

EDUCATION AND TRAINING

Education and training provides women and girls with invaluable tools, enables them to participate fully in the community and directly increases their ability to gain meaningful employment and support their health and wellbeing.



Education

National Assessment Program – Literacy and Numeracy (NAPLAN) results

In Tasmania in 2015, girls achieved higher NAPLAN results than boys in years three, five, seven and nine for reading, writing, spelling, grammar and punctuation, and numeracy.¹

Table 1. Reading level at or above the national minimum standard by sex, Tasmania, 2015

Year	Grade 3	Grade 5	Grade 7	Grade 9
Female (%)	95.3	94.3	96.0	94.4
Male (%)	90.6	90.0	93.4	88.7

Table 2. Numeracy level at or above the national minimum standard by sex, Tasmania, 2015

Year	Grade 3	Grade 5	Grade 7	Grade 9
Female (%)	94.6	95.7	96.2	95.9
Male (%)	93.5	94.2	95.8	95.7

Secondary education

In Tasmania in 2014, there were a total of **36 875** students in full or part-time secondary study (years 7-12).²

Females accounted for **18 253 (49.5 per cent)** of all secondary students. The ratio of females to males has decreased since 2008, when females accounted for **19 294 (50.3 per cent)**.³ For years 7-10, the ratio of females was slightly lower than males but for years 11-12 this is reversed.

Table 3. Secondary school participation rates in years 7-12 by sex, Tasmania, 2014

Year	Female	Male	Female (%)
Year 7	3 023	3 118	49.2
Year 8	3 055	3 383	47.5
Year 9	3 226	3 346	49.1
Year 10	3 222	3 362	48.9
Year 11	2 985	2 817	51.4
Year 12	2 742	2 596	51.4

¹ Accessed at NAPLAN National Reports and Results <http://reports.acara.edu.au/Home/Results>

² Australian Bureau of Statistics, *Schools, Australia, 2014*, Catalogue 4221.0, Table 43b, ABS, Canberra.

³ Australian Bureau of Statistics, *Schools, Australia, 2012*, Catalogue 4221.0, Table 42b, ABS, Canberra.

Teaching staff by gender

In 2014, there was 5 841 in-school full-time equivalent (FTE) teaching staff in Tasmania. Of these, 3 985 (68.2 per cent) were females.⁴

Aboriginal and Torres Strait Islander peoples in education

In 2014, there were 6 407 Aboriginal and Torres Strait Islander students in full and part-time education in Tasmania. Of these students, 3 246 (50.7 per cent) were female. Aboriginal and Torres Strait Islander students accounted for approximately 7.82 per cent of all full-time students in Tasmania.⁵

Apparent year level retention rates*

Table 4 shows the rate of continuing education (retention) from year 8 through to year 12 in Tasmania in 2014. Females had higher retention rates across years 9-12.

Table 4. Apparent year level retention rates⁶ (per cent) by sex, Tasmania, 2014

Year	8-9	9-10	10-11	11-12
Female (%)	99.8	100.9	87.0	84.7
Male (%)	100.1	100.1	80.7	82.0

Data source: Australian Bureau of Statistics, *Schools, Australia, 2014*, Catalogue 4221.0, Table 63a, ABS, Canberra.

Educational attainment

2015 data in Figure 1 shows that when educational attainment for 15-64 year olds is disaggregated by sex, more females than males attain higher qualifications post Year 10, except in the case for Certificate III and IV, where more males achieve this qualification.

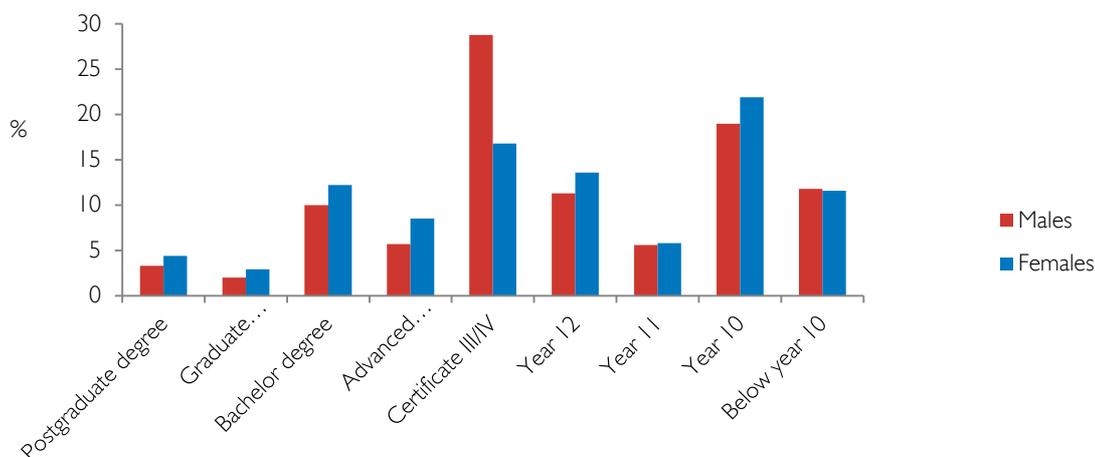


⁴Australian Bureau of Statistics, 2014, *Schools, Australia, 2014*, Catalogue 4221.0, Table 51a, ABS, Canberra

⁵Australian Bureau of Statistics, 2014, *Schools, Australia, 2014*, Catalogue 4221.0, Table 40a, ABS, Canberra.

⁶The Apparent Retention Rate (ARR) provides an indicative measure of the number of school students who have stayed at school, for a designated grade and year. It is calculated by dividing the number of students in a cohort in a specific calendar year by the number of students in the same cohort in a previous reference year. It is expressed as a percentage. For example, an ARR for Years 10 to 12 in 2014 would measure the proportion of Year 10 students in 2012 that had continued to Year 12 in 2014

Figure 1. Highest educational attainment for 15-64 year olds (%) by sex, Tasmania, 2015



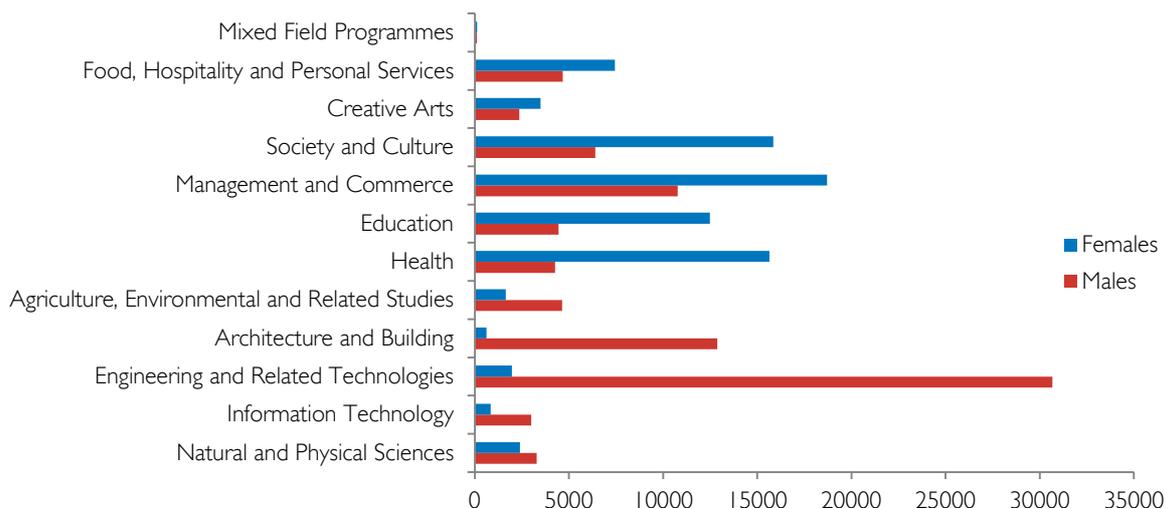
Data source: Australian Bureau of Statistics, 2015, *Education and Work, Australia, 2015*, Catalogue 6227.0, Table 13, November 2015, ABS, Canberra.

Areas of study



In Tasmania in 2011, there were more females qualified in the areas of society and culture; management and commerce; health, food and hospitality; education; and the creative arts. A higher proportion of males were qualified in the fields of natural and physical sciences; information technology; engineering and related technologies; architecture and building; and agriculture and the environment.⁷

Figure 2. Main field of study for Tasmanians aged 15 and over with non-school qualifications by sex, Tasmania, 2011



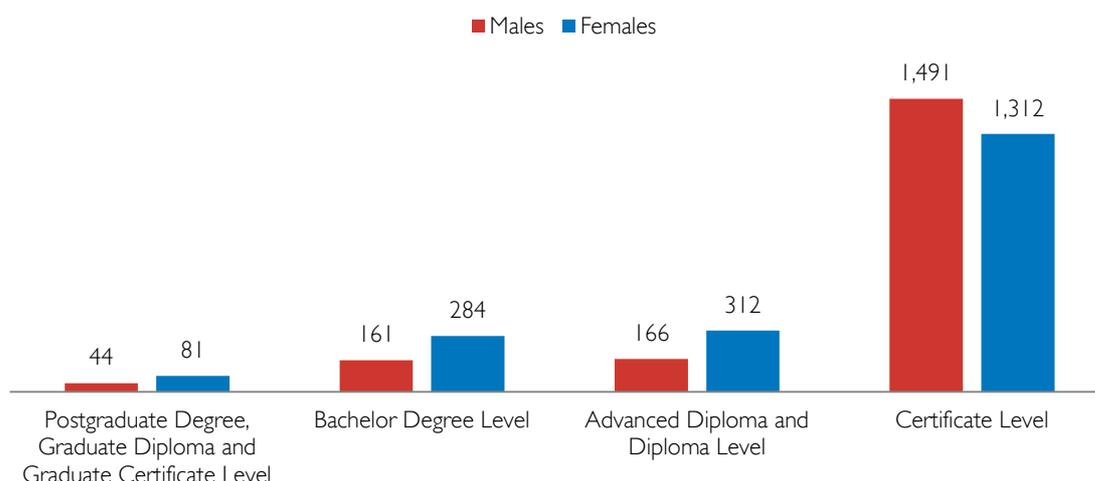
Data source: Australian Bureau of Statistics, 2011, *Census of Population and Housing, Basic Community Profile (Tasmania)*, Catalogue 2001.6, Table B41, ABS, Canberra.

⁷ Ibid.

Educational attainment of Aboriginal and Torres Strait Islander peoples

The most common types of non-school qualifications for both males and females were Certificates III and IV. There were more males with certificate qualifications (1 491) than females (1 312), whereas females outnumbered males in all other categories of non-school qualifications.

Figure 3. Highest level of non-school qualification of Aboriginal and Torres Strait Islander peoples aged 15 years and over by sex, Tasmania, 2011



Data source: Australian Bureau of Statistics, 2011, *Census of Population and Housing, Aboriginal and Torres Strait Islander Peoples (Indigenous) Profile (Tasmania)*, Catalogue 2002.6, Table 115, ABS, Canberra.

Higher education

In 2014, there were 3 240 completions at an undergraduate award level. Of these, 1 881 (58.1 per cent) were women.

Table 5. Undergraduate course completions by faculty and gender, Tasmania, 2014

Faculty	Female	Male	Female %
Australian Maritime College	51	178	22.3
Arts	387	211	64.7
Business	251	203	55.3
Education	176	56	75.9
Health Science	588*	208	73.9
Law	79	50	61.2
Science, Engineering and Technology	349	453	43.5
Total	1 881	1 359	58.1

*significant increase from 2012 data. Data source: University of Tasmania, Management Information and Reporting Unit, 'Course Completions by Faculty and Gender' 2014, University of Tasmania, Australia (unpublished data)

In 2014, there were 2 005 completions at a postgraduate award level in Tasmania. Of these, 1 377 (68.8 per cent) were female.

Table 6. Postgraduate course completions by faculty and gender, Tasmania, 2014

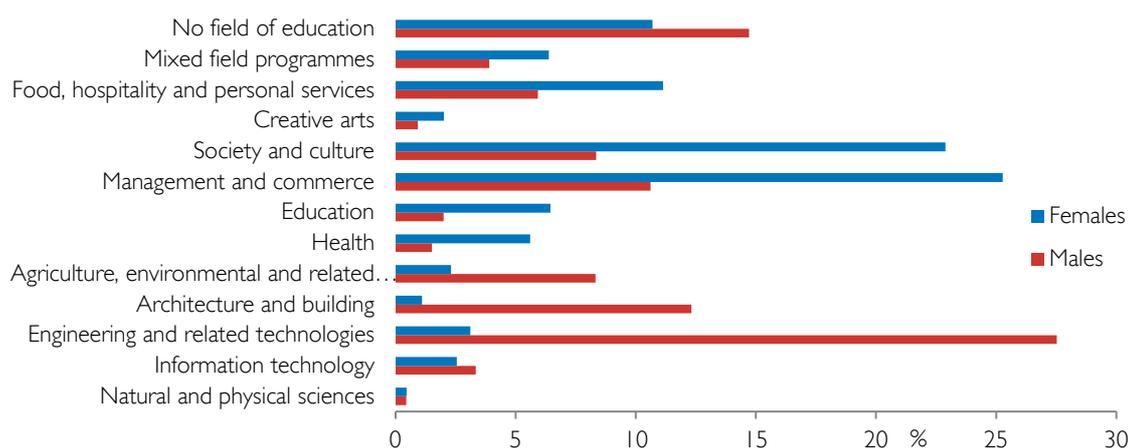
Faculty	Female	Male	% Female
Australian Maritime College	26	52	33.3
Arts	58	36	61.7
Business	195	165	54.2
Education	165	70	70.2
Health Science	768	118	86.7
Law	44	34	56.4
Science, Engineering and Technology	121	153	44.2
Total	1377	628	68.8

Data source: Unpublished data from University of Tasmania, Management Information and Reporting Unit, 'Course Completions by Faculty and Gender' 2014, Hobart.

Vocational Education and Training

In 2015, there were 27 815 Vocational Education and Training (VET) students in Tasmania. There was a slightly lower ratio of women in VET studies with 12 419 (44.6 per cent) females*.⁸

Figure 4. VET students by field of study and sex (%), Tasmania, 2015



*12 students did not identify their sex. Data source: National Centre for Vocational and Education Research (NCVER), *Government-funded students and courses Jan-Jun 2015*, Adelaide.

⁸ National Centre for Vocational and Education Research (NCVER), *Government-funded students and courses Jan-Jun 2015*, Adelaide.

In summary

- Girls had higher NAPLAN results in 2015 than boys across all areas
- Girls had higher apparent retention rates than boys for years 11 and 12 in 2014.
- Of **3 240** undergraduate completions in 2014, **58.1 per cent** were female.
- Women also had a higher rate (**68.8 per cent**) of postgraduate completion in 2014 than males.
- In 2011, Aboriginal and Torres Strait Islander women outnumbered Aboriginal and Torres Strait Islander men in all categories of non-school qualifications, except for certificate level qualifications.
- In 2015, females accounted for less VET students than males.

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