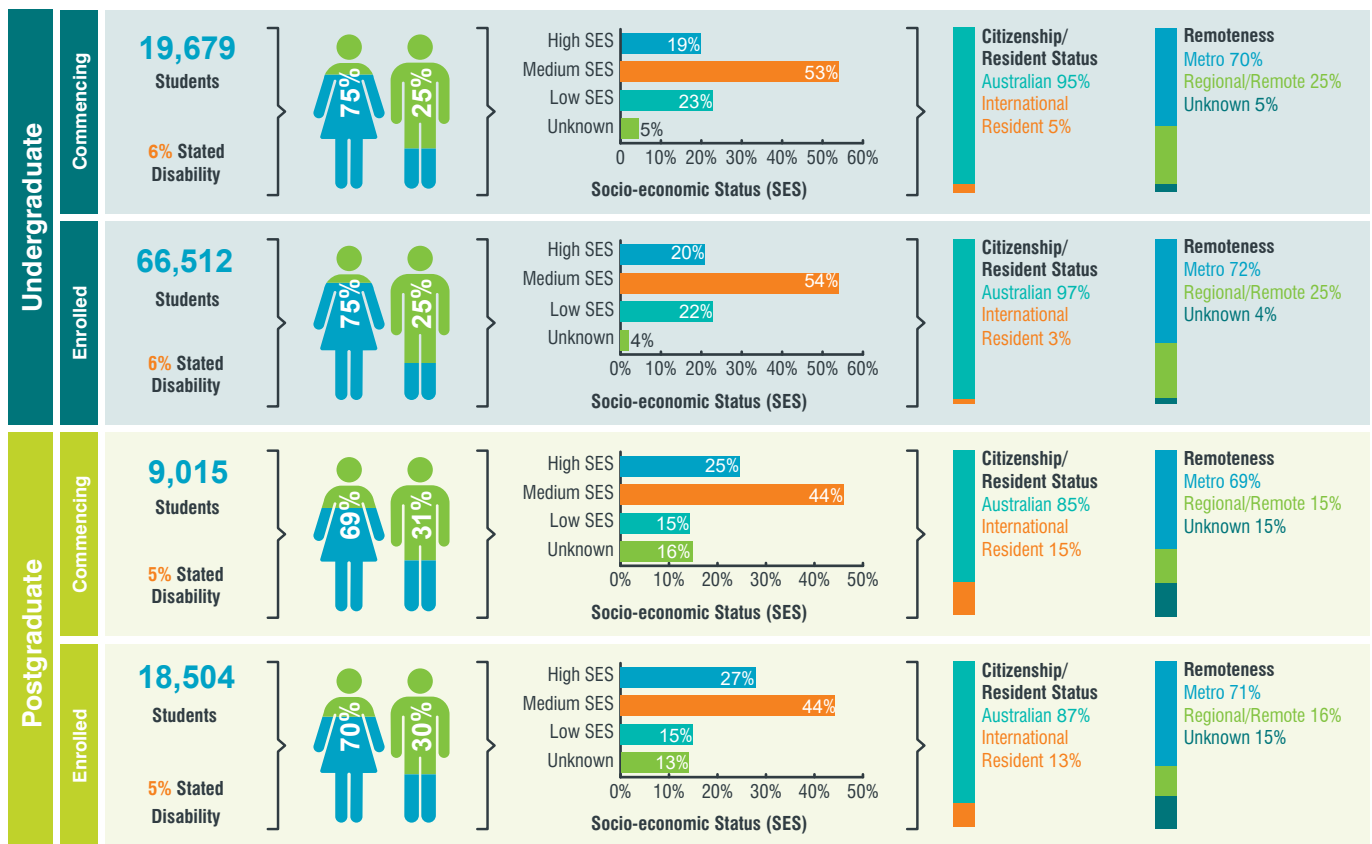# ☰ *National Trends: ITE Commencements Factsheet 2019*

Commencements and enrolments in 2019

The demographic profile of all students commencing and enrolled ITE in 2019: The characteristics provide an insight into the diversity and social equity that exists in the ITE student population.

The population of students enrolled or commencing has been compared across field of education and qualification type to identify similarities and differences across a range of characteristics including gender, socio-economic status, citizenship, and remoteness.

'Enrolled ITE students' refers to students who commenced, continued or completed an ITE program in 2019, regardless of when they commenced.

Characteristics of all undergraduate and postgraduate ITE students, 2019

Undergraduate — Commencing

19,679 Students

6% Stated Disability

Gender: 75% / 25%

Socio-economic Status (SES):
- High SES 19%
- Medium SES 53%
- Low SES 23%
- Unknown 5%

Citizenship/Resident Status:
- Australian 95%
- International Resident 5%

Remoteness:
- Metro 70%
- Regional/Remote 25%
- Unknown 5%

Undergraduate — Enrolled

66,512 Students

6% Stated Disability

Gender: 75% / 25%

Socio-economic Status (SES):
- High SES 20%
- Medium SES 54%
- Low SES 22%
- Unknown 4%

Citizenship/Resident Status:
- Australian 97%
- International Resident 3%

Remoteness:
- Metro 72%
- Regional/Remote 25%
- Unknown 4%

Postgraduate — Commencing

9,015 Students

5% Stated Disability

Gender: 69% / 31%

Socio-economic Status (SES):
- High SES 25%
- Medium SES 44%
- Low SES 15%
- Unknown 16%

Citizenship/Resident Status:
- Australian 85%
- International Resident 15%

Remoteness:
- Metro 69%
- Regional/Remote 15%
- Unknown 15%

Postgraduate — Enrolled

18,504 Students

5% Stated Disability

Gender: 70% / 30%

Socio-economic Status (SES):
- High SES 27%
- Medium SES 44%
- Low SES 15%
- Unknown 13%

Citizenship/Resident Status:
- Australian 87%
- International Resident 13%

Remoteness:
- Metro 71%
- Regional/Remote 16%
- Unknown 15%

Characteristics of ITE students by detailed field of education, 2019

Early Childhood

Commencing

4,464 Students

5% Stated Disability

95% / 5%

Socio-economic Status (SES)	
High SES	17%
Medium SES	41%
Low SES	18%
Unknown	24%

Citizenship/ Resident Status
Australian 76%
International Resident 24%

Remoteness
Metro 58%
Regional/Remote 18%
Unknown 24%

Enrolled

13,364 Students

6% Stated Disability

96% / 4%

Socio-economic Status (SES)	
High SES	19%
Medium SES	46%
Low SES	20%
Unknown	15%

Citizenship/ Resident Status
Australian 85%
International Resident 15%

Remoteness
Metro 65%
Regional/Remote 20%
Unknown 15%

Primary

Commencing

10,368 Students

5% Stated Disability

79% / 21%

Socio-economic Status (SES)	
High SES	21%
Medium SES	54%
Low SES	23%
Unknown	2%

Citizenship/ Resident Status
Australian 98%
International Resident 2%

Remoteness
Metro 72%
Regional/Remote 26%
Unknown 2%

Enrolled

32,942 Students

6% Stated Disability

79% / 21%

Socio-economic Status (SES)	
High SES	21%
Medium SES	55%
Low SES	23%
Unknown	1%

Citizenship/ Resident Status
Australian 99%
International Resident 1%

Remoteness
Metro 73%
Regional/Remote 26%
Unknown 1%

Secondary

Commencing

10,840 Students

5% Stated Disability

57% / 43%

Socio-economic Status (SES)	
High SES	24%
Medium SES	51%
Low SES	19%
Unknown	7%

Citizenship/ Resident Status
Australian 93%
International Resident 7%

Remoteness
Metro 74%
Regional/Remote 19%
Unknown 7%

Enrolled

29,612 Students

6% Stated Disability

57% / 43%

Socio-economic Status (SES)	
High SES	24%
Medium SES	51%
Low SES	19%
Unknown	6%

Citizenship/ Resident Status
Australian 94%
International Resident 6%

Remoteness
Metro 75%
Regional/Remote 19%
Unknown 6%