

Australian vocational education and training statistics

## VET in Schools 2020

National Centre for Vocational Education Research



### Highlights

In 2020, there were:

- 241 200 VET in Schools students
- 17 800 school-based apprentices and trainees, representing 7.4% of all VET in Schools students
- 223 300 students undertaking other VET in Schools programs, representing 92.6% of all VET in Schools students.

In 2020, compared with 2019, VET in Schools students increased by 2.3%.

From 2016 to 2020, VET in Schools students decreased by 0.9%.

# Introduction

This publication presents information on VET in Schools, the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education (SSCE). Students can undertake VET through a school-based apprenticeship or traineeship pathway, or other pathway (the latter is referred to as 'other VET in Schools students').

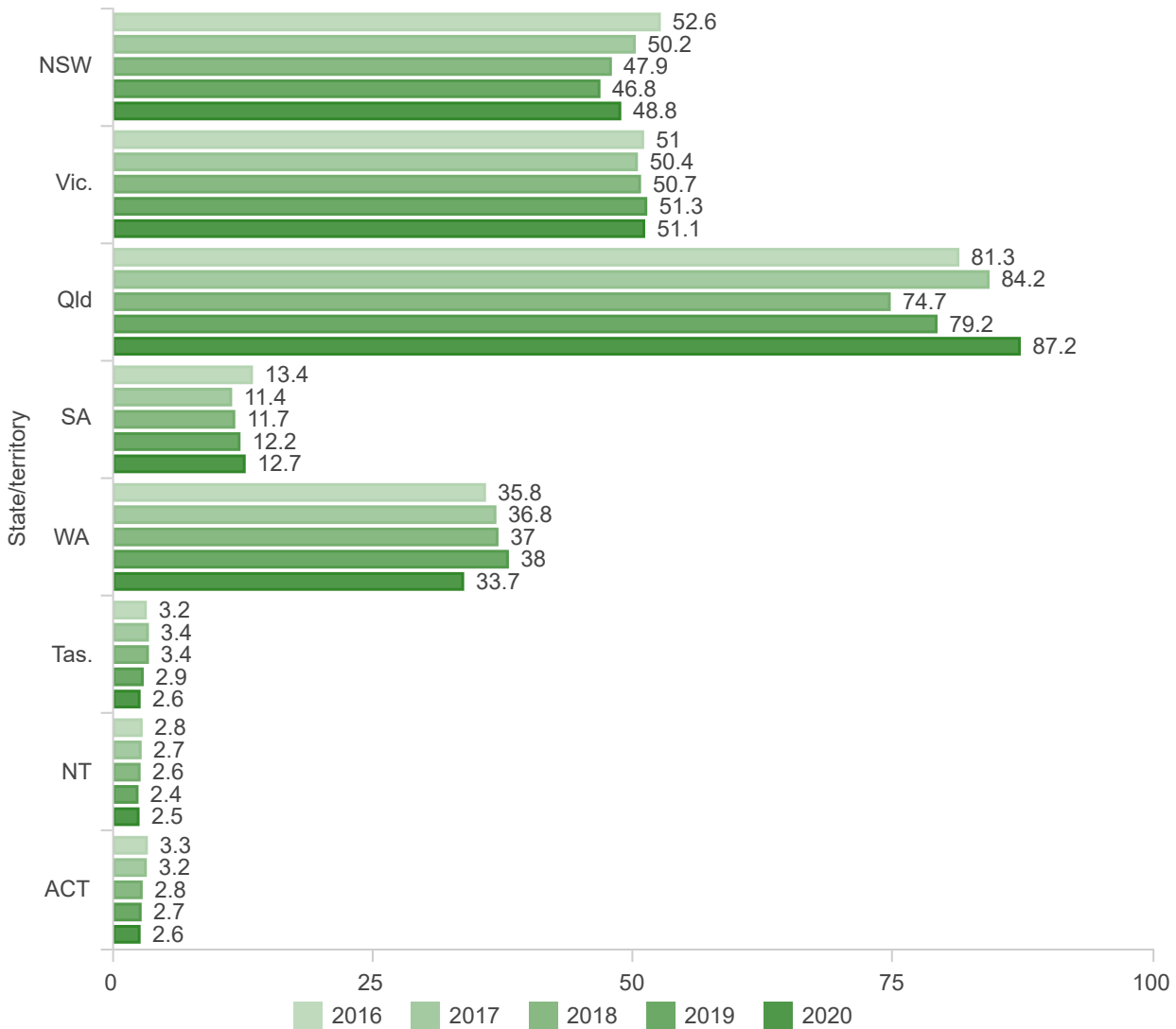
Data are presented by the state or territory of the senior secondary assessment authority.

## About this publication

The information contained in this publication is, unless stated otherwise, derived from the National VET in Schools Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), Release 8.0.

## Summary

Figure 1 Number of VET in Schools students by state or territory, 2016 to 2020 ('000)

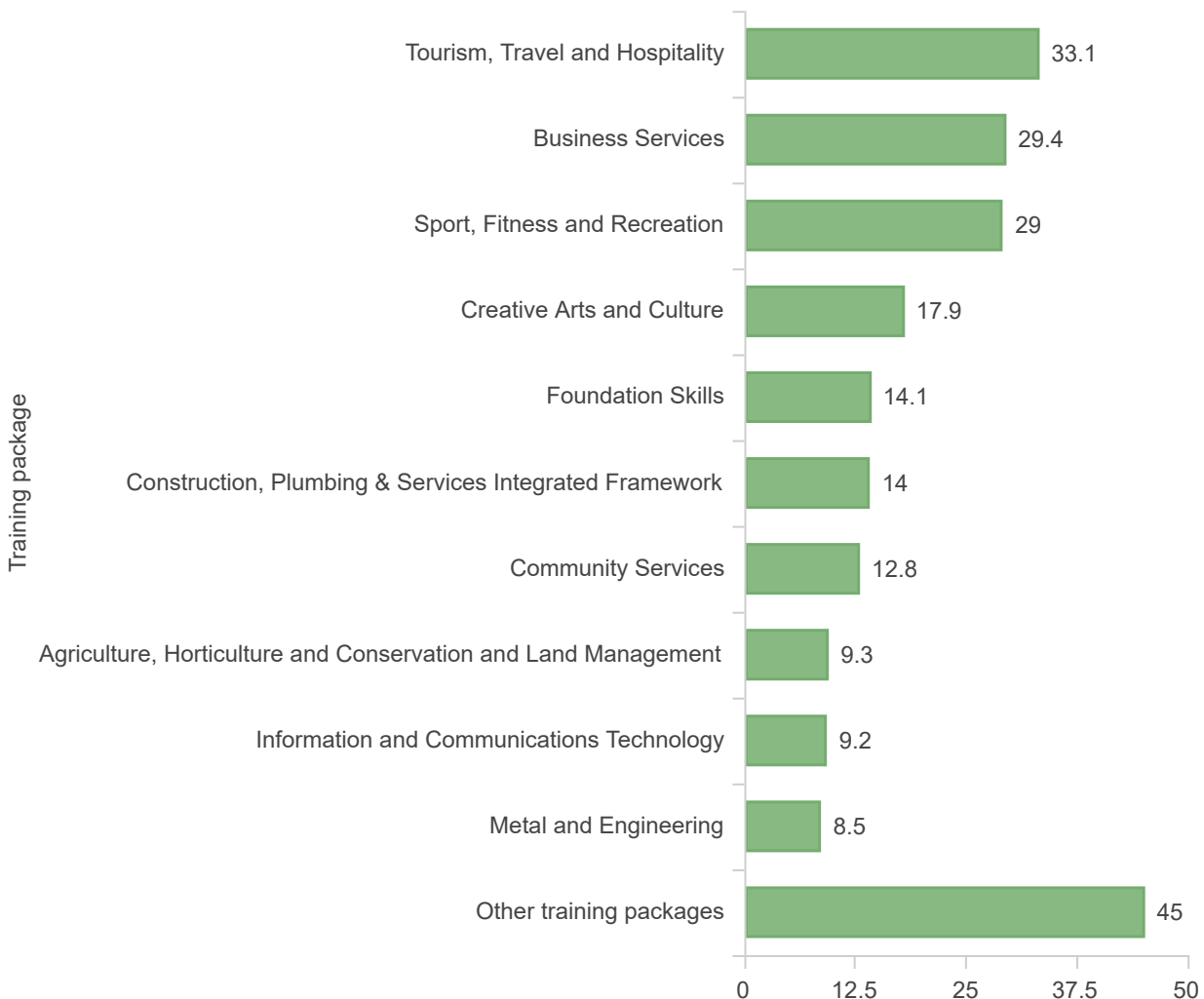


**Figure 2 Number of VET in Schools students by apprenticeship status, 2016 to 2020 ('000) - Australia**



Note: 2018 reporting of apprenticeship status was impacted for Australia figures. Refer to explanatory notes for more information.

**Figure 3 Number of VET in Schools students by top ten training packages, 2020 ('000) - Australia**



Note: Students not enrolled in training packages are excluded. For a full list of training packages and non-training package information, refer to the DataBuilder.

## Explanatory notes

VET in Schools data may not be comparable across states and territories due to differences in definitional and compilation practices used by states and territories to populate some fields.

If a VET in Schools student enrolled with more than one training provider during a collection period, it is possible that they may have been counted more than once. While the unique student identifier (USI) provides a mechanism with which to better estimate student counts by identifying unique student records, this process cannot be used to count VET in Schools students because many VET in Schools records are reported without a USI. Instead, where a VET in Schools student is reported with multiple enrolments within a data submission as determined by their client identifier, the student is counted only once for the program with the highest level of education.

Western Australia reports a relatively high proportion of unknown demographic data due to limitations on the information that can be disclosed. In 2018, all VET in Schools students in WA were reported as Other VET in Schools students when some should have been reported as school-based apprentices and trainees. This issue affects 2018 WA and Australia figures for school-based apprentices and trainees and other VET in Schools students. Caution must be used in the interpretation of these data and in comparisons with other years.

Figures for 2019 have been adjusted to remove a small number of Year 10 students in New South Wales incorrectly reported as undertaking VET as part of their senior secondary certificate of education.

For further information, refer to the terms and definitions available from the publication download page <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-in-schools-2020> or the VET in Schools DataBuilder, available at <https://www.ncver.edu.au/research-and-statistics/data/databuilder>.

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For details and exceptions visit the [NCVER Portal](#).

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