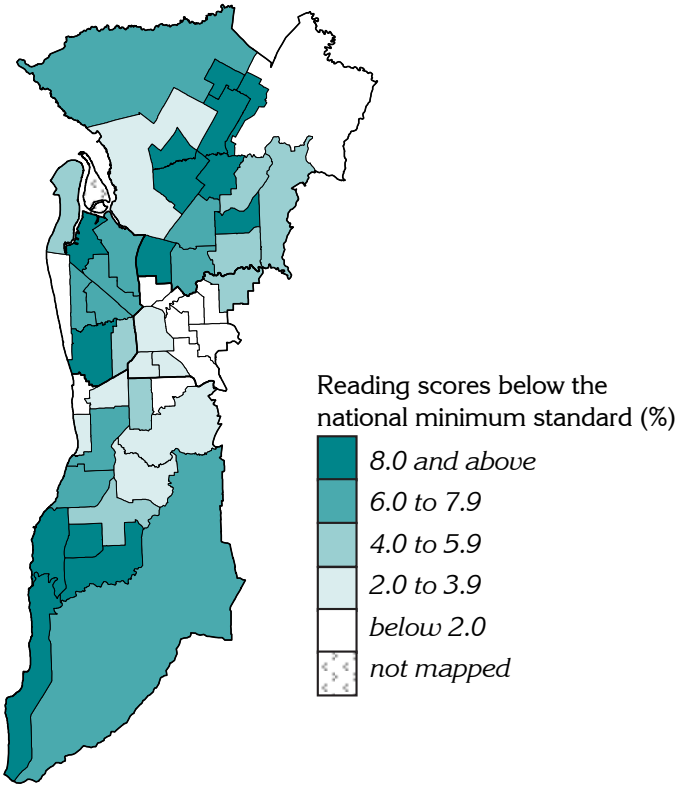
- Children in Year 3 (in government schools) with the poorest outcomes for reading generally, although not exclusively, live in areas of greatest socioeconomic disadvantage.
- The percentage of children with reading scores below the national minimum standard is markedly higher in country South Australia (9.2%) than in metropolitan Adelaide (6.9%).

Geographic variation

Adelaide

The distribution of children in Year 3 in government schools with reading scores below the national minimum standard forms a distinctive spatial pattern across Adelaide. The poorest outcomes are most evident in many of the SLAs of greatest socioeconomic disadvantage, as well as in some of moderate disadvantage. The best outcomes for children are in SLAs adjacent to Adelaide, and to the east and south-east, as well as in a number of beachside SLAs (**Map 45**). More than 12% of children living in the Playford - West Central, - Elizabeth and - East Central; Onkaparinga - Hackham and - South Coast; and Salisbury - Central were reading at levels below the national minimum standard.

Map 45: Children in Year 3 at government schools with below-average reading scores, Adelaide, 2008

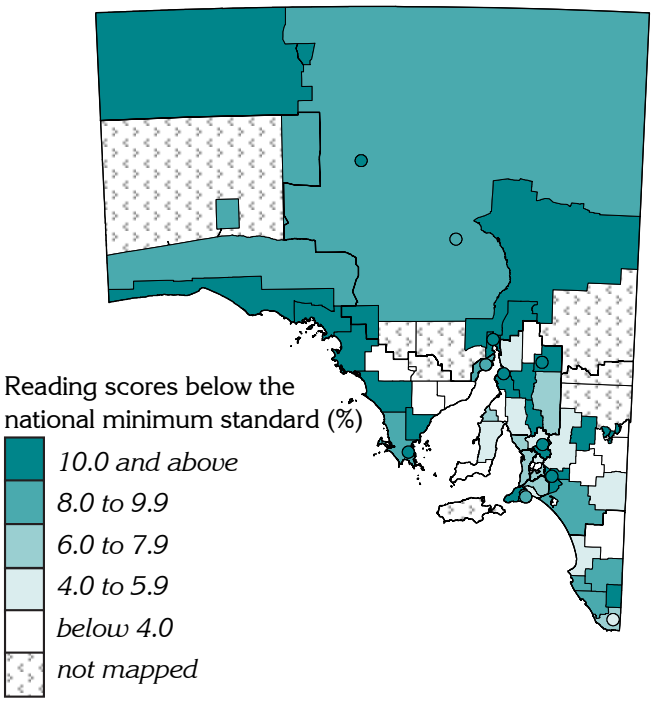


Mitcham - North-East, Burnside - North-East, Campbelltown - West and Unley - West had the fewest government school students with below-average reading scores.

Country South Australia

Reading scores for Year 3 children (in government schools) living in country South Australia were well below average in all of the larger towns (other than Mt Gambier), as well as in areas throughout much of the far north and west of the State (**Map 46**). Among the towns, the poorest outcomes were recorded in Ceduna, Port Augusta, Port Pirie, Port Lincoln and Murray Bridge. In a number of areas, no children were recorded as reading at levels below the national minimum standard: excluding areas with fewer than five children in the population, these were the SLAs of Barunga West, Elliston, Franklin Harbour, Kimba, Le Hunte, Orroroo/Carrieton and Renmark Paringa - Paringa.

Map 46: Children in Year 3 at government schools with below-average reading scores, South Australia, 2008



Regional totals

Of children attending Year 3 in a government school, those living in Eastern Adelaide had the best reading outcomes (with just 2.2% reading at a level below the national minimum standard); the poorest outcomes were in Northern Adelaide (9.3%). In country South Australia, rates ranged from a low of 3.6% in Adelaide Hills and 6.2% in Limestone Coast, to rates of over 10% in Far North (20.1%), Eyre and Western (12.0%) and Yorke and Mid North (10.4%).

Table 20: Children in Year 3 at government schools with below-average reading scores, by State Region, 2008

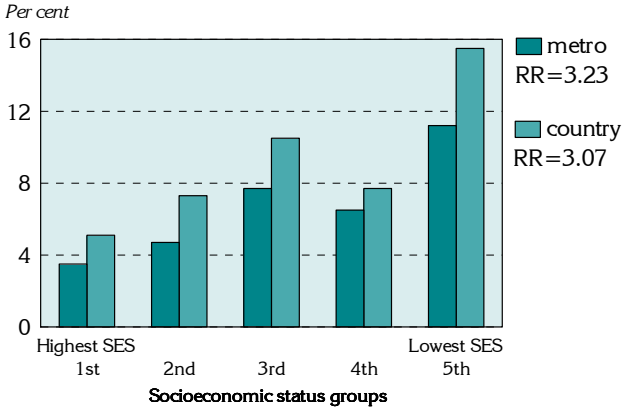
Region	No.	%
Northern Adelaide	270	9.3
Western Adelaide	81	6.4
Eastern Adelaide	24	2.2
Southern Adelaide	171	6.5
Metropolitan regions	**546**	**6.9**
Adelaide Hills	20	3.6
Murray and Mallee	49	9.7
Fleurieu and Kangaroo Island	20	7.6
Limestone Coast	40	6.2
Barossa	47	9.5
Yorke and Mid North	59	10.4
Eyre and Western#	65	12.0
Far North#	55	20.1
Country SA	**355**	**9.2**
South Australia	**966**	**7.7**

See 'Notes on the data' in the Appendix

Socioeconomic status

For Year 3 students living in Adelaide and attending a government school, the percentage with below-average reading scores increases, although not consistently, with increasing socioeconomic disadvantage (**Figure 34**). The rate in the most disadvantaged (lowest SES) areas (11.2%) was more than three times that in the least disadvantaged (highest SES) areas (3.5%).

Figure 34: Children in Year 3 at government schools with below-average reading scores, by socioeconomic status, South Australia, 2008



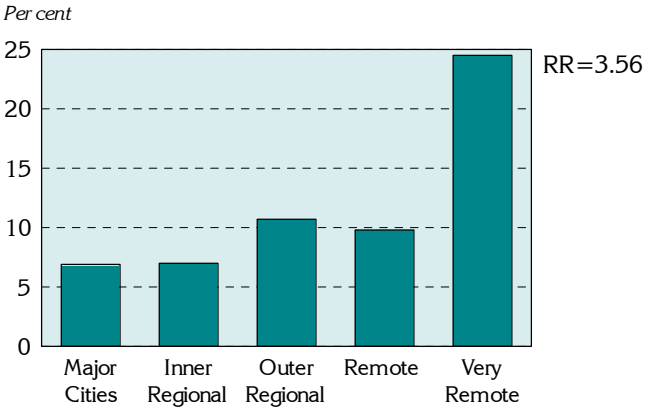
In addition to the higher overall percentage of students with below-average reading levels, the differential in rates in country South Australia is also more than three times, from 5.1% in the lowest SES areas to 15.5% in the highest SES areas (**Figure 34**).

It is not clear why the rates in the second-lowest socioeconomic status group are so low, relative to the adjacent groups: this occurs only for this and the following NAPLAN indicator (for writing).

Remoteness

The most accessible areas had the lowest percentages of children with below-average reading scores, with 6.9% in the Major Cities and 7.0% in the Inner Regional areas (**Figure 35**). By far the highest percentage was that recorded in the Very Remote areas, with one quarter (24.5%) of children in this category, some three and a half times the level in the Major Cities areas.

Figure 35: Children in Year 3 at government schools with below-average reading scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 3 with reading scores below the national minimum standard and welfare-dependent and other low income families, jobless families, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance in secondary school, and clients of CAMHS. The correlation with children developmentally vulnerable on two or more domains under the AEDI was strong. Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) were generally of moderate strength.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Numeracy outcomes for Year 3 students in government schools

Indicator definition: children in Year 3 in government schools in 2008 with numeracy scores below the national minimum standard, by SLA of the student's address.

Key points

- Children in Year 3 (in government schools) with the poorest outcomes for numeracy generally, although not exclusively, live in areas of greatest socioeconomic disadvantage.
- The percentage of children in Year 3 with numeracy scores at a level below the national minimum standard was 6.2% in country South Australia, above the level of 5.3% in metropolitan Adelaide.

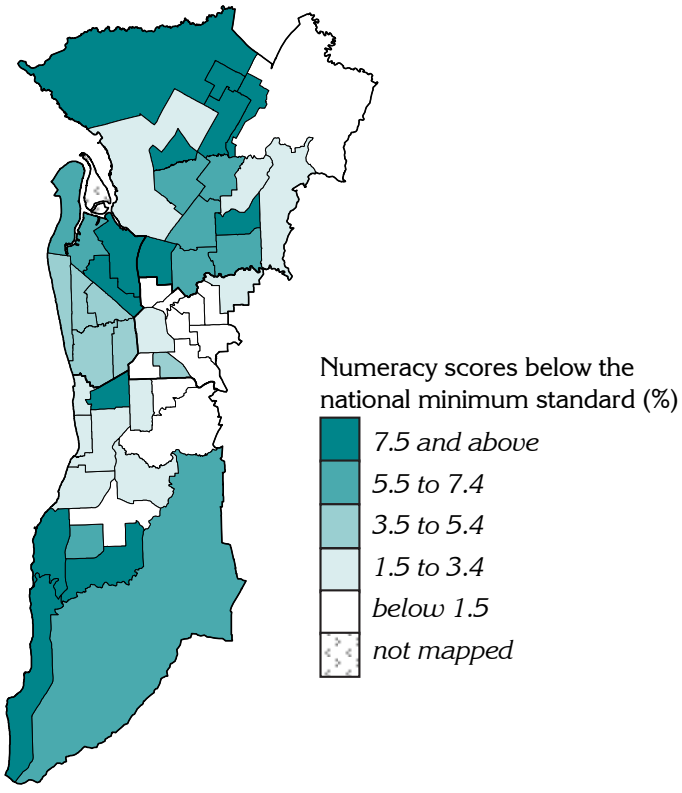
Geographic variation

Adelaide

As seen for reading scores for children in Year 3 in government schools (above), the highest percentages of children with numeracy scores below the national minimum standard are found in many of the SLAs of greatest socioeconomic disadvantage, as well as some of moderate disadvantage: they are located in the outer north and outer south of Adelaide, as well as in a number of inner northern SLAs (**Map 47**).

The best outcomes were achieved by children attending government schools and living in higher socioeconomic status SLAs adjacent to Adelaide, and to the east and south-east, as well as in some beachside SLAs.

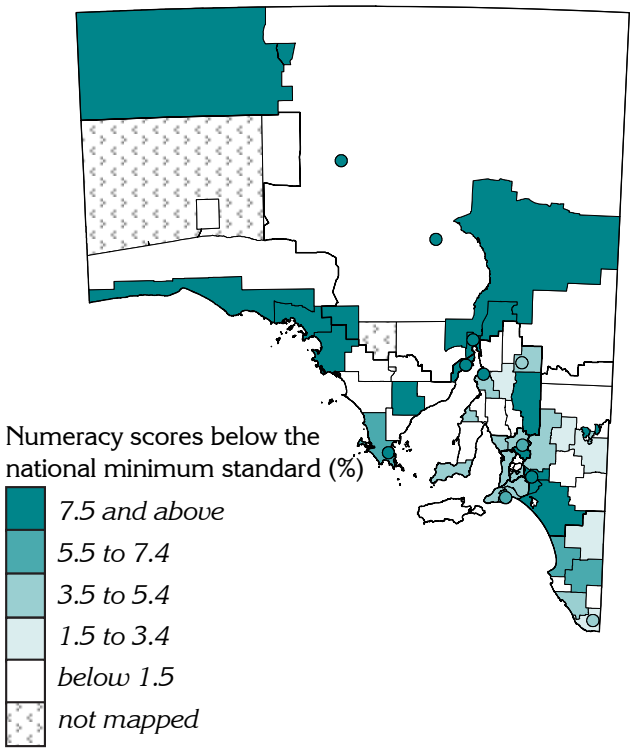
Map 47: Children in Year 3 at government schools with below-average numeracy scores, Adelaide, 2008



Country South Australia

There is no clear pattern in the distribution of areas in country South Australia with high percentages of children in Year 3 with numeracy scores below the national minimum standard (**Map 48**). SLAs mapped in the highest range include Anangu Pitjantjatjara, Ceduna, Unincorporated Flinders Ranges, Goyder and Cleve as well as the towns of Coober Pedy, Port Augusta, Port Pirie and Roxby Downs. Low scores were recorded for children living in Adelaide Hills - Ranges and Balance, Clare and Gilbert Valleys, Loxton Waikerie - West and East, and Tatiara. Many SLAs had no children with numeracy scores below the national minimum standard, with the near-metropolitan SLAs of Adelaide Hills - Central and - North, and the far northern SLAs of Unincorporated Whyalla and Far North, in this group.

Map 48: Children in Year 3 at government schools with below-average numeracy scores, South Australia, 2008



Regional totals

In the metropolitan regions, the percentage of children in Year 3 with numeracy scores below the national minimum standard varied widely, from 0.9% in Eastern Adelaide to 7.5% in Northern Adelaide. A similar variation is evident in country South Australia, with percentages ranging from 2.0% in Adelaide Hills to 15.5% in Far North, which had by far the highest rate (**Table 21**).

Table 21: Children in Year 3 at government schools with below-average numeracy scores, by State Region, 2008

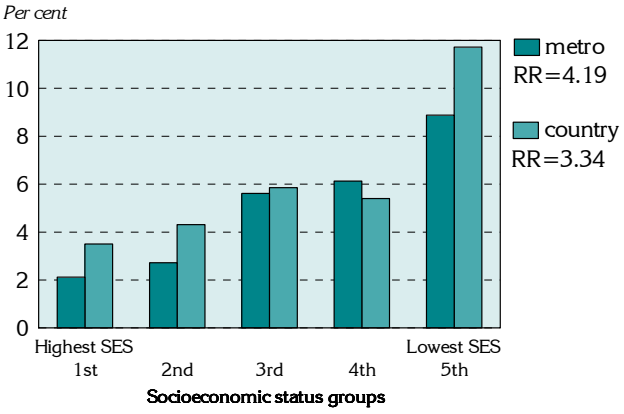
Region	No.	%
Northern Adelaide	219	7.5
Western Adelaide	71	5.6
Eastern Adelaide	10	0.9
Southern Adelaide	115	4.4
Metropolitan regions	**415**	**5.3**
Adelaide Hills	11	2.0
Murray and Mallee	32	6.3
Fleurieu and Kangaroo Island	11	4.3
Limestone Coast	28	4.3
Barossa	32	6.5
Yorke and Mid North	32	5.7
Eyre and Western#	51	9.4
Far North#	43	15.5
Country SA	**240**	**6.2**
South Australia	**701**	**5.6**

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a very strong socioeconomic gradient in numeracy outcomes for children in Year 3 in government schools (**Figure 36**). In metropolitan Adelaide, 8.9% of students in the most disadvantaged (lowest SES) areas had scores that were below the national minimum standard, more than four times (4.19) times the rate in the least disadvantaged (highest SES) areas (2.1%).

Figure 36: Children in Year 3 at government schools with below-average numeracy scores, by socioeconomic status, South Australia, 2008

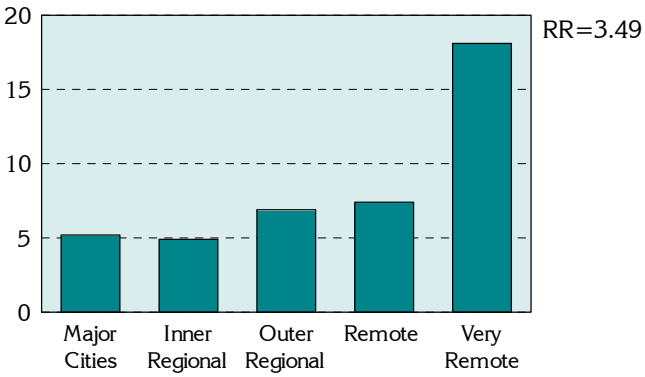


The rates in the highest and lowest SES areas in country South Australia are substantially higher than those in metropolitan Adelaide, and although the differential in rates is smaller it is still substantial, at 3.34 (**Figure 36**). Rates range from 3.5% in the highest SES areas to 11.7% in the lowest SES areas. As noted for numeracy scores, it is not clear why the rates in the second-lowest socioeconomic status group are low, relative to the adjacent groups.

Remoteness

The percentage of children in Year 3 in government schools with numeracy scores below the national minimum standard is lowest in the Inner Regional areas (4.9%), and increases to 7.4% in the Remote areas, before increasing substantially to 18.1% in the Very Remote areas (**Figure 37**). This represents a substantial overall differential across the remoteness classes of 3.49.

Figure 37: Children in Year 3 at government schools with below-average numeracy scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 3 with numeracy scores below the national minimum standard and welfare-dependent and other low income families, jobless families, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance in secondary school and clients of CAMHS. The correlation with children developmentally vulnerable on two or more domains under the AEDI was strong. Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) were generally of moderate strength.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Reading outcomes for Year 5 students in government schools

Indicator definition: children in Year 5 in government schools in 2008 with reading scores below the national minimum standard, by SLA of the student's address.

Key points

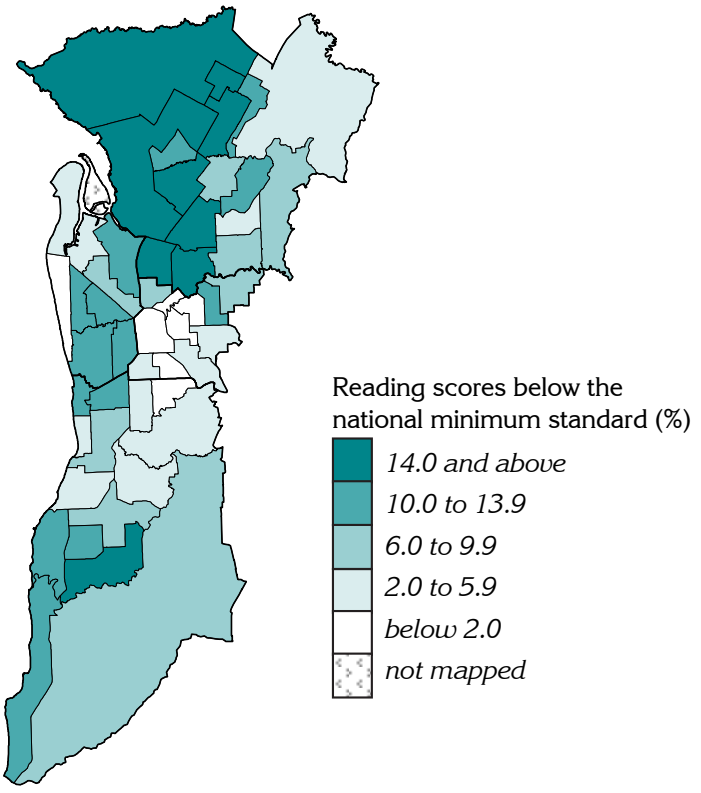
- There were markedly more children in Year 5 reading at levels below the national minimum standard in country South Australia (13.5%), than in metropolitan Adelaide (10.2%).
- There is a strong association with children in Year 5 reading at levels below the national standard and socioeconomic disadvantage.

Geographic variation

Adelaide

The highest percentages of children in Year 5 with reading scores below the national minimum standard live in a band of SLAs that extends from north of the city centre to the outer northern parts of metropolitan Adelaide (**Map 49**); this distribution is strongly associated with socioeconomic disadvantage. Children in Playford - Elizabeth, - West Central, and - West; in Salisbury - Central, Balance and - South-East; in Onkaparinga - Hackham; and in Port Adelaide Enfield - Inner and - East had the highest percentages. In contrast, percentages were relatively low in the city centre and adjacent SLAs, including Walkerville, Mitcham - North-East, and Norwood Payneham St Peters - East and - West.

Map 49: Children in Year 5 at government schools with below-average reading scores, Adelaide, 2008

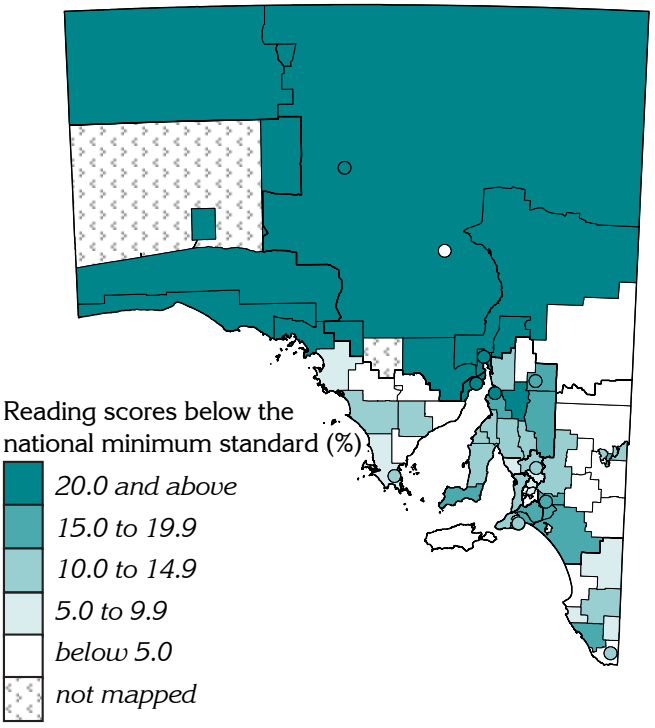


Country South Australia

There are very high rates of children in Year 5 reading at levels below the national minimum standard in the State's far north and west (**Map 50**). More than half of the children in Year 5 had below average reading scores in the SLAs of Anangu Pitjantjatjara, and Unincorporated Far North, Whyalla and West Coast, with rates of 20% and higher in the towns of Port Augusta, Coober Pedy, Whyalla and Port Pirie, as well as a number of rural SLAs.

Among the larger towns, Roxby Downs had the lowest percentage. There were no Year 5 children with below standard reading scores in Karoonda East Murray, Unincorporated Riverland, Kangaroo Island, Orroroo/ Carrieton, Franklin Harbour, Kimba, Le Hunte and Unincorporated Pirie.

Map 50: Children in Year 5 at government schools with below-average reading scores, South Australia, 2008



Regional totals

The rate of reading scores below the national minimum standard varied widely across the State (**Table 22**), with the rate almost one third (32.3%) higher in country South Australia than in metropolitan Adelaide. In the metropolitan regions, the percentages ranged from 4.9% in Eastern Adelaide to 14.5% in Northern Adelaide, while in country South Australia, the range was from 5.6% in Adelaide Hills to a very high 34.5% in Far North.

Table 22: Children in Year 5 at government schools with below-average reading scores, by State Region, 2008

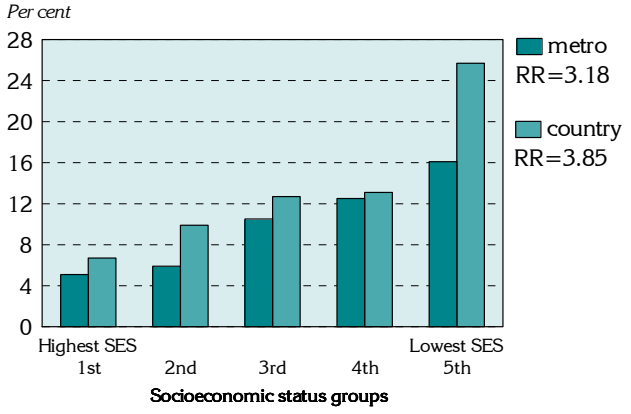
Region	No.	%
Northern Adelaide	432	14.5
Western Adelaide	112	8.7
Eastern Adelaide	50	4.9
Southern Adelaide	208	8.2
Metropolitan regions	**802**	**10.2**
Adelaide Hills	31	5.6
Murray and Mallee	57	10.6
Fleurieu and Kangaroo Island	39	14.9
Limestone Coast	64	10.8
Barossa	54	10.5
Yorke and Mid North	99	16.4
Eyre and Western#	83	16.1
Far North#	92	34.5
Country SA	**519**	**13.5**
South Australia	**1,449**	**11.6**

See 'Notes on the data' in the Appendix

Socioeconomic status

In metropolitan Adelaide, 5.1% of children in Year 5 were reading at levels below the national minimum standard in the least disadvantaged (highest SES) areas, compared to 16.1% in the most disadvantaged (lowest SES) areas, a differential of 3.18 (**Figure 38**).

Figure 38: Children in Year 5 at government schools with below-average reading scores, by socioeconomic status, South Australia, 2008

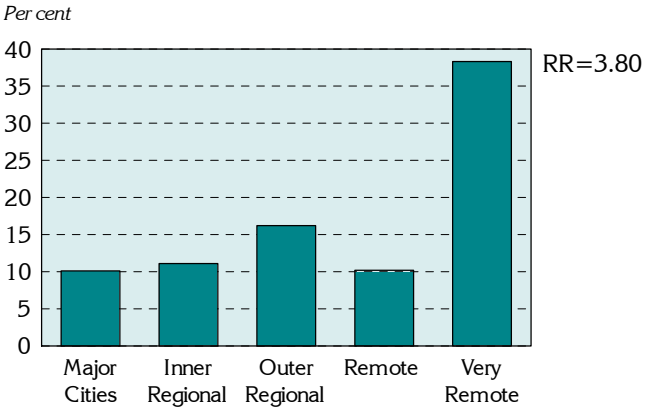


In the country areas of South Australia, the percentages of Year 5 students in this category were higher in all socioeconomic status groups. The range was from 25.7% in the lowest SES areas to 6.7% in the highest SES areas (**Figure 38**), a differential of 3.85.

Remoteness

The lowest rates of reading scores below the national minimum standard were for children in Year 5 living in the Major Cities (10.1%) and Remote (10.2%) areas; the rate in the Very Remote class was almost four times higher than the Major Cities' rate, at 38.3% (**Figure 39**).

Figure 39: Children in Year 5 at government schools with below-average reading scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 5 with reading scores below the national minimum standard and welfare-dependent and other low income families, jobless families, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), children developmentally vulnerable on two or more domains under the AEDI, poor educational performance in secondary school and use of public health services (admissions to a public acute hospital – for clients of CAMHS, the correlation was strong). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) were generally of moderate strength.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Numeracy outcomes for Year 5 students in government schools

Indicator definition: children in Year 5 in government schools in 2008 with numeracy scores below the national minimum standard, by SLA of the student's address.

Key points

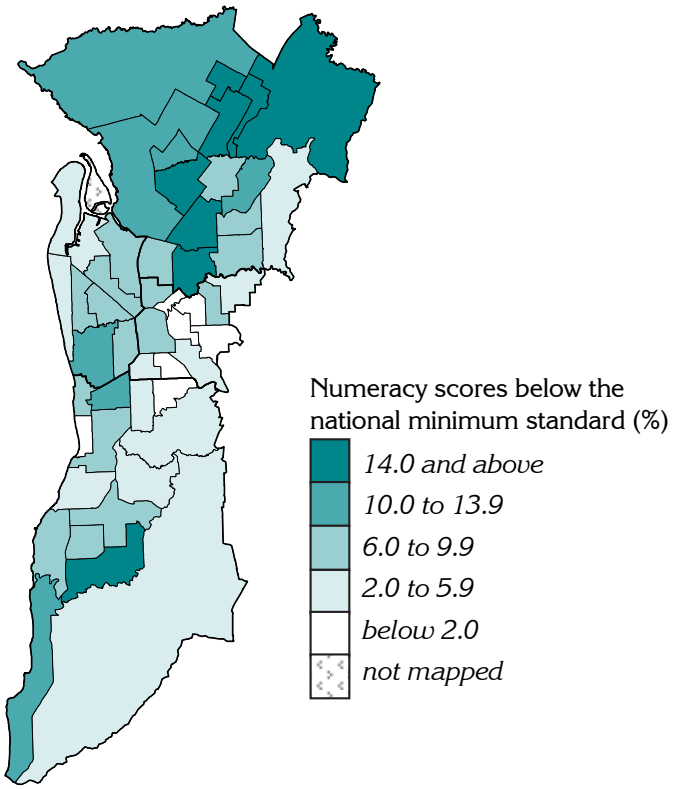
- Children in Year 5 (in government schools) with the poorest outcomes for numeracy generally, although not exclusively, live in areas of greatest socioeconomic disadvantage.
- The percentage of children in Year 5 with numeracy scores at a level below the national minimum standard in country South Australia was 10.9%, almost 25% above the level in metropolitan Adelaide.

Geographic variation

Adelaide

The highest percentages of children in Year 5 in a government school with numeracy scores below the national minimum standard were living in a group of SLAs covering an area from Enfield to Playford, as well as in the outer south, in Onkaparinga - Hackham (**Map 51**). SLAs with the highest percentages for this variable included Playford - Elizabeth, - West Central, - Hills and - East Central; Salisbury - Central and - South-East; and Onkaparinga - Hackham. No children in Year 5 living in Burnside - North-East, Norwood Payneham St Peters - West, Unley - East and Walkerville had below average score. Other low rates were recorded in Mitcham - West, - Hills and - North-East, Holdfast Bay - South, and Norwood Payneham St Peters - East.

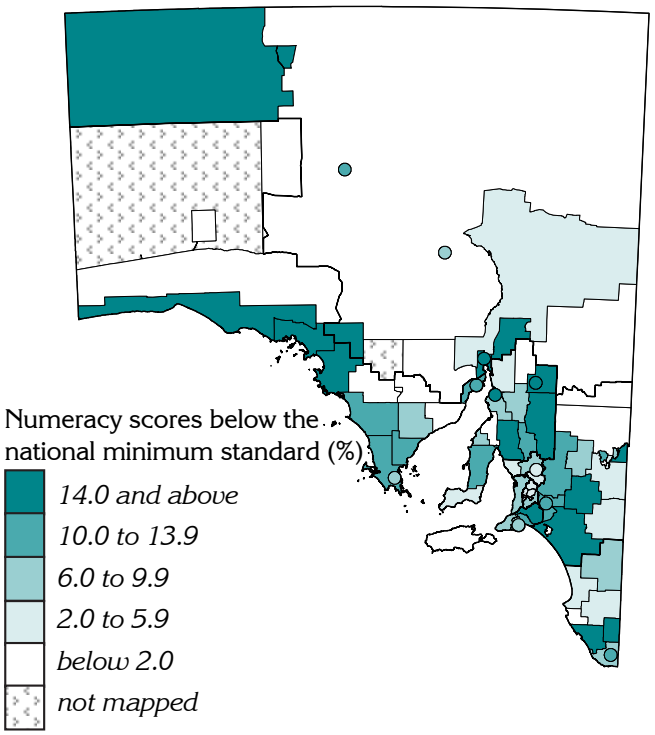
Map 51: Children in Year 5 at government schools with below-average numeracy scores, Adelaide, 2008



Country South Australia

High percentages of Year 5 children with numeracy scores below the national minimum standard were found in SLAs distributed widely throughout the State, although in no notable pattern, with low percentages recorded in the far north, on the Eyre Peninsula and in the mid north (**Map 52**). More than one quarter of Year 5 children had numeracy scores below the average in the SLAs of Anangu Pitjantjatjara, Unincorporated West Coast, Renmark Paringa - Paringa, Ceduna, Port Augusta and Flinders Ranges, while no children had numeracy scores below the average in Barunga West, Unincorporated Riverland, Robe, Franklin Harbour, Kimba, Le Hunte, Unincorporated Whyalla, Orroroo/ Carrieton, and Unincorporated Far North.

Map 52: Children in Year 5 at government schools with below-average numeracy scores, South Australia, 2008



Regional totals

In metropolitan Adelaide, 8.8% of all children in Year 5 had scores below the national minimum standard. In country South Australia, the percentage was 23.9% higher, at 10.9%.

Far North had the highest percentage of Year 5 children in this category (24.4%), followed by Northern Adelaide with 13.0%. The lowest percentages were recorded in Eastern Adelaide (3.1%) and Adelaide Hills (3.8%).

Table 23: Children in Year 5 at government schools with below-average numeracy scores, by State Region, 2008

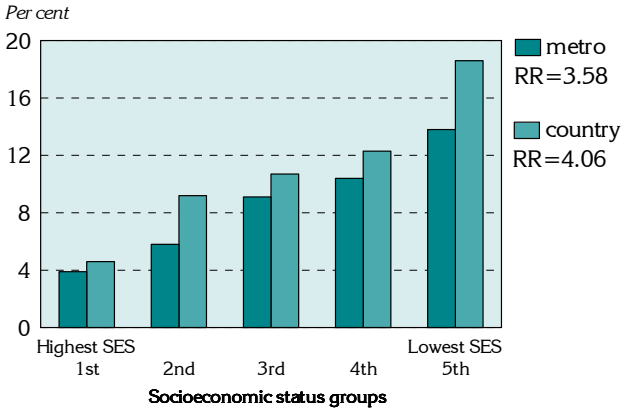
Region	No.	%
Northern Adelaide	385	13.0
Western Adelaide	91	7.1
Eastern Adelaide	32	3.1
Southern Adelaide	180	7.1
Metropolitan regions	**688**	**8.8**
Adelaide Hills	21	3.8
Murray and Mallee	57	10.7
Fleurieu and Kangaroo Island	29	11.2
Limestone Coast	62	10.6
Barossa	48	9.4
Yorke and Mid North	74	12.3
Eyre and Western#	62	12.0
Far North#	66	24.4
Country SA	**419**	**10.9**
South Australia	**1,184**	**9.5**

See 'Notes on the data' in the Appendix

Socioeconomic status

A clear, step-wise gradient is evident across the socioeconomic status groups in metropolitan Adelaide (**Figure 40**), with over three and a half times the number of children in Year 5 with numeracy scores below the national minimum standard in the most disadvantaged (lowest SES) areas (13.8%), compared with the least disadvantaged (highest SES) areas (3.9%).

Figure 40: Children in Year 5 at government schools with below-average numeracy scores, by socioeconomic status, South Australia, 2008

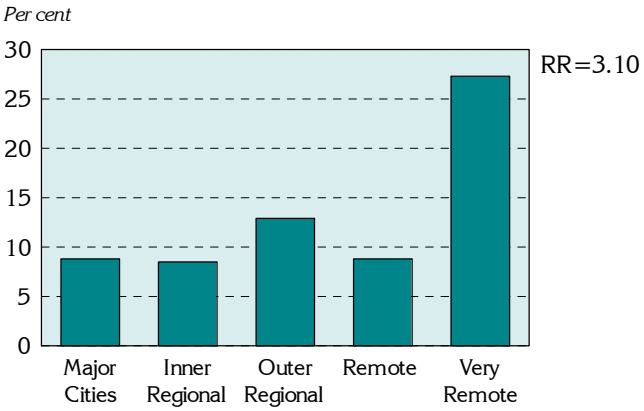


The gradient is even stronger in country South Australia, with more than four times the number of Year 5 children with below average numeracy scores in the lowest SES areas (18.6%) compared to those in the highest SES areas (4.6%) (**Figure 40**).

Remoteness

By far the highest percentage of children in Year 5 with numeracy scores below the national minimum standard was recorded in the Very Remote areas (27.3%) (**Figure 41**). The other remoteness classes had fairly similar percentages, ranging from 8.5% in Inner Regional to 12.9% in Outer Regional.

Figure 41: Children in Year 5 at government schools with below-average numeracy scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 5 with numeracy scores below the national minimum standard and welfare-dependent and other low income families, jobless families, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), children developmentally vulnerable on two or more domains under the AEDI, poor educational performance in secondary school and use of public health services (admissions to a public acute hospital – for clients of CAMHS, the correlation was strong). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) were moderate to strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Reading outcomes for Year 7 students in government schools

Indicator definition: children in Year 7 in government schools in 2008 with reading scores below the national minimum standard, by SLA of the student's address.

Key points

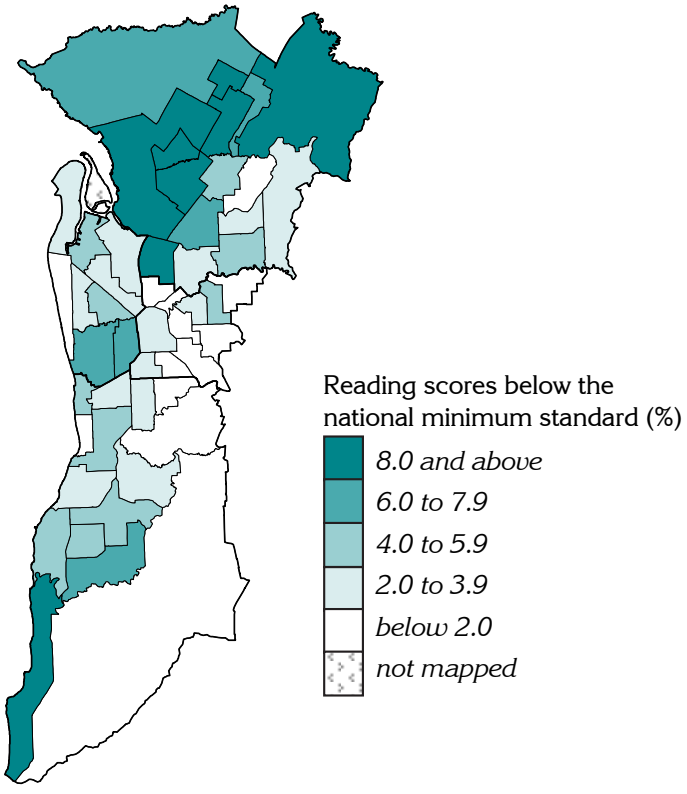
- There are strong socioeconomic gradients in the percentage of Year 7 students in government schools reading at levels below the national minimum standard in both metropolitan Adelaide and country South Australia.
- The percentage of children in Year 7 with reading scores at a level below the national minimum standard in country South Australia was 7.2%, some 44% above the level in metropolitan Adelaide (5.0%).

Geographic variation

Adelaide

SLAs with high percentages of children in Year 7 reading at levels below the national minimum standard were largely located in the northern suburbs, with low rates in a number of inner, eastern, and south-eastern SLAs (**Map 53**), consistent with the pattern of socioeconomic disadvantage. The highest percentages were recorded in Playford - Hills, - Elizabeth, and - West Central, Salisbury Balance and - Inner North, and Port Adelaide Enfield - Inner, while the lowest were recorded in Onkaparinga - Hills, Holdfast Bay - South, Walkerville, Mitcham - Hills and - North-East, Unley - East, Charles Sturt - Coastal and Prospect.

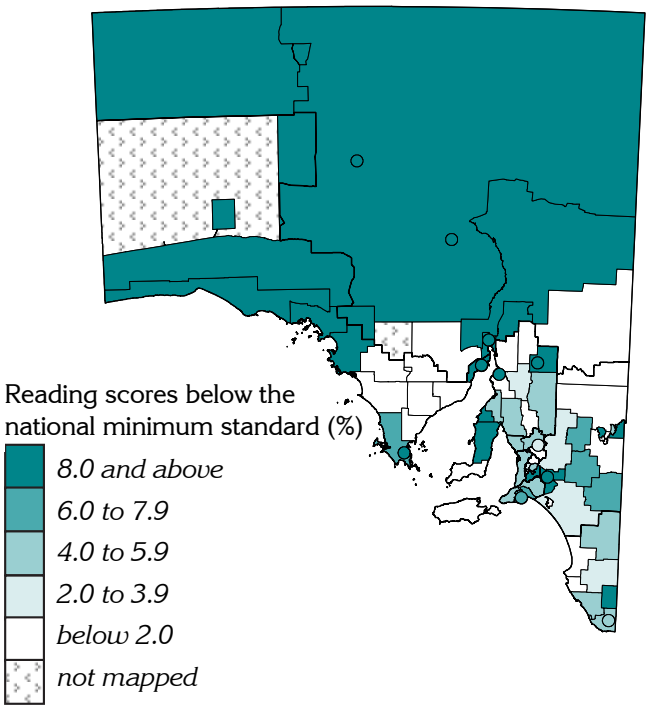
Map 53: Children in Year 7 at government schools with below-average reading scores, Adelaide, 2008



Country South Australia

High percentages of children in Year 7 with reading scores below the national minimum standard were found in SLAs located across the far north and west of the State, and in a majority of the larger towns (**Map 54**), with low percentages on the Eyre Peninsula and in a small number of other SLAs. The highest rates were recorded in the far northern SLAs of Unincorporated West Coast, Anangu Pitjantjatjara, Ceduna, and Unincorporated Flinders Ranges, and in the towns of Coober Pedy, Roxby Downs and Port Augusta. A number of SLAs had no children in Year 7 with below average reading scores; these included Adelaide Hills - North, Yorke Peninsula - South, Kingston, Robe, Cleve, Elliston and Franklin Harbour.

Map 54: Children in Year 7 at government schools with below-average reading scores, South Australia, 2008



Regional totals

The percentage of children in Year 7 in country South Australia reading at levels below the national minimum standard was 44.0% above the level in metropolitan Adelaide. The rates in the metropolitan regions ranged from 2.1% in Eastern Adelaide to 7.0% in Northern Adelaide (**Table 24**). There was even greater variation across the regions in country South Australia, with rates ranging from 3.4% in Adelaide Hills to 23.0% in the Far North.

Table 24: Children in Year 7 at government schools with below-average reading scores, by State Region, 2008

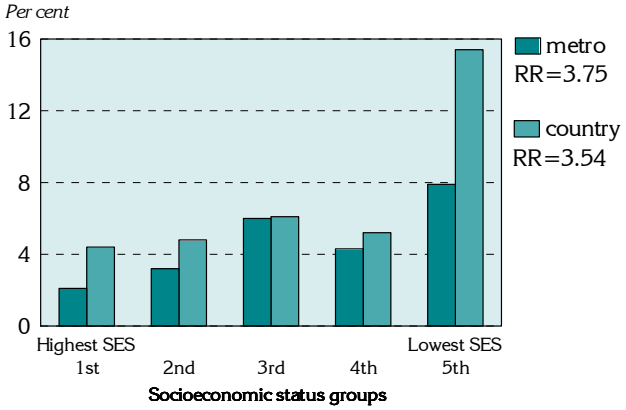
Region	No.	%
Northern Adelaide	209	7.0
Western Adelaide	45	3.6
Eastern Adelaide	21	2.1
Southern Adelaide	116	4.4
Metropolitan regions	**391**	**5.0**
Adelaide Hills	19	3.4
Murray and Mallee	34	5.6
Fleurieu and Kangaroo Island	17	6.3
Limestone Coast	29	4.6
Barossa	30	5.3
Yorke and Mid North	46	7.4
Eyre and Western#	57	10.5
Far North#	63	23.0
Country SA	**295**	**7.2**
South Australia	**754**	**5.9**

See 'Notes on the data' in the Appendix

Socioeconomic status

The percentage of Year 7 children reading at levels below the national minimum standard increases, although not consistently, with increasing socioeconomic disadvantage (**Figure 42**).

Figure 42: Children in Year 7 at government schools with below-average reading scores, by socioeconomic status, South Australia, 2008



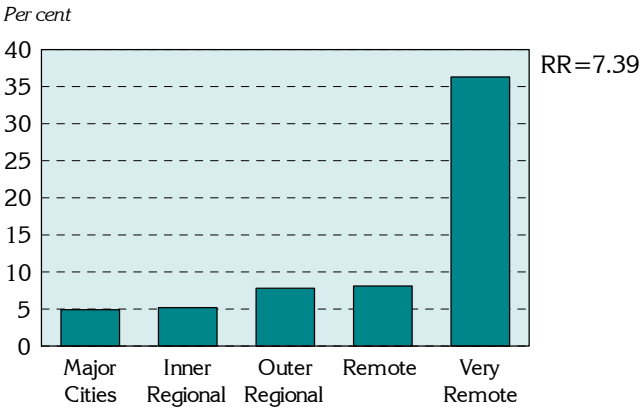
In metropolitan Adelaide, there were more than three and a half times the number of children reading at levels below the national minimum standard in the most disadvantaged (lowest SES) areas (7.9%) compared with the least disadvantaged (highest SES) areas (2.1%).

In country South Australia, the rates were higher in each socioeconomic status group, ranging from 4.4% in the highest SES areas to 15.4% in the lowest SES areas (**Figure 42**).

Remoteness

The percentage of children in Year 7 reading at levels below the national minimum standard is more than seven times higher in the Very Remote areas (36.3%) than in the Major Cities (4.9%) (**Figure 43**).

Figure 43: Children in Year 7 at government schools with below-average reading scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 7 with reading scores below the national minimum standard and welfare-dependent and other low income families, jobless families, poor educational performance in secondary school and children developmentally vulnerable on two or more domains under the AEDI. Correlations are strong with the clients of CAMHS and lack of access to the Internet at home (in particular to a high-speed connection); and moderate to strong with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy).

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Numeracy outcomes for Year 7 students in government schools

Indicator definition: children in Year 7 in government schools in 2008 with numeracy scores below the national minimum standard, by SLA of the student's address.

Key points

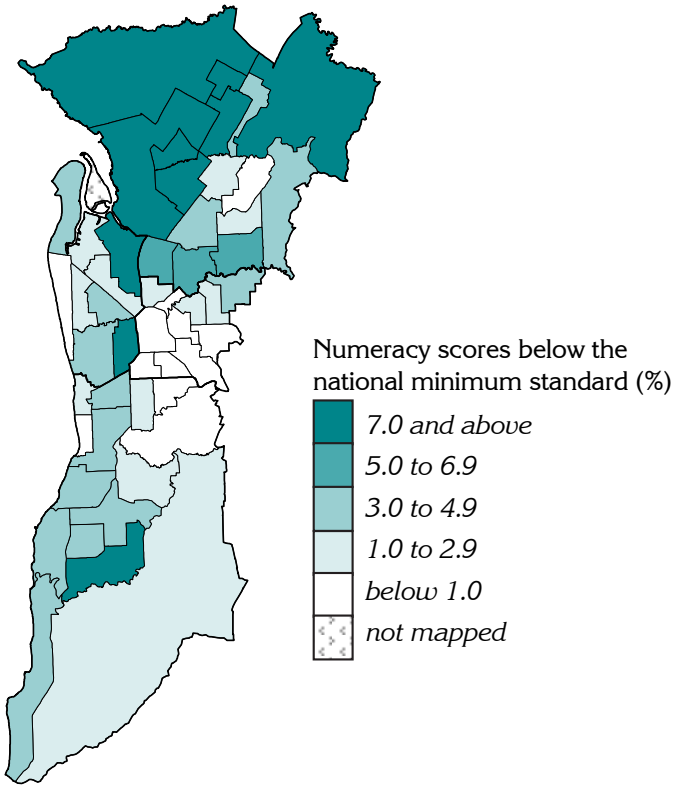
- There are strong socioeconomic gradients in the percentage of Year 7 students in government schools with numeracy scores below the national minimum standard in both metropolitan Adelaide and country South Australia.
- Although rates for metropolitan Adelaide and country South Australia are similar, there is considerable variation between State Regions.

Geographic variation

Adelaide

Children in Year 7 with numeracy scores below the national minimum standard were living in a number of SLAs in the outer north, including Playford - Hills, - Elizabeth, - West Central and - West and Salisbury Balance and Salisbury - Inner North (**Map 55**); in the north-west, in West Torrens - East and Port Adelaide Enfield - Park; and in the outer south, in Onkaparinga - Hackham. No children had below average numeracy scores in the inner city areas of Adelaide, Burnside - North-East, Unley - East and - West, and Walkerville.

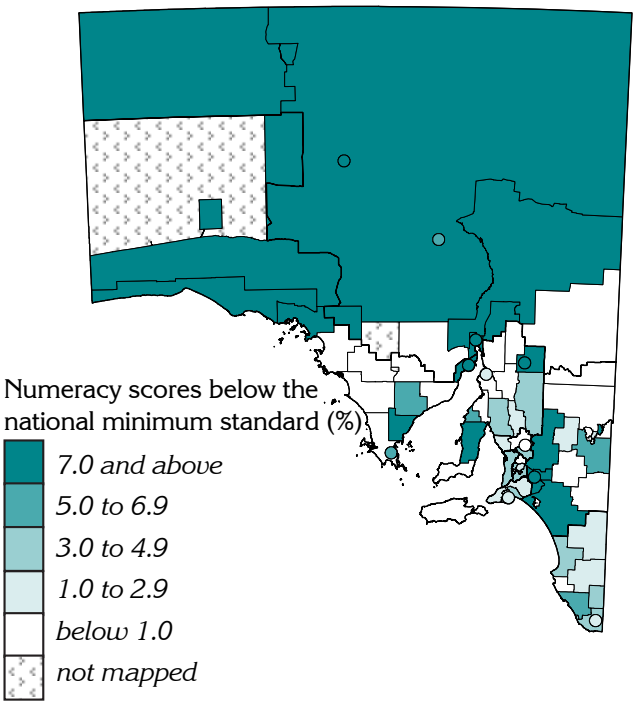
Map 55: Children in Year 7 at government schools with below-average numeracy scores, Adelaide, 2008



Country South Australia

High percentages of children in Year 7 with numeracy scores below the national minimum standard were found in SLAs located across the far north and west of the State, as well as in a number of the larger towns and in SLAs to the east of the metropolitan area (**Map 56**). The highest percentages were recorded in Unincorporated West Coast, Anangu Pitjantjatjara, Ceduna, Unincorporated Flinders Ranges, Port Augusta and Flinders Ranges. Year 7 children living in Karoonda East Murray, Renmark Paringa - Paringa, Barmera, Yorke Peninsula - South, Barunga West, Adelaide Hills - North and Tanunda were among several SLAs to record no children with numeracy scores below the national minimum standard.

Map 56: Children in Year 7 at government schools with below-average numeracy scores, South Australia, 2008



Regional totals

There were relatively low percentages of children in Year 7 in government schools with numeracy scores below the national minimum standard in all of the State Regions other than Far North, which had a percentage of 16.7% (**Table 25**). The percentages in the remaining regions ranged from 1.2% in Eastern Adelaide to 7.2% in Eyre and Western.

Table 25: Children in Year 7 at government schools with below-average numeracy scores, by State Region, 2008

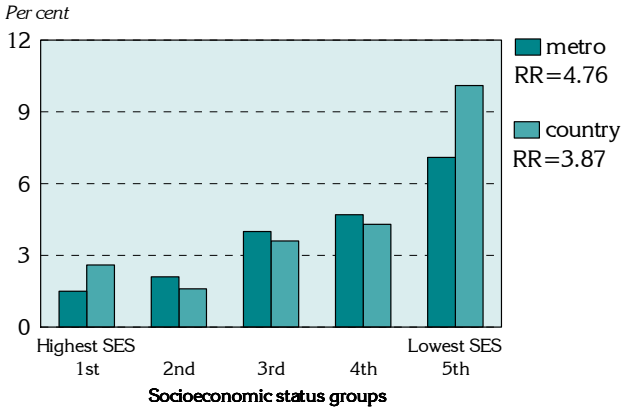
Region	No.	%
Northern Adelaide	177	6.0
Western Adelaide	44	3.5
Eastern Adelaide	12	1.2
Southern Adelaide	85	3.2
Metropolitan regions	**318**	**4.0**
Adelaide Hills	14	2.5
Murray and Mallee	33	5.4
Fleurieu and Kangaroo Island	6	2.2
Limestone Coast	18	2.9
Barossa	9	1.6
Yorke and Mid North	19	3.1
Eyre and Western#	39	7.2
Far North#	45	16.7
Country SA	**183**	**4.5**
South Australia	**535**	**4.2**

See 'Notes on the data' in the Appendix

Socioeconomic status

In metropolitan Adelaide, the percentage of children in Year 7 with below average numeracy scores increases substantially with increasing socioeconomic disadvantage (**Figure 44**). The difference in rates for children in the most disadvantaged areas to the most advantaged areas is greater in metropolitan Adelaide (4.76) than in country South Australia (3.87).

Figure 44: Children in Year 7 at government schools with below-average numeracy scores, by socioeconomic status, South Australia, 2008

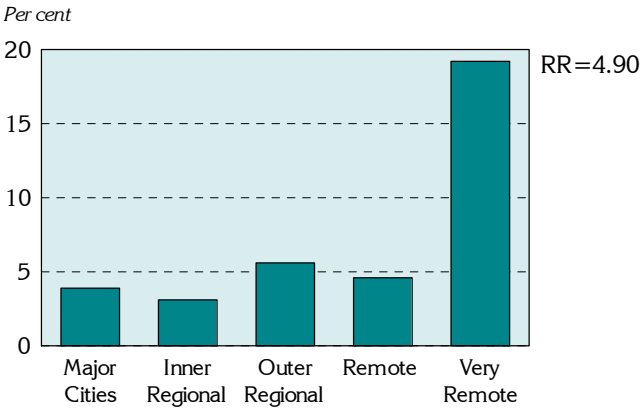


In country South Australia, the percentage of Year 7 children with below average numeracy scores was lowest in the second socioeconomic status group (1.6%), increasing to 10.1% in the most disadvantaged areas (**Figure 44**).

Remoteness

The lowest percentage of Year 7 children with numeracy scores below the national minimum standard is in the Inner Regional category (3.1%) and the highest in the Very Remote category (19.2%). There are relatively low percentages in the remaining categories, ranging from 3.9% in the Major Cities areas to 5.6% in the Outer Regional areas (**Figure 45**).

Figure 45: Children in Year 7 at government schools with below-average numeracy scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 7 with numeracy scores below the national minimum standard and welfare-dependent and other low income families, jobless families, poor educational performance in secondary school and children developmentally vulnerable on two or more domains under the AEDI. Correlations are strong with the clients of CAMHS and lack of access to the Internet at home (in particular to a high-speed connection); and moderate to strong with low rates of participation in formal schooling, poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy).

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Reading outcomes for Year 9 students in government schools

Indicator definition: children in Year 9 in government schools in 2008 with reading scores below the national minimum standard, by SLA of the student's address.

Note: The movement of children from government to non-government schools is likely to impact on the results for Year 9 (in particular), in comparison with the earlier years presented, as such movement affects the make-up of the student population (the denominator) on which these rates have been calculated.

Key points

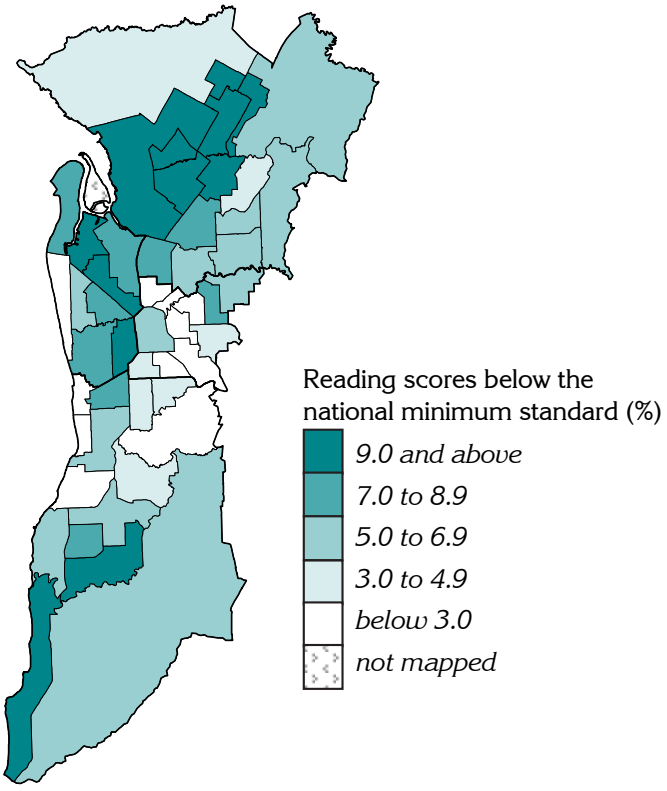
- The percentage of children in Year 9 reading at a level below the national minimum standard in country South Australia was 9.5%, some 28% above the level in metropolitan Adelaide (7.4%).
- There are very strong socioeconomic and remoteness gradients in these data, with particularly poor outcomes for students in the most disadvantaged and most remote areas.

Geographic variation

Adelaide

The distribution of children in Year 9 reading at levels below the national minimum standard has a distinctive geographic pattern, with high percentages in the outer north, north-west and outer south, and low percentages in SLAs adjacent to the city centre and along the coast (**Map 57**). The SLAs of Playford - West Central and - Elizabeth, Salisbury Balance and - Central, Onkaparinga - Hackham, Port Adelaide Enfield - Port and West Torrens - East had the highest percentages. The lowest rates were recorded in Holdfast Bay - North and - South, Walkerville and Mitcham - Hills.

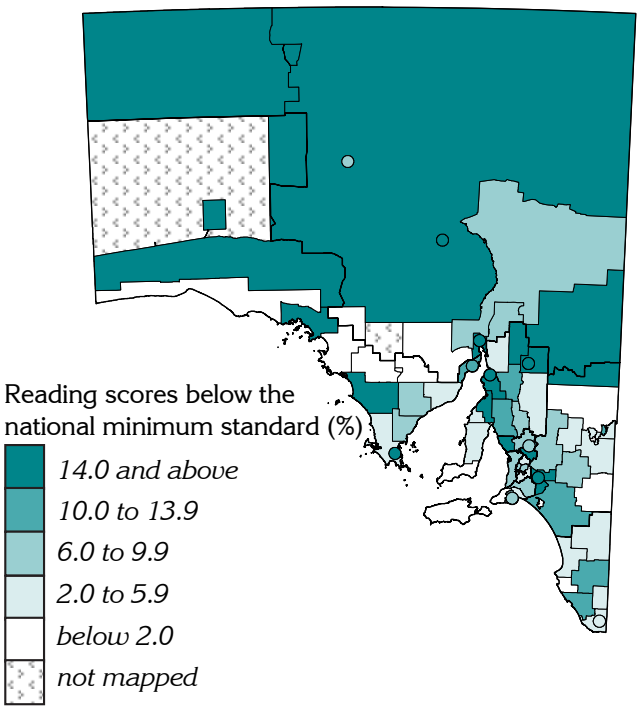
Map 57: Children in Year 9 at government schools with below-average reading scores, Adelaide, 2008



Country South Australia

High percentages of children in Year 9 with reading scores below the national minimum standard were found in many SLAs, including a number of the larger towns (**Map 58**). More than 20% of Year 9 children in the SLAs of Unicorporated Pirie, Anangu Pitjantjatjara, Port Augusta, Orroroo/ Carrieton and Ceduna were reading at levels below the national minimum standard. At the other end of the scale, there were no children reading at levels below the national minimum standard in Yankalilla, Yorke Peninsula - South, Unincorporated Riverland, Southern Mallee, Robe, Kimba, Le Hunte, Streaky Bay and Unicorporated West Coast.

Map 58: Children in Year 9 at government schools with below-average reading scores, South Australia, 2008



Regional totals

The percentage of Children in Year 9 in country South Australia with reading scores below the national minimum standard (9.5%) is markedly higher than that in metropolitan Adelaide (7.4%) (**Table 26**). Percentages in the metropolitan regions ranged from 4.1% in Eastern Adelaide to 9.5% in Northern Adelaide, while in the country regions, the range was greater, from 5.6% in Adelaide Hills to 25.2% in Far North.

Table 26: Children in Year 9 at government schools with below-average reading scores, by State Region, 2008

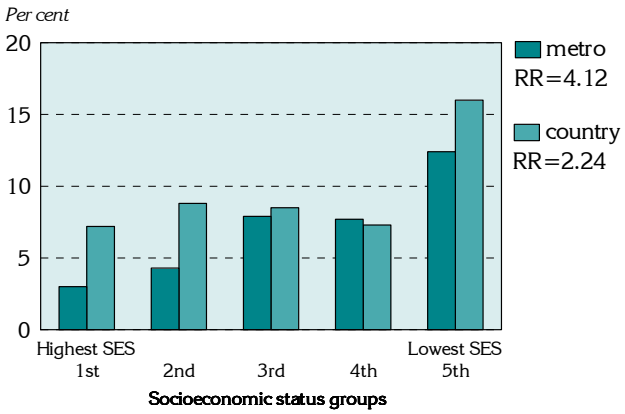
Region	No.	%
Northern Adelaide	239	9.5
Western Adelaide	90	8.1
Eastern Adelaide	32	4.1
Southern Adelaide	136	5.9
Metropolitan regions	**497**	**7.4**
Adelaide Hills	27	5.6
Murray and Mallee	68	9.1
Fleurieu and Kangaroo Island	13	5.8
Limestone Coast	38	6.1
Barossa	51	11.4
Yorke and Mid North	58	9.4
Eyre and Western#	55	11.3
Far North#	52	25.2
Country SA	**362**	**9.5**
South Australia	**948**	**8.3**

See 'Notes on the data' in the Appendix

Socioeconomic status

In metropolitan Adelaide, the percentage of children in below average reading scores increases, although not consistently, with increasing socioeconomic disadvantage (**Figure 46**). The differential in rates between the most and least disadvantaged areas is over four times, from 3.0% in the highest SES areas to 12.4% in the lowest SES areas.

Figure 46: Children in Year 9 at government schools with below-average reading scores, by socioeconomic status, South Australia, 2008

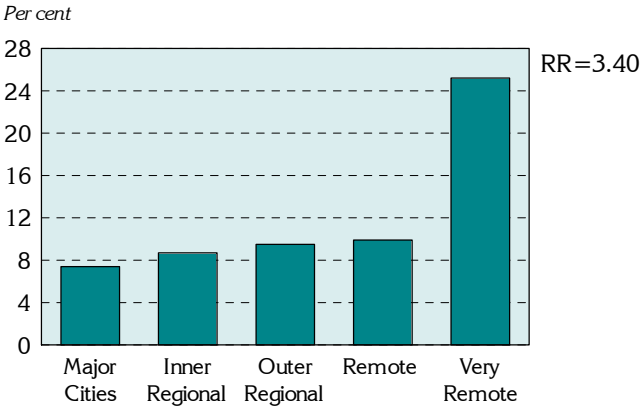


The differential in rates between the lowest and highest SES areas (2.24) was lower in country South Australia than in metropolitan Adelaide (**Figure 46**), although the rates were higher in all but the fourth socioeconomic status group.

Remoteness

The percentage of Year 9 children reading at levels below the national minimum standard increases steadily over the first four remoteness classes, from 7.4% in the Major Cities areas to 9.9% in the Remote areas, before increasing substantially to 25.2% in the Very Remote areas (**Figure 47**).

Figure 47: Children in Year 9 at government schools with below-average reading scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 9 with reading scores below the national minimum standard and welfare-dependent and other low income families, jobless families and poor educational performance in secondary school and admissions to a public acute hospital. Correlations are strong with low rates of participation in formal schooling, children developmentally vulnerable on two or more domains under the AEDI, clients of CAMHS and lack of access to the Internet at home (in particular to a high-speed connection); and generally strong with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy).

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Numeracy outcomes for Year 9 students in government schools

Indicator definition: children in Year 9 in government schools in 2008 with numeracy scores below the national minimum standard, by SLA of the student's address.

Key points

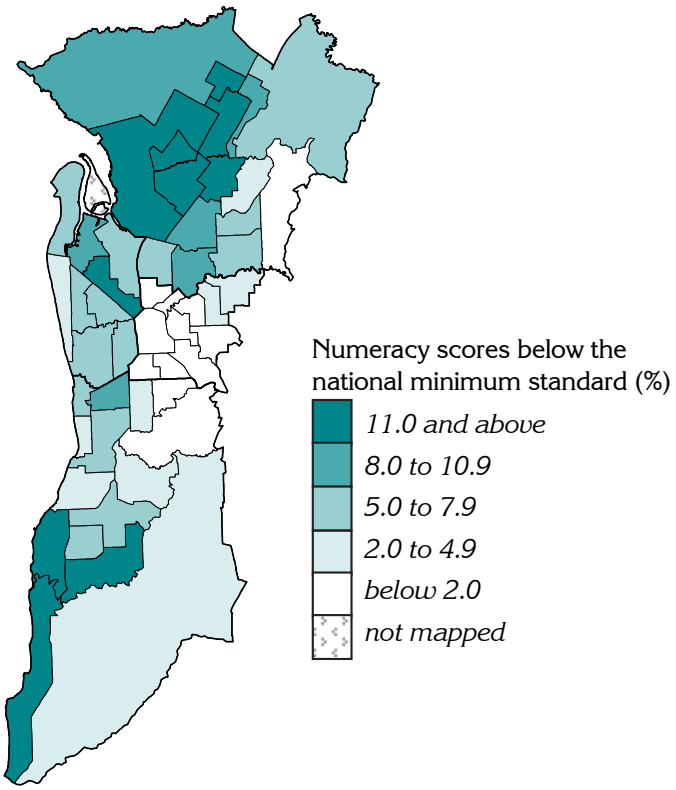
- The gap between regions with the best and worst outcomes in both metropolitan Adelaide and country South Australia is substantial.
- As noted for reading, there are very strong socioeconomic and remoteness gradients in these data, with particularly poor outcomes for students in the most disadvantaged and most remote areas.

Geographic variation

Adelaide

The highest percentages of Year 9 children with numeracy scores below the national minimum standard are living in SLAs located in the outer north and outer south of metropolitan Adelaide (**Map 59**). These are the SLAs of Playford - West Central and - Elizabeth and Salisbury - Inner North; and Onkaparinga - Hackham, - North Coast and - South Coast: also in this highest range is Charles Sturt - North-East. The lowest percentages are generally found in the city centre and adjacent SLAs, as well as to the east and south-east, with no children in this category in the SLAs of Walkerville, Unley - East and - West, Prospect and Adelaide. Low percentages were also recorded in Mitcham - Hills and - North-East, Burnside - South-West and - North-East, and Tea Tree Gully - Hills.

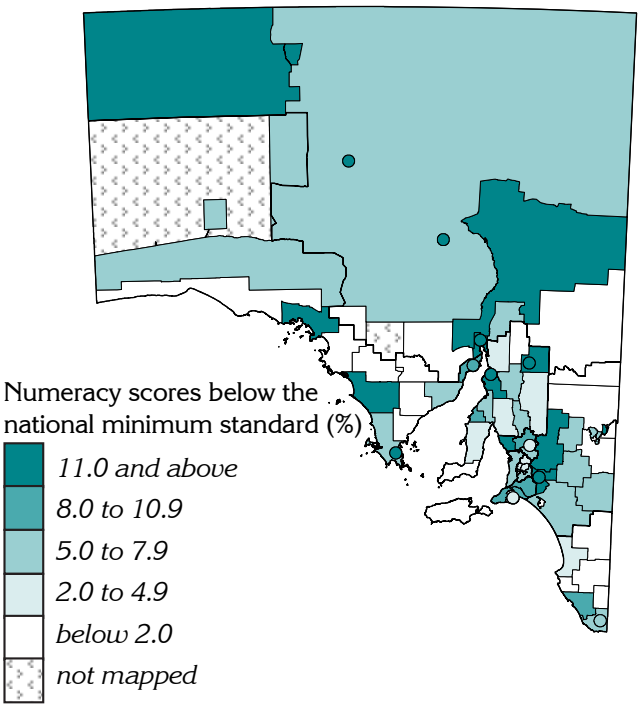
Map 59: Children in Year 9 at government schools with below-average numeracy scores, Adelaide, 2008



Country South Australia

There is no clear spatial pattern in country South Australia in the distribution of Year 9 children with numeracy scores below the national minimum standard, although a majority of the larger towns are mapped in the highest range (**Map 60**). Anangu Pitjantjatjara, Port Augusta, Coober Pedy, Roxby Downs, Murray Bridge, Peterborough, Elliston and Unincorporated Flinders Ranges all had percentages above 16%. Excluding areas with no children in this category, the lowest percentages were recorded in Tatiara, Naracoorte and Lucindale, Adelaide Hills - Central, Goyder, Barossa - Barossa - Tanunda, Kingston and Yorke Peninsula - North.

Map 60: Children in Year 9 at government schools with below-average numeracy scores, South Australia, 2008



Regional totals

Eastern Adelaide, Limestone Coast, Adelaide Hills and Southern and Western Adelaide were the only regions to have relatively fewer children in Year 9 with numeracy scores below the national minimum standard than the State average (**Table 27**). By far the highest proportion was recorded in Far North (20.7%), followed by Northern Adelaide (10.2%).

Table 27: Children in Year 9 at government schools with below-average numeracy scores, by State Region, 2008

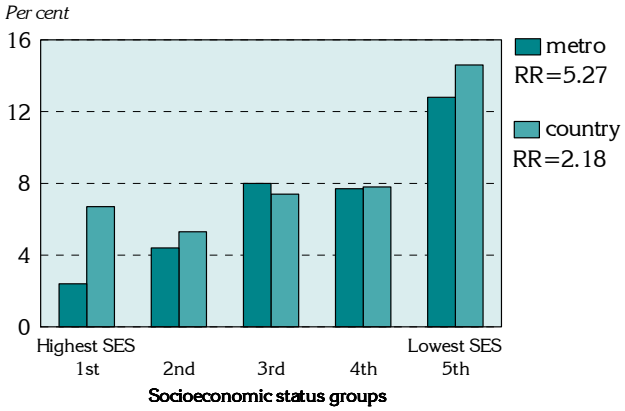
Region	No.	%
Northern Adelaide	252	10.2
Western Adelaide	80	7.2
Eastern Adelaide	16	2.0
Southern Adelaide	147	6.4
Metropolitan regions	**495**	**7.4**
Adelaide Hills	27	5.6
Murray and Mallee	72	9.6
Fleurieu and Kangaroo Island	19	8.6
Limestone Coast	31	5.0
Barossa	35	7.9
Yorke and Mid North	52	8.3
Eyre and Western#	43	8.8
Far North#	41	20.7
Country SA	**320**	**8.4**
South Australia	**893**	**7.9**

See 'Notes on the data' in the Appendix

Socioeconomic status

A strong gradient, and a large differential, is evident in the rates of children in Year 9 with numeracy scores below the national minimum standard, from the lowest rate in the least disadvantage (highest SES) areas (2.4%) to the highest rate in the most disadvantaged (lowest SES) areas (12.8%).

Figure 48: Children in Year 9 at government schools with below-average numeracy scores, by socioeconomic status, South Australia, 2008

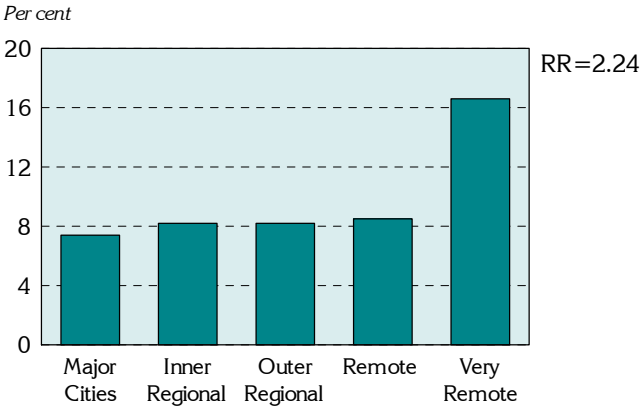


Despite a higher overall rate, the differential in rates in country South Australia is smaller than that in metropolitan Adelaide (**Figure 48**). The rate in the lowest SES areas (14.6%) is more than twice the rate in the highest SES areas (6.7%)

Remoteness

The proportion of children in Year 9 with numeracy scores below the national minimum standard shows relatively little variation across the first four remoteness classes, rising from 5.2% in the Major Cities areas to 7.4% in the Remote areas (**Figure 49**). The proportion increases substantially in the Very Remote areas, to 18.1%.

Figure 49: Children in Year 9 at government schools with below-average numeracy scores, by remoteness, South Australia, 2008



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of children in Year 9 with numeracy scores below the national minimum standard and welfare-dependent and other low income families, jobless families, poor educational performance in secondary school and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations are strong with low rates of participation in formal schooling, children developmentally vulnerable on two or more domains under the AEDI and lack of access to the Internet at home (in particular to a high-speed connection); and generally strong with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy).

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Early school leavers

Young people who leave school early and do not undertake further training or education may be at risk of social exclusion, poorer life chances and socioeconomic disadvantage in the longer term. These data include people of all ages and have been adjusted so that areas can be compared, irrespective of variations between areas in age cohorts.

Indicator definition: the number of people per 100 population who completed Year 10 or below, or did not go to school (referred to as 'early school leavers'): the data have been age standardised (see the notes in the Appendix).

Key points

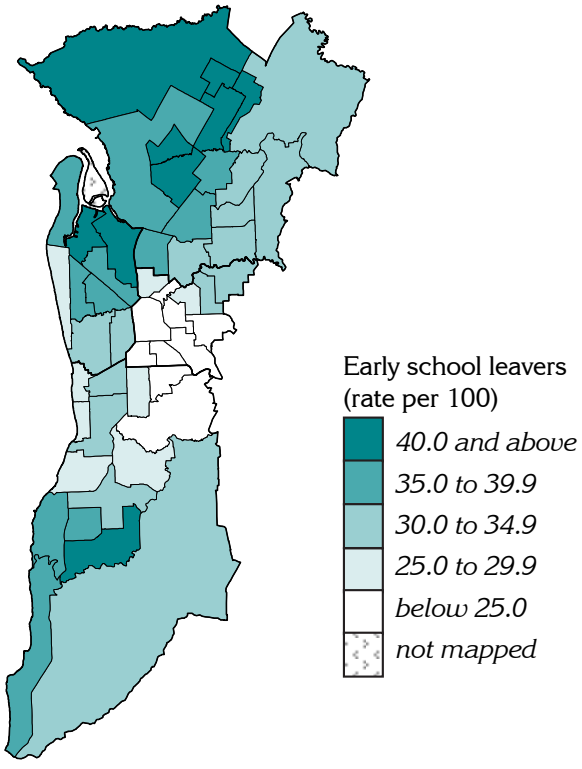
- People living in low socioeconomic status areas are 75% more likely to have left school early than those in high socioeconomic status areas.
- The rate of early school leavers in the population is markedly higher among people living in country areas of South Australia (38.7 per 100 population) than in metropolitan Adelaide (31.9).

Geographic variation

Adelaide

The distribution within metropolitan Adelaide of early school leavers (**Map 61**) closely reflects the distribution of the population by socioeconomic status. A cluster of areas in the outer north recorded the highest rates of early school leavers; they were the SLAs of Playford - West Central, - West and - Elizabeth; and Salisbury - Inner North. The lowest rates were in the City of Adelaide, Burnside - South-West and - North-East, Walkerville, Unley - East and Mitcham - North-East.

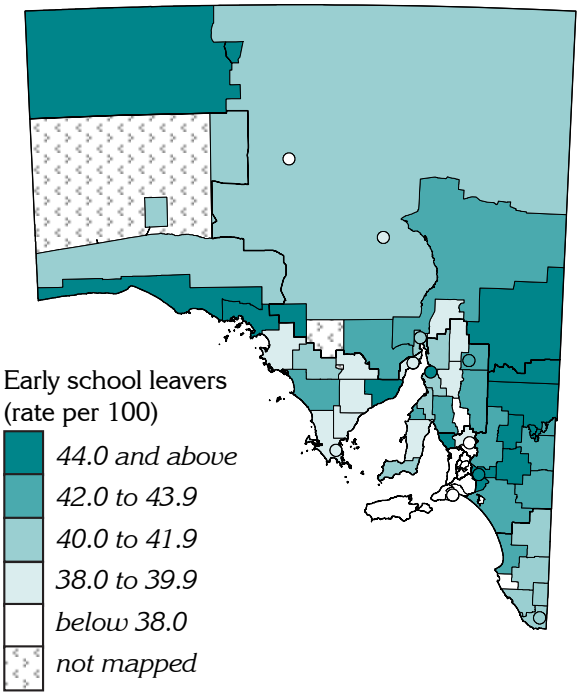
Map 61: Highest level of schooling completed: Year 10 or below, Adelaide, 2006



Country South Australia

Areas located in close proximity to metropolitan Adelaide recorded the lowest rates of early school leavers in country South Australia (**Map 62**). These areas included the Adelaide Hills SLAs of - Central, - Ranges, - Balance and - North and Mount Barker Balance. In contrast, the highest rates were recorded in Anangu Pitjantjatjara, Unincorporated Riverland, and Unincorporated West Coast, all areas with above average percentage of Aboriginal people in their populations. Of the larger towns, Murray Bridge and Port Pirie had rates in the highest range mapped.

Map 62: Highest level of schooling completed: Year 10 or below, Adelaide, 2006



Regional totals

Eastern Adelaide, Southern Adelaide and Adelaide Hills were the only regions to record rates below the State average (**Table 28**). Rates of above 40 early school leavers per 100 population were recorded in Murray and Mallee, Far North, Yorke and Mid North, and Limestone Coast.

Table 28: Highest level of schooling completed: Year 10 or below, by State Region, 2006

Region	No.	Rate*
Northern Adelaide	95,947	37.6
Western Adelaide	59,354	34.1
Eastern Adelaide	38,800	22.9
Southern Adelaide	82,161	30.9
Metropolitan regions	**276,262**	**31.9**
Adelaide Hills	14,050	28.0
Murray and Mallee	24,531	44.4
Fleurieu and Kangaroo Island	13,452	34.5
Limestone Coast	19,815	40.8
Barossa	18,428	39.0
Yorke and Mid North	26,077	41.3
Eyre and Western#	17,049	39.6
Far North#	8,495	43.4
Country SA	**141,897**	**38.7**
South Australia	**419,057**	**34.0**

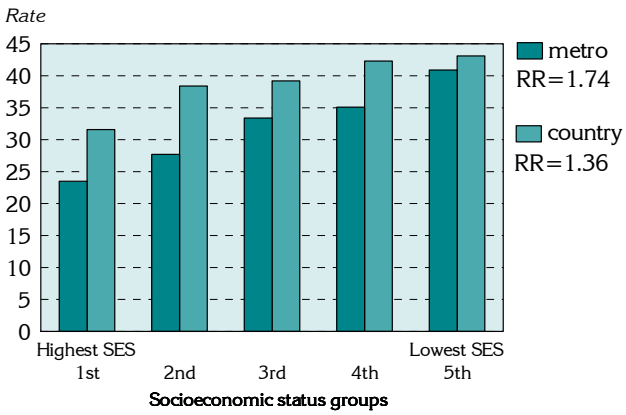
* Rate is the number of students aged 15 to 24 years participating in vocational education and training per 100 population at that age

See 'Notes on the data' in the Appendix

Socioeconomic status

There is a strong, continuous gradient evident in rates of early school leavers in metropolitan Adelaide, with rates 74% higher in the most disadvantaged (lowest SES) areas compared to those in the least disadvantaged (highest SES) areas (**Figure 50**).

Figure 50: Highest level of schooling completed: Year 10 or below, by socioeconomic status, South Australia, 2006

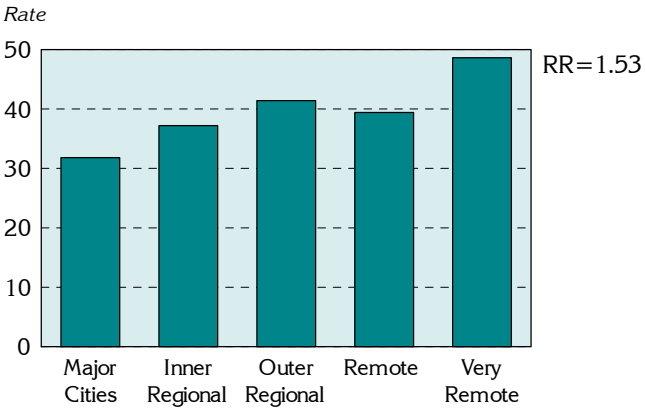


There is also a continuous gradient evident in the country areas of South Australia (**Figure 50**), although the differential was not as great as that in Adelaide, with 45% more early school leavers in the lowest SES areas. This smaller differential is a result of the markedly higher proportion of early school leavers recorded in the highest SES areas in country South Australia.

Remoteness

The rate of early school leavers increases, although not consistently (due to the slightly lower rate in the Remote areas), with increasing remoteness (**Figure 51**). The increase is from 31.8 per 100 population in the Major Cities remoteness areas to 48.6 in the Very Remote areas, an overall differential of 52.6%.

Figure 51: Highest level of schooling completed: Year 10 or below, by remoteness, South Australia, 2006



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high rates of early school leavers and many other indicators of socioeconomic disadvantage, including jobless families, high rates of welfare dependency, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), children developmentally vulnerable on two or more domains under the AEDI, poor educational performance under NAPLAN and in secondary school, and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Full-time participation in secondary school education

Participation in secondary school education increases opportunities for choice of occupation and for income and job security, and also equips young people with life skills – key factors that influence wellbeing throughout the life course. Young people completing Year 12 (and who would be still at school at age 16) are more likely to make a successful initial transition to further education, training and work than are early school leavers. There is a greater risk of poor outcomes for several groups, including those whose families are the most socioeconomically disadvantaged.

Indicator definition: young people aged sixteen years who were in full-time secondary school education.

Key points

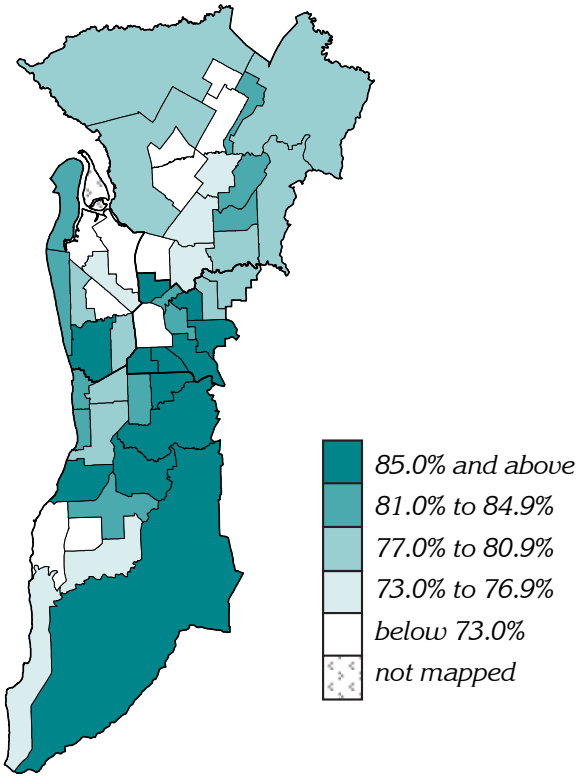
- In 2006, just over three quarters (78.5%) of young people aged 16 were participating in full-time education.
- Young people in the lowest SES areas, or in remote areas, have poorer outcomes on this measure.

Geographic variation

Adelaide

The areas with the lowest participation rates are those commonly seen as among the most disadvantaged in Adelaide (**Map 63**). SLAs with fewer than 70% of young people aged 16 years in full-time secondary school education include Playford - Elizabeth and - West Central; Port Adelaide Enfield - Park, - Inner and - Port; Onkaparinga - North Coast and Salisbury - Central. Areas with participation rates in excess of 90% are Unley - East and - West, Mitcham - North East and Burnside - North-East.

Map 63: Full-time participation in secondary school education at age 16, Adelaide, 2006

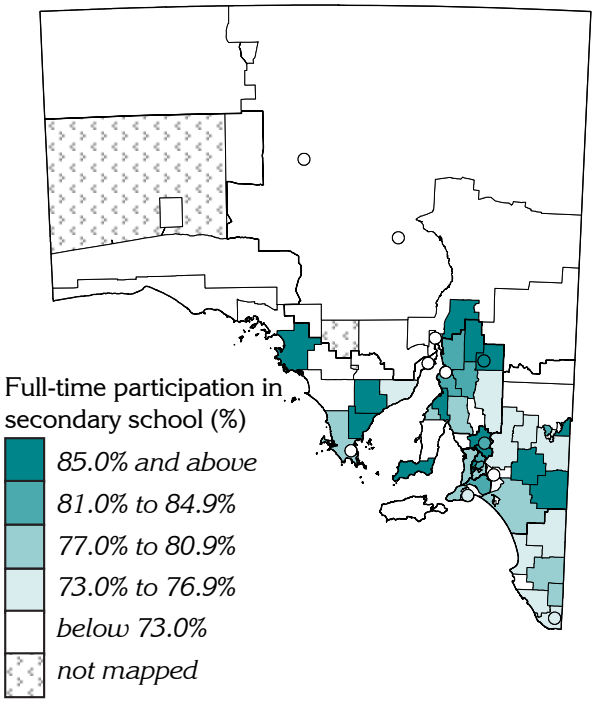


Many of the areas with the lowest participation rates are also areas of high unemployment, and have low access to further education and training. This also applies to those areas with the lowest participation rates in country South Australia.

Country South Australia

Very low full-time secondary school participation rates are common in many of the larger towns in country South Australia, as well as across much of the northern and western parts of the State (**Map 64**). Ceduna, Roxby Downs, Port Augusta, Port Lincoln and Whyalla all had rates below 70%: the highest rates were in Barunga West, Tumby Bay and Renmark Paringa - Paringa. These comments are limited to areas with 20 or more students.

Map 64: Full-time participation in secondary school education at age 16, South Australia, 2006



Regional totals

There is less variation in rates of full-time educational participation at age 16 between regions in metropolitan Adelaide than in country areas, and a slightly higher overall rate. Rates in metropolitan Adelaide ranged from 75.0% in Northern Adelaide to 85.8% in Eastern Adelaide, while in country areas the range was from 59.6% in Far North to 82.7% in Adelaide Hills (**Table 29**).

Table 29: Full-time participation in secondary school education at age 16, by State Region, 2006

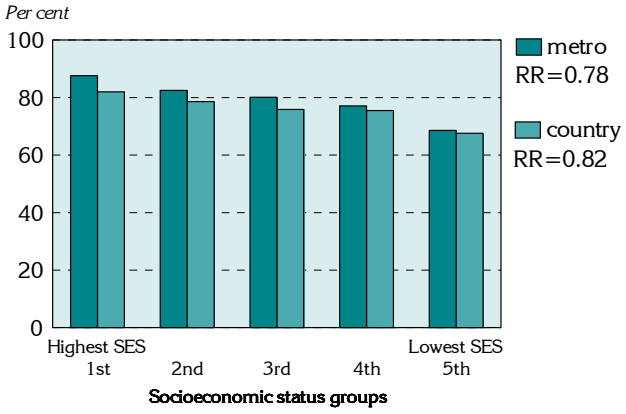
Region	No.	%
Northern Adelaide	3,534	75.0
Western Adelaide	1,808	77.7
Eastern Adelaide	2,161	85.8
Southern Adelaide	3,596	81.4
Metropolitan regions	**11,099**	**79.4**
Adelaide Hills	868	82.7
Murray and Mallee	703	75.8
Fleurieu and Kangaroo Island	418	76.6
Limestone Coast	695	75.1
Barossa	747	79.9
Yorke and Mid North	742	77.7
Eyre and Western#	560	70.8
Far North#	190	59.6
Country SA	**4,923**	**76.3**
South Australia	**16,031**	**78.5**

See 'Notes on the data' in the Appendix

Socioeconomic status

In 2006, there were 22% fewer young people aged 16 years in full-time schooling in the most disadvantaged (lowest SES) areas in metropolitan Adelaide than in the most advantaged (highest SES) areas, with participation rates decreasing, in a step-wise fashion, from 87.6% to 68.6% (**Figure 52**). The largest drop was between the fourth and fifth SES areas.

Figure 52: Full-time participation in secondary school education at age 16, by socioeconomic status, South Australia, 2006

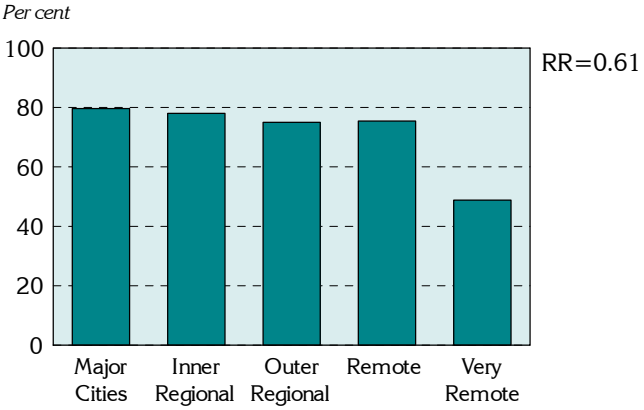


Outside of Adelaide, there was a differential in rates of 18% between the lowest SES areas (a participation rate of 82.6%) and highest SES areas (67.6%), with rates also decreasing in a step-wise fashion, and with largest drop being between the fourth and fifth SES areas (**Figure 52**).

Remoteness

The rate of full-time participation in education at age 16 also declines with increasing remoteness, although with only a small decline from the Major Cities areas (79.6%) to the Remote areas (75.4%), before a substantial drop to a low of 48.8% in the Very Remote areas (**Figure 53**).

Figure 53: Full-time participation in secondary school education at age 16, by remoteness, South Australia, 2006



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high levels of participation in secondary school education at age 16 and participation in preschool and formal schooling and access to a high speed Internet connection at home; and very strong inverse correlations with many of the indicators of socioeconomic disadvantage, including jobless families, high rates of welfare dependency, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), children developmentally vulnerable on two or more domains under the AEDI, poor educational performance under NAPLAN and in secondary school, and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are inverse, and strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Young people aged 19 years who have completed Year 12 or its equivalent

For those young people who complete Year 12 or its equivalent, opportunities for their choice of occupation and for income and job security in adulthood are more likely than for those who leave school early and do not undertake further education and training.

Indicator definition: proportion of the population aged 19 years who have completed Year 12 or qualified at Certificate level II.

Key points

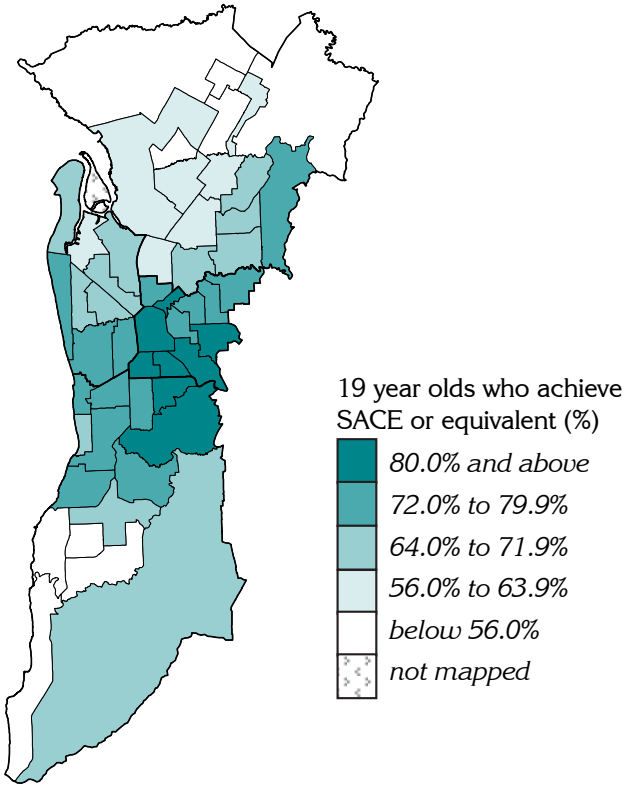
- Young people living in metropolitan Adelaide had a higher rate of completing Year 12 or an equivalent qualification than did residents of country South Australia, with rates of 68.9% and 54.4% respectively.
- The geographic distribution of this group largely highlights areas of high socioeconomic status.

Geographic variation

Adelaide

Areas adjacent to the city centre, in particular to the immediate east and south, had the highest rates of young people aged 19 years who had completed Year 12 or an equivalent qualification (**Map 65**). Rates above 80% were recorded in the SLAs of Burnside - South-West and - North-East and Mitcham - Hills. The lowest rates were in the outer north, in Playford - West Central and - Elizabeth and Salisbury - Inner and - Central; in the north-west, in Port Adelaide Enfield - Inner and - Park; and, in the outer south, in Onkaparinga - Morphett, - Hackham and - South Coast.

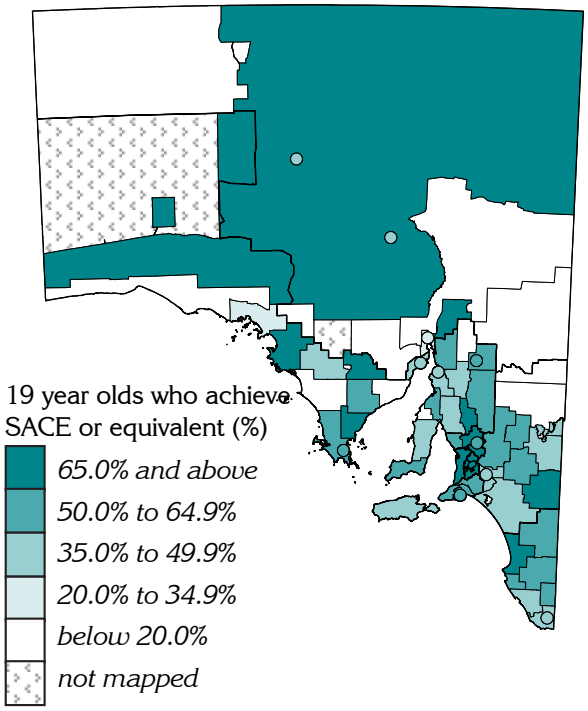
Map 65: Young people aged 19 years who had completed Year 12 or equivalent, Adelaide, 2006



Country South Australia

The highest percentage of the 19 year old population who had completed Year 12 or equivalent were found in SLAs closer to metropolitan Adelaide, and in areas scattered throughout the State (**Map 66**). The SLAs of Kingston, Adelaide Hills - Central, Flinders Ranges, Adelaide Hills - Ranges and Tumby Bay all recorded figures above 75%. In contrast, relatively low percentages were found in the towns, other than in Tanunda.

Map 66: Young people aged 19 years who had completed Year 12 or equivalent, South Australia, 2006



Regional totals

There is considerable variation between the regions, with the highest percentages of young people who had completed Year 12 or equivalent by 19 years of age in Eastern Adelaide (80.1%), Adelaide Hills (71.8%), Western Adelaide (70.1%) and Southern Adelaide (69.8%) (**Table 30**). Very low percentages were recorded in Far North (32.8%) and Yorke and Mid North (45.8%).

Table 30: Young people aged 19 years who had completed Year 12 or equivalent, by State Region, 2006

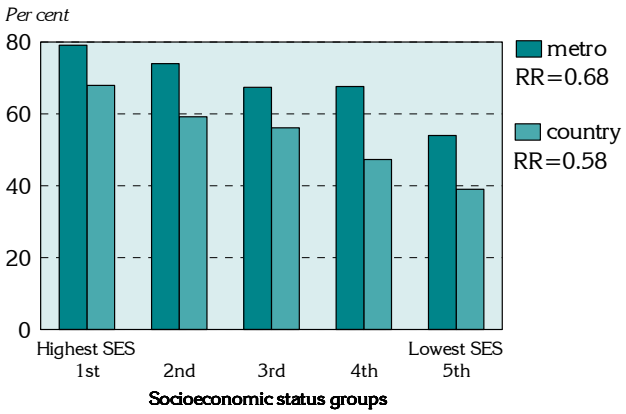
Region	No.	%
Northern Adelaide	2,787	59.8
Western Adelaide	1,871	70.1
Eastern Adelaide	2,560	80.1
Southern Adelaide	3,190	69.8
Metropolitan regions	**10,408**	**68.9**
Adelaide Hills	588	71.8
Murray and Mallee	326	47.9
Fleurieu and Kangaroo Island	201	59.6
Limestone Coast	314	48.0
Barossa	491	63.5
Yorke and Mid North	277	45.8
Eyre and Western#	308	50.0
Far North#	96	32.8
Country SA	**2,601**	**54.4**
South Australia	**13,026**	**65.4**

See 'Notes on the data' in the Appendix

Socioeconomic status

Young people (aged 19 years) who had completed Year 12 or equivalent were more likely to be from the higher SES areas, with rates decreasing with increasing socioeconomic disadvantage (**Figure 54**). There were 32% fewer people aged 19 years with these characteristics in the most disadvantaged (lowest SES) areas (54.0%) compared to those in the most advantaged (highest SES) areas (79.1%).

Figure 54: Young people aged 19 years who had completed Year 12 or equivalent, by socioeconomic status, South Australia, 2006

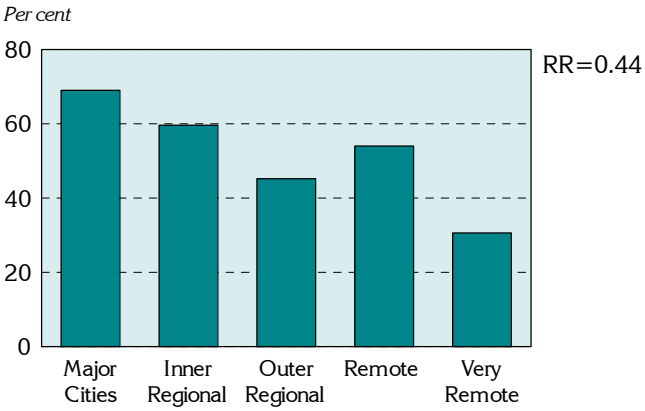


The socioeconomic gradient in rates for young people living in country South Australia is even stronger, with the rates decreasing by 42%, from 67.9% in the highest SES areas to 39.0% in the lowest SES areas: the largest decline is between the lowest socioeconomic status groups (**Figure 54**).

Remoteness

The rate of completion of Year 12 or an equivalent qualification decreases strongly with remoteness, down by more than half (56%), from 69.0% in the Major Cities areas to 30.6% in the Very Remote areas, although with a higher rate in the Remote areas (**Figure 55**).

Figure 55: Young people aged 19 years who had completed Year 12 or equivalent, by remoteness, South Australia, 2006



Correlations

There are very strong correlations at the SLA level in metropolitan Adelaide between areas with high proportions of the population aged 19 years who had completed Year 12 or equivalent, participation in secondary school education at age 16 and access to a high speed Internet connection at home; and very strong inverse correlations with many of the indicators of socioeconomic disadvantage, including jobless families, high rates of welfare dependency, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance under NAPLAN and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are inverse, and strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.

Participation in vocational education and training

Vocational education and training (VET) refers to post-compulsory education and training (excluding degree and higher level programs) which provides people with occupational or work-related knowledge and skills. For school-aged participants, VET programs offer industry-specific skills and pathways to further study and initial employment opportunities [(5)].

Indicator definition: age standardised rate of students aged 15 to 24 years participating in vocational education and training per 100 population at that age.

Key points

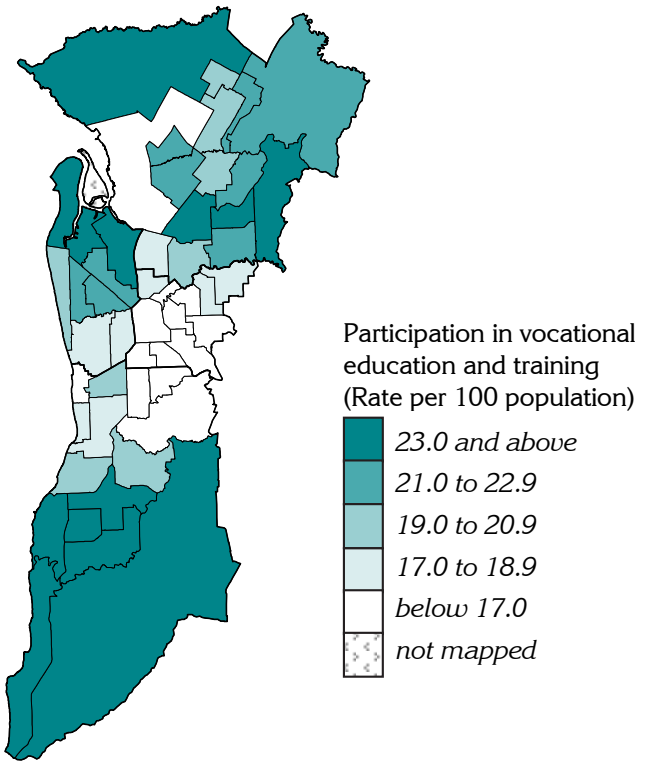
- In 2008, 47,301 young people aged 15 to 24 years were participating in vocational education and training, representing 21.9 students per 100 population.
- The rate of participation in vocational education and training is higher in country South Australia than in metropolitan Adelaide, with the highest rates in remote parts of the State.

Geographic variation

Adelaide

Participation of young people in vocational education and training has a mixed geographic distribution, with the highest rates in the north-east, north-west and outer south of Metropolitan Adelaide, as well as in one outer northern SLA (**Map 67**). Port Adelaide Enfield - Park, Onkaparinga - Hackham and Salisbury - South-East had the highest rates; with the lowest rates in the inner areas of Mitcham - North-East, Norwood Payneham St Peters - West, Burnside - South-West and Unley - East.

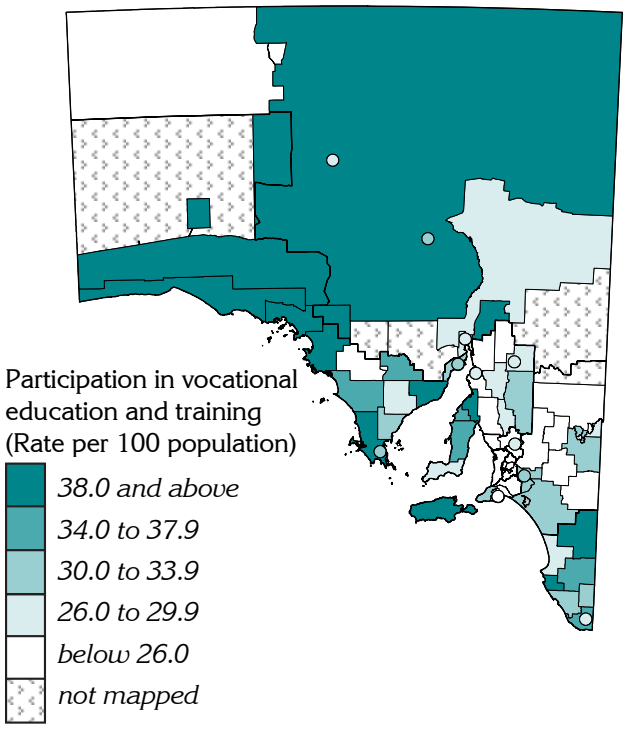
Map 67: Participation in vocational education and training (15-24 years), Adelaide, 2008



Country South Australia

Areas in the State's far north and west, as well as in the south-east, had the highest rates of participation in vocational education and training. These included Unincorporated West Coast, Franklin Harbour, Flinders Ranges, Unincorporated Far North, Lower Eyre Peninsula and Ceduna in the north and west; and Robe, Tatiara and Barunga West in the south-east (**Map 68**). Low participation rates were recorded in a number of SLAs, with the lowest in Anangu Pitjantjatjara, Loxton Waikerie - West, Adelaide Hills Balance, Mount Barker Balance and Mount Remarkable.

Map 68: Participation in vocational education and training (15-24 years), South Australia, 2008



Regional totals

There are wide variations at the regional level in participation rates, from 14.9 per 100 in Eastern Adelaide to more than twice that level in Eyre and Western (32.9 per 100) (**Table 31**).

Table 31: Participation in vocational education and training (15-24 years), by State Region, 2008

Region	No.	Rate*
Northern Adelaide	11,075	21.7
Western Adelaide	5,941	21.4
Eastern Adelaide	4,839	14.9
Southern Adelaide	9,467	19.9
Metropolitan regions	**31,321**	**19.7**
Adelaide Hills	1,774	19.0
Murray and Mallee	2,382	28.9
Fleurieu and Kangaroo Island	1,120	25.3
Limestone Coast	2,754	33.8
Barossa	2,006	24.2
Yorke and Mid North	2,382	30.0
Eyre and Western#	2,381	32.9
Far North#	1,126	30.1
Country SA	**15,925**	**27.8**
South Australia	**47,301**	**21.9**

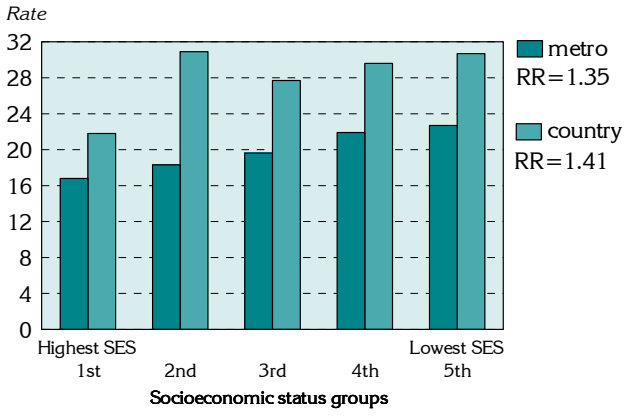
* Rate is the number of students aged 15 to 24 years participating in vocational education and training per 100 population at that age

See 'Notes on the data' in the Appendix

Socioeconomic status

A clear socioeconomic gradient is evident in the participation of 15 to 24 year olds in vocational education and training in metropolitan Adelaide (**Figure 56**), with 35% more students in the most disadvantaged (lowest SES) areas (22.7 per 100) compared with the least disadvantaged (highest SES) areas (16.8 per 100).

Figure 56: Participation in vocational education and training, by socioeconomic status, South Australia, 2008

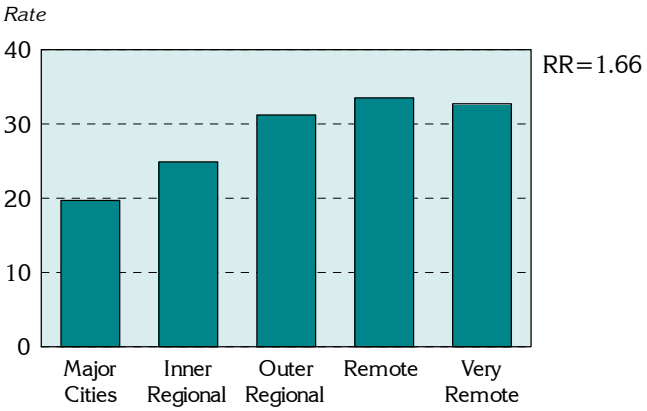


There were also more country students from the lowest SES areas participating in vocational education and training compared to the highest SES areas (41% more, with rates of 30.7 and 21.8 per 100 population, respectively) (**Figure 56**). The highest rate was in the second highest SES areas.

Remoteness

The rate of participation in vocational education and training increases with increasing remoteness, from a low of 19.7 per 100 young people aged 15 to 24 years in the Major Cities remoteness class, to rates of 33.5 in the Remote and 32.7 in the Very Remote areas, an overall differential of 66.2% (**Figure 57**).

Figure 57: Participation in vocational education and training, by remoteness, South Australia, 2008



Correlations

There are strong correlations at the SLA level in metropolitan Adelaide between areas with high rates of participation in vocational education and training and many of the indicators of socioeconomic disadvantage, including high rates of welfare dependency, low rates of participation in formal schooling, lack of access to the Internet at home (in particular to a high-speed connection), poor educational performance in secondary school (and from moderate to strong with poor outcomes under NAPLAN), and use of public health services (admissions to a public acute hospital and clients of CAMHS). Correlations with poor health outcomes (high proportions of four year old children who were obese, poor dental health at age 12 and smoking during pregnancy) are generally moderate to strong.

Correlation coefficients for these and other indicators are available on the PHIDU website at www.publichealth.gov.au.