Prepared for the Department of Education & Training by the
Centre for Post-compulsory Education and Lifelong Learning,
University of Melbourne

THE DESTINATIONS OF SCHOOL LEAVERS IN VICTORIA

ON TRACK 2003

Knowledge&Skills
Building a Future

Victoria
The Place To Be

THE DESTINATIONS OF SCHOOL LEAVERS IN VICTORIA

Report of the 2003 *On Track* project

Richard Teese
John Polesel
Kate Mason

Centre for Post-compulsory Education and Lifelong Learning
The University of Melbourne

ISBN 0794 0385 6

Published by the Communications Division for the Department of Education & Training,
GPO Box 4367, Melbourne, Vic. 3001, Australia.

Acknowledgments

The authors gratefully acknowledge the assistance of Mr Howard Kelly, Mr Ian Burrage, Ms Bronwen Heathfield and Ms Janiece Meagher of the Victorian Department of Education & Training. The input and advice of other members of the Post Compulsory Co-ordinating Group are also acknowledged. Particular thanks are also extended to Dr Sue Loci of the Victorian Tertiary Admissions Centre and to Mr John Houghton and Ms Claire Robinson-Pope of the Victorian Curriculum and Assessment Authority for their cooperation, technical expertise and seemingly endless patience in the face of many requests for data files and information.

We also extend our thanks to the many thousands of Victorian school leavers who gave up their time to participate in telephone interviews.

All responsibility for the management of the data and for the interpretations and conclusions set out in this report rests with the authors.

This research is funded by the Victorian Department of Education & Training.

contents

List of tables

List of figures

Acronyms and abbreviations

AQF	Australian Qualifications Framework
DE&T	Department of Education and Training
DEST	Department of Education, Science and Technology
GAT	General Achievement Test
LLEN	Local Learning and Employment Network
MIP	Managed Individual Pathways
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre
YPP	Youth Pathways Program

Minister for Education and Training

The Hon. Lynne Kosky, MP

2 Treasury Place
East Melbourne, Victoria 3002
Telephone: +61 3 9637 3196
Facsimile: +61 3 9637 2800

GPO Box 4367
Melbourne, Victoria 3001

7 October 2004

I am pleased to provide you with a copy of "The Destinations of School Leavers in Victoria, Report of the 2003 *On Track* Project".

On Track is an Australian first, following up Year 10-12 school leavers across government and non-government schools to obtain their destinations and offering assistance to those not studying or in full time work.

The Victorian Government is committed to having 90 per cent of young people in Victoria complete Year 12 or its equivalent by 2010. To help achieve this ambitious target we need to have a full picture of the destinations of our Year 10-12 students to ensure we are supporting their transitions.

The report confirms that our education and training system works remarkably well, showing 94 per cent of students who complete Year 12 move into further education and training or employment. The data also shows that both government and non-government schools create opportunities for the majority of young people to continue in education and training. Young people surveyed reported a wide range of destinations including university, TAFE or other vocational education and training, apprenticeships, traineeships, and employment.

This report also provides the opportunity to consider particular groups of young people or localities where the transition from school has not been as successful and will inform future program reform to improve these outcomes.

Victoria
The Place To Be

On Track is a significant project with over 36,000 post Year 12 students and 5,200 early school leavers followed up in 2003. I would like to take this opportunity to thank all of those involved in the project, particularly the young people themselves.

Further information about *On Track* is available from George McLean, General Manager, Post Compulsory Division, Office of Learning and Teaching on (03) 9637 2000.

Yours sincerely

Lynne Kosky, MP
MINISTER

Executive summary

Overview

There has been a tendency to rely on apparent retention rates and also on VCE grades in published measures of the effectiveness of schools in securing effective pathways for their students, while other outcomes, such as apprenticeship or entry to VET, have not been seen to count. The research program on which this report is based is an attempt to provide alternative measures of the success of schools in securing positive outcomes for their students. It seeks to provide a measure or profile of post-school transition which takes into account the range of academic and vocational pathways and thereby provide a balanced and accurate view of outcomes for students in a range of settings.

To achieve this, school leavers who exited Victorian schools from Years 10, 11 and 12 in 2002 were surveyed by telephone in March–April 2003. Data collected were subsequently analysed by the research team in the Centre for Post-compulsory Education and Lifelong Learning (formerly the Educational Outcomes Research Unit) at the University of Melbourne and this report was prepared by that team for the Victorian Department of Education & Training (DE&T). The data for Year 12 students, broken down by school, were published in the Victorian print media in June 2003 and reports were prepared for schools and Local Learning and Employment Networks (LLENs) in December 2003.

Key findings

Destinations

- Destinations were categorised into education and training or labour market destinations. Exit students who reported not being in education and training or in employment or looking for work were excluded from the analysis.
- Those working while studying were reported as being in a study destination.
- The destinations of Year 12 exit students from 2002 indicated by *On Track* were:*
  - 41 per cent into university
  - 20 per cent into Certificate IV or higher in TAFE
  - 7 per cent into Certificates I or II (some III) in the vocational education and training sector
  - 3 per cent into apprenticeships
  - 2 per cent into traineeships
  - 21 per cent employed
  - 6 per cent looking for work.
- The destinations of early leavers from 2002 indicated by *On Track* were:*
  - 23 per cent into vocational education and training
  - 29 per cent into apprenticeships
  - 5 per cent into traineeships
  - 26 per cent employed
  - 17 per cent looking for work.

Deferrals

- 6.5 per cent of post-Year 12 students deferred a tertiary place, with wide variation across schools and regions.
- Of those who deferred, the majority were employed at the time of the survey (86 per cent).

Reasons for not continuing in education and training

- Reasons given for not continuing in education and training were categorised into:
  - economic and financial impediments
  - academic impediments
  - other, including perceptions of timeliness, relevance or lack of information.

* Rounding may result in sum total exceeding 100 per cent

- The feeling of not being ready was the most often cited single reason for Year 12 exit students not continuing in study, particularly those who had deferred. Other major reasons cited were 'not receiving an offer', work commitments and costs associated with study.
- Reasons for early leavers not continuing in education and training differed from those of Year 12 exit students, most citing lack of information. There was a much lower perception of not being ready and somewhat higher perceptions of the irrelevance of education and training.

Sectoral differences

- Destination profiles differed across school sectors, with students from the independent (64 per cent) and Catholic sectors (47 per cent) more likely to enter university than students from the government sector (32 per cent).
- However, students from government and Catholic schools were more likely to make the transition to vocational education and training, and apprenticeships and traineeships.
- These differences may be explained by characteristics of the student population in the government sector often related to low tertiary aspirations:
  - living in country areas
  - low socioeconomic status
  - low achievers
  - non-English-speaking
  - Indigenous.

Regional and school differences

- Patterns of destinations differed among regions, particularly metropolitan and non-metropolitan regions, and among schools. Interestingly, the patterns for the Mornington Peninsula consistently reflected a country rather than a metropolitan profile.
- Young people exiting Year 12 in country Victoria were more likely to be employed or seeking work, including employment-based training through apprenticeships or traineeships. These patterns continued for early leavers, and apprenticeship and traineeship destinations remained strong.
- Differences among schools were marked, with many factors having an influence, including provision policy, intake policies, access to further education and training and local labour market opportunities.

Differences based on achievement and socioeconomic status

- Patterns of destinations also differed according to achievement and socioeconomic status. Using the General Achievement Test (GAT) as a measure of achievement, post-Year 12 high achievers were more likely to enrol in university while low achievers were more likely to enrol in Certificate IV or higher programs in TAFE.
- Achievement also had an impact in the labour market. Low achievers were more likely to be in the labour market and more likely to be unemployed.
- There was a strong correlation between socioeconomic status and achievement. A third of all low achievers came from low to very low socioeconomic status backgrounds. Post-Year 12 students from high socioeconomic status backgrounds were more likely to continue to build on their Year 12 achievement through further education and training.

Destination differences based on Year 12 strand (VET and non-VET)

- Results from *On Track* support previous studies indicating that students who undertake vocational education and training (VET) studies in Year 12 have strong transition outcomes. The results for students exiting in 2002 were:*
  - 19 per cent into university
  - 25 per cent into Certificate IV or higher in TAFE
  - 10 per cent into Certificates I or II (some III) in the vocational education and training sector
  - 12 per cent into apprenticeships/ traineeships
  - 28 per cent employed
  - 7 per cent looking for work.
- Students undertaking VET studies were more likely to enter further education and training in TAFE and to start apprenticeships and traineeships. They were also more likely to enter the workforce and not continue in education and training.

*Rounding may result in sum total exceeding 100 per cent

Gender differences

- Girls who completed Year 12 were more likely to enter university than boys while boys were more likely to commence an apprenticeship or traineeship.
- Almost twice as many boys left school early compared with girls but their destination patterns differed significantly. The most frequent destination for girls was a basic VET course (29 per cent) while boys were most likely to be in an apprenticeship (37 per cent).
- Girls who left school early were less likely to continue in further education and training and more likely to be unemployed.

Employment as a post-school destination

- 21 per cent of post-Year 12 students were employed and not in further education and training. Of these, approximately 25 per cent of boys and over 30 per cent of girls were working less than 20 hours per week.
- The pattern of part-time work was even stronger among early leavers, with over half of the boys and 64 per cent of the girls working less than 20 hours per week.
- The most common occupations for both early leavers and post-Year 12 students were as cashiers (girls) and labourers (boys).

Referrals for assistance

- Students identified as not in education and training and not in full-time employment were offered assistance and referral to a LLEN. Young people referred to LLENs were then put in touch with local career and transition services.
- 17 per cent of post-Year 12 students were not in education and training or full-time employment and were offered assistance. Of these:
  - 71 per cent requested a referral
  - 29 per cent refused assistance.

  A further 1 per cent of Year 12 completers requested assistance without it being offered.
- 30 per cent of early leavers were not in education, training or full-time employment and were offered assistance. Females were almost twice as likely to fall into this category. Of the early leavers offered assistance:
  - 73 per cent requested a referral
  - 27 per cent refused assistance.

  A further 1 per cent of early leavers requested assistance without it being offered.

Recommendations regarding methodology

1. All Year 12 students who studied in Victoria should be contacted by the Victorian Curriculum and Assessment Authority (VCAA) about participation in *On Track*, including those who have studied the International Baccalaureate and those who are international and interstate-based students.
2. An agreed set of protocols should be determined by the researchers and by DE&T staff regarding the schools that are eligible to have destinations data published (ie minimum response numbers, etc.).
3. As numbers enrolled in the Victorian Certificate of Applied Learning (VCAL) programs grow, VCAL status should form a category for analysis in future tracking studies.
4. Consideration should be given to the collection of data which allow analysis of destinations of Indigenous students and of students from culturally and linguistically diverse backgrounds.
5. Consideration should be given to using Victorian Tertiary Admissions Centre (VTAC) data to identify students entering tertiary education destinations and using telephone surveying to identify destinations of remaining students.
6. Menu of reasons for not being in study or training should be refined and revised in the light of stakeholders' feedback.
7. Consideration should be given to reporting destinations of deferees separately in the school-level media tables. This will be subject to constraints imposed by the achieved sample in each school and the permissible number of columns in the table.
8. Consideration should be given to expanding the analysis to include those not in the labour force and not studying – a small group but one which is potentially at risk of poor transition outcomes.

Recommendations regarding policy

1. Given the tracking role assigned to the *On Track* program, schools should no longer follow up Year 12 completers but focus on those likely to leave school early.
2. Links should be made between the destination profiles reported in this study and the equity objectives of the *Blueprint for Education* strategies relating to school improvement.
3. The study's findings relating to students' socioeconomic status should be linked to the equity implications of the proposed Resource Allocation Model.
4. Career and transition support for students needs to be re-evaluated in the light of the broad range of destinations reported in this study.
5. Curriculum options that support pathways for low achievers need to be examined and developed.

Issues for consideration in a future longitudinal study

1. A longitudinal perspective on employment destinations is required in order to determine how satisfactory employment is as a destination for school leavers who do not enter further education or training, particularly in the light of data reported in the study on number of hours worked and the part-time/casual/full-time status of respondents in work.
2. The longer term outcomes for respondents who defer need to be investigated, particularly for those who finally choose not to take up their offers.
3. A longitudinal perspective is needed on those not studying and not in the labour force.

chapter 1

The policy background

Introduction

In August 2000, the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby report) highlighted issues relating to young people's participation in education and training beyond the compulsory years (DE&T 2000: 47–72). These included:

- very limited growth in retention over the 1990s
- high levels of early leaving in some regions of Victoria and among some groups
- the long-term decline in the full-time labour market for teenagers
- poor employment outcomes for early school leavers
- limited participation of early leavers in post-school education and training
- employment problems for some groups of school completers
- low tertiary aspirations and poor tertiary transition rates for some groups.

The Kirby report also drew attention to relatively low levels of achievement within the VCE for young people from poorer family backgrounds and noted the impact of this on retention and post-school transition (DE&T 2000: 50–53).

Subsequent research has drawn attention to socioeconomic inequalities in transition to higher education and to the gap between opportunities for higher education and the actual take-up of places (Teese and Polesel 2003).

In order to respond to these policy challenges, schools and system authorities require a more detailed picture of retention and transition. This is important, not only for the global management of the large and complex system of post-compulsory education and training in Victoria, but for achieving effective outcomes for individuals.

As has been observed by an international expert on systems management:

> To ensure that each young person's educational project is respected, there needs to be ongoing global monitoring of the education system (macroscopic approach) and at the same time a process of measuring the extent to which individual aspirations are met (microscopic approach). The two approaches are equally important. The education system works well to the extent that it meets both the collective needs of society and the individual needs of its members. (de Landsheere 1994: 11)

The goals for post-compulsory education and training recommended by the Kirby report also underline the importance of an outcomes-monitoring process that serves both system management (including regional authorities and networks) and individual needs. These goals include:

- increased levels of participation and successful completion in post-compulsory education and training programs
- improved and more broadly defined outcomes for young people in education and training, including:
  - outcomes that contribute towards a highly skilled Victorian and Australian workforce for the global economy and facilitate the economic and social inclusion of those at risk in the changing economic environment
  - improved levels of participation and quality of outcomes for groups of young people who currently have poor outcomes
  - greater systemic and local accountability for the outcomes and destinations of young people

- greater cross-sectoral integration of programs and services, and a greater capacity for systemic planning and leadership (DE&T 2000: 76).

Equally important are the information needs of parents. During the late 1990s, school VCE results adjusted for levels of achievement (as measured by the GAT) were published by the VCAA (see, for example, *The Age*, 16 December 1998, 20 December 2001). These tables were difficult to interpret (Teese and Polesel 2003: 219–220). They also enabled the construction of league ladders which, among other limitations, assumed stability in the underlying academic measure and involved the use of a single (and problematic) dimension of school effectiveness (*Herald-Sun*, 18 June 2001).

In October 2002, the Minister for Education and Training announced a new policy of accountability and reporting for schools (DE&T 2002). Of particular relevance to post-compulsory education and training were the third and fourth initiatives:

- From December 2002, the Victorian public will receive a clearer picture of student performance in Years 11 and 12.
- Starting in May 2003, a new transition profile reporting on post-Year 12 pathways will be made available to parents and the Victorian public.

The fourth initiative was intended to provide the Victorian community with a 'broad picture about what happens to students when they complete Year 12' and to assist schools to plan 'better educational programs and (to target) resources to match student aspirations with their educational pathways' (DE&T 2002).

On Track **and Managed Individual Pathways**

The *On Track* destinations monitoring program was established following a range of post-Kirby initiatives aimed at greater coordination of provision across sectors at a local level (hence creation of the LLENs) and at case-management of individual students through the Managed Individual Pathways (MIPs) program and the Youth Pathways Program (YPP) in TAFE and the community sector.

As the MIPs program contains a pathways monitoring element, it is important to distinguish the scope of this program from *On Track*. The objectives of MIPs are to assist young people to manage learning pathways throughout their working lives; develop knowledge, understanding and experience of education, training and employment opportunities; and move successfully from compulsory schooling to further education, training and employment (DE&T 2003). MIPs includes a counselling function, one-to-one support, program provision and monitoring of individual pathways. The last element is implemented by the school (or VET provider) and involves a range of locally developed methodologies. During the rollout of MIPs, an evaluation report noted that the tracking element of the program was variably perceived and managed by schools and not necessarily fully implemented (Davies and Walstab 2002: 86–87). With MIPs now fully established, tracking of students remains a provider responsibility, closely related to individual case management. Schools and VET providers use their own contact methods and produce information primarily for their own use and that of the LLEN. *On Track*, on the other hand, applies the same method statewide, including in non-government schools; is able to aggregate data across schools in a consistent and valid way; and can provide levels of analysis (such as relative outcomes for different sub-groups) that are not available from MIPs.

On Track **objectives**

On Track has three key objectives. They are to:

1. broaden the range of recognised outcomes from education and training
2. increase the proportion of 15–19-year-old Victorians participating in education, training or employment through making more informed career and education choices
3. improve local, regional and statewide pathways planning through the provision of information about student destinations beyond school.

These objectives are consistent with the goals and targets for education and training.

Scope and significance of the On Track **survey**

Monitoring of student destinations is not a new practice in Victorian schools or on the part of the Department itself. Under the shadow of the Great Depression, the Education Department of Victoria collected destinations data and published tables in the Ministerial reports to Parliament. Over the years, many schools have at different times gathered destinations data to help plan programs

Table 1 Enrolments and leavers by year level of exit, 2002

	2001	2002	Leavers
Year 9	61,387		
Year 10	60,179	60,244	
Year 11	56,332	56,727	1,143
Year 12		49,531	3,452
			6,801
Total early leavers			**11,396**
Year 12 leavers (based on 95% exit)			**47,054**
Total all leavers			**58,450**

and assist student transition, and this is now a requirement under MIPs funding. However, as indicated earlier, a consistent and comprehensive approach has only become available through *On Track*.

The scale of this undertaking can be gauged from the size of the reference population in 2002, the year prior to the survey. Table 1 provides estimates of the numbers of young people leaving school from different year levels. These estimates are based on apparent grade retention rates, derived from the most recent school census data available.

The survey program aimed to reach around 58,000 school leavers across Victoria from all school sectors. By any measure, this was a very large undertaking. It is important, therefore, to recapitulate what is at stake for young people in the transition process and to emphasise the need to monitor this process accurately and comprehensively to ensure that it is effective and equitable.

- Every year in Victoria about 12,000 students leave school without a qualification.
- The unemployment rate for early leavers is 28 per cent, compared to 16 per cent for Year 12 completers (ABS 2002).
- The cost of early leaving, both personal and social, is high (King 1999).
- In some regions as many as 46 per cent of boys leave school early (Teese 2001).
- The largest group of early leavers is those who begin but discontinue their VCE.
- About 30 per cent of school completers do not apply through VTAC for a tertiary place (VTAC 2001).
- Among lower socioeconomic groups, the proportion of non-applicants is as high as 47 per cent (representing the lowest achievers) (Teese 2002b).
- Employment outcomes for non-applicants are frequently poor (Teese and Polesel 2003: 156–158).
- Many school leavers seeking a university place do not receive an offer (Teese 2002a).
- Many school leavers who receive a tertiary offer reject it (VTAC 2001).
- There are large regional variations in tertiary transition (DE&T 2001a).
- There are major social inequalities in access to higher education (Teese and Polesel 2003).
- Every fifth entrant to university will not complete their course (DEST 2001).

The achievement dimension

When the school completion rate reaches the high level that it has in Victoria (now about 80 per cent), the basis of differences in transition shifts from retention to achievement, even though retention continues to exercise a major influence (as, for example, in the case of gender). Achievement, in other words, comes to play a larger role than in 'low retention' decades in determining the post-school destinations of young people. Destination differences linked to achievement are thus of major concern.

As will be seen later in this report, analysis of destinations by achievement level offers schools, LLENs, regions and system authorities a valuable

perspective on relative success within the VCE. While schools now offer alternatives to the VCE, the great majority of young people complete school within its framework. Designed to be comprehensive with respect to destinations and inclusive with respect to populations, the VCE can be tested on both aspects by examining the pathways followed by young people studying in different strands of the mainstream certificate (e.g. VET in the VCE) and achieving at different levels.

Tertiary aspirations and offers: Supplementing On Track data

While the *On Track* survey is able to measure the extent to which school leavers enter tertiary education (either through the VTAC process or directly), it does not reveal the extent to which opportunities are made available to them through offers of places. This is a significant limitation. Many young people receive tertiary offers through VTAC which they subsequently decline (as distinct from deferring). For example, in 2001 over 10,000 current school leavers who received a tertiary offer through VTAC either declined it or cancelled their enrolment before March. This represents about 30 per cent of all offers to current school leavers in that year (VTAC 2001).

The reasons for this rejection of offers are complex and are currently being investigated. However, the high rate at which offers are rejected means that actual enrolments tend to understate the effectiveness of schools in assisting young people to move from their VCE into further education. This danger was highlighted by the front-page publicity given to research on tertiary transition in May 2002. On 27 May 2002, *The Age* carried a headline article under the banner 'Our Failing Schools' which claimed that 'two of every three VCE students at most metropolitan government schools who apply for university fail to get marks high enough to get in'.

This claim involved a serious misrepresentation of the effectiveness of government schools. It omitted any reference to students receiving university offers and focused only on those who enrolled. Moreover, *The Age* attributed low university transition to 'low marks'. This ignored the economic and financial disincentives experienced by young people, many of whom are offered places but reject them.

To ensure that a full picture is provided, the *On Track* project supplements survey data with information from VTAC on university and TAFE/VET offers. This enables parents to see the extent to which opportunities for tertiary study are created by schools, and not only the extent to which places are actually taken up.

chapter 2

Year 12 completers and early leavers: their characteristics

The population surveyed in 2003 comprised two segments – *Year 12 completers* and *early leavers*. The completers were identified by the VCAA, and their permission was sought to release contact details to the survey team. The early leavers were identified by the VCAA (if they had begun their VCE) or by schools (if they had not). For a detailed discussion of the contact methodology, see Appendix 1.

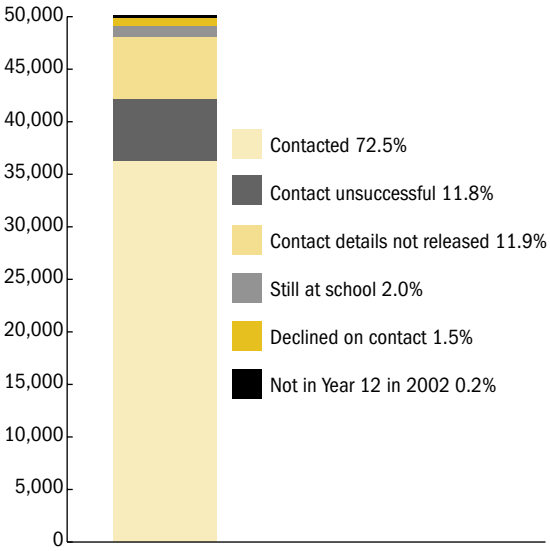
Year 12 Completers

The population of Year 12 completers comprised 49,900 young people who finished school in 2002. It did not include International Baccalaureate or international students. These groups were not included in the way the population was defined because it was assumed these students' contact details would be unreliable and that they would therefore be uncontactable. However, we have recommended that these students be considered for inclusion in the survey in future to provide a more complete picture of schools' achievements.

The contact methodology enabled respondents to decline to participate either by not permitting release of contact details (about 12 per cent of the population) or by choosing not to be interviewed at the time telephone contact was made (representing about 2 per cent of the population). A large group who had released contact details could not be reached (12 per cent), and a small group were found to have returned to school in 2003 (1.5 per cent) or reported not having been in Year 12 in 2002 (0.2 per cent). Altogether, 27.5 per cent of the population of 49,900 Year 12 completers were either unavailable for survey or had been incorrectly included in the target sample.

An analysis of the excluded population and losses due to non-contact is presented in Figure 1.

Figure 1 Year 12 completers: target sample and achieved sample



How representative is the sample of Year 12 completers reached by the *On Track* survey? Two important elements of the sample structure are its gender balance and its sector composition. The *target sample* for the *On Track* survey comprised the segment of Year 12 completers who had released details for contact (n=43,959 or 88.1 per cent of the defined population). The gender make-up of the *achieved sample* (n=36,198) corresponded very closely to that of the target sample (boys 46.5 per cent and 46.9 per cent of achieved and target samples

respectively; girls 53.5 per cent and 53.1 per cent respectively). Excluding students who were inactive (not in the labour force and not studying), the achieved sample numbered 35,866. These 35,866 students formed the basis of the analyses presented in this report. Some cross-tabulations may sum to a figure slightly lower than this, due to missing data on one or more variables.

There were higher proportions of non-government school students in the achieved sample than in the target sample, and a lower proportion of government school students. This was due to higher survey response rates in non-government schools. However, while non-government school students were somewhat over-represented in the achieved sample *by comparison with the target sample*, this is not the case *by comparison with the structure of the population*. This is because government school students gave permission for release of contact details much more frequently than did students in Catholic and especially private non-Catholic schools (permission rates of 96 per cent, 89 per cent and 81 per cent respectively). As a result, the survey was able to draw on a larger pool of government school students, more than offsetting lower survey response rates, and the government sector was thus more strongly represented in the achieved sample than in the population of Year 12 completers. For details, see Table 2.

→ Early leavers

Just over 5000 early school leavers were contacted during the *On Track* survey. About 60 per cent had attempted or completed Year 11, while 40 per cent had been in Year 10 or Year 9 in 2002. Year 12 students who did not complete have been included in the Year 12 sample, but will be analysed separately in future surveys. Appendix 1 contains details on the design and achieved samples and the contact methodology.

Previous research would indicate that two-thirds of early leavers will be boys and one-third girls (for a discussion of trends and analysis of causes, see Teese 2002c). This was found to be the case in the *On Track* survey, both across and within year levels. Boys were about twice as likely as girls to leave school early. This was in part because the full-time teenage labour market continues to be much stronger for boys than girls, despite long-term contraction (DE&T 2000). Changes in industry and occupational structures have also tended to keep girls at school longer. For example, the growth of the services sector has been accompanied by rising entry standards, beginning with higher levels of schooling and extending to post-school qualifications. A third factor underlying gender differences in early leaving is the tendency for lower working-class boys to under-achieve at school, particularly in language-rich studies and in some subjects which, though not 'literary' as such, exert significant literacy demands (including some mathematics subjects).

Table 2 Achieved sample: sector structure, permission-to-contact and survey response rates

	Population (Year 12 completers)		Target sample (permission to contact)		Achieved sample		Sector permit rate	Sector response rate
Sector	**No.**	**%**	**No.**	**%**	**No.**	**%**	**%**	**%**
Government	26,961	55.7	26,005	59.2	20,736	57.8	96	80
Catholic	11,108	23.0	9,880	22.5	8,585	23.9	89	87
Independent	9,353	19.3	7,570	17.2	6,232	17.4	81	82
Adult	948	2.0	501	1.1	308	0.9	53	61
Other	3	0.0	3	0.0	5	0.0		
Total	**48,373**	**100.0**	**43,959**	**100.0**	**35,866***	**100.0**	**91**	**82**

*Excluding 'inactive' students (not in the labour force and not studying)

The attitudes of boys are, in general, less positive towards school, and this is true at all levels of achievement. Lack of interest in schoolwork is one of the largest single motives for dropping out, and when combined with low achievement is a potent influence. Finally there remains greater community acceptance of early entry to work on the part of boys, and this is reinforced by the fact that boys are more successful than girls in finding work (though not as successful as they would wish).

Regionally the *On Track* sample of early leavers tended to follow the distribution that would be expected on the basis of known metro-rural differences in attrition (Teese 2001). Metropolitan Melbourne contributed about 59 per cent of all young people who dropped out of school between Year 10 and Year 12. This was similar to the 61 per cent of respondents in the *On Track* early leaver survey who resided in Melbourne. Conversely 41 per cent of the census-estimated early leavers and 39 per cent of survey respondents were from country Victoria. Gaps between expected and observed percentages at a labour force region level range from 1 per cent to 3 per cent (see Figure 2).

Attrition tended to be higher in lower socio-economic status areas of Melbourne and throughout country Victoria. For reference, Figure 3 maps the estimated rates of school drop-out by statistical region in Victoria for 2000 (see Teese 2001). The same rate of early leaving may mask significant differences in the balance of causes underlying the phenomenon, for example whether low achievement is high or whether the economic motive for early leaving predominates in a setting in which scholastic failure is not a major issue.

However, both school-related motives (such as lack of interest in schoolwork and poor achievement) and economic motives tend to be more strongly represented among students from lower socioeconomic backgrounds, whether urban or rural. Findings from the *On Track* survey confirm that it is these students who contribute most to the population of early leavers. When schools are grouped according to the average socioeconomic status of their Year 11 students, it is possible to estimate the proportion of early leavers who come from different social backgrounds. This is done in Figure 4, which relates to the sub-sample of exit Year 11 students (n=3052).

Figure 2 Regional composition of the early leaver sample compared to school census estimates

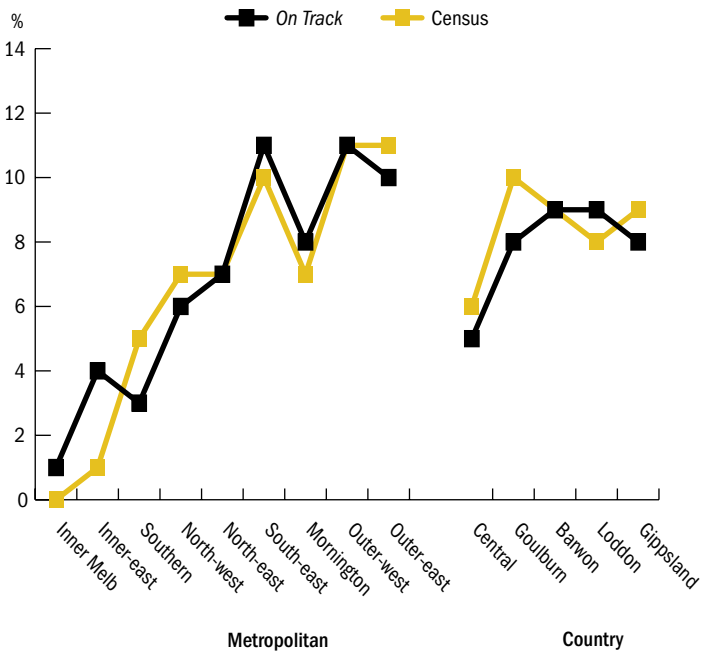
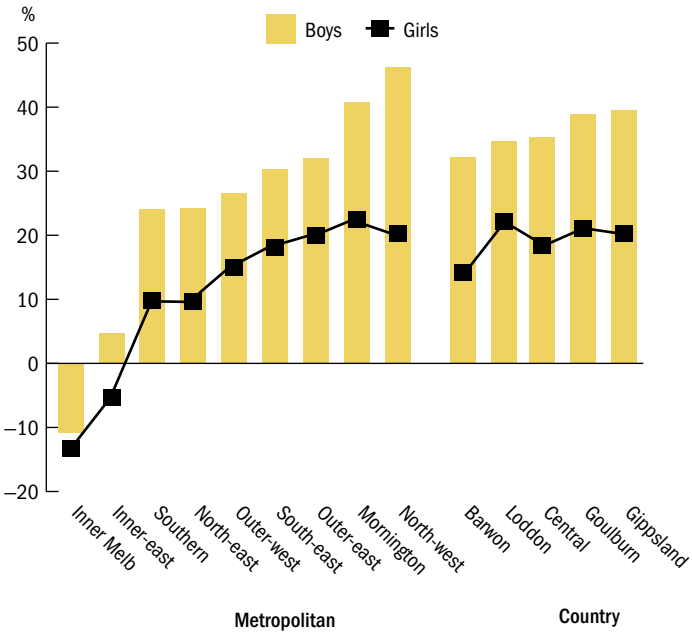


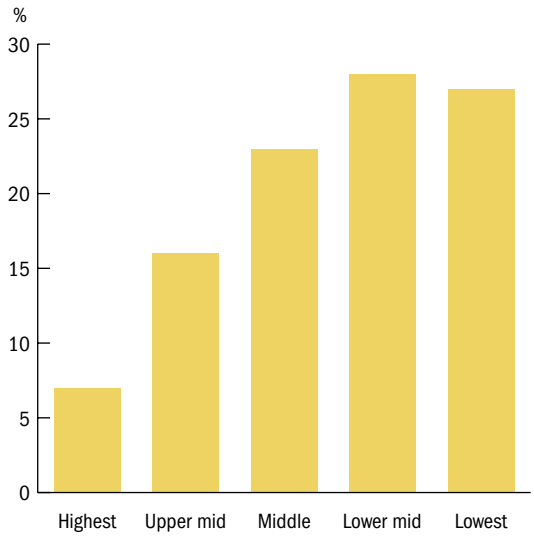
Figure 3 Attrition rates by gender and region, Victoria, 2000



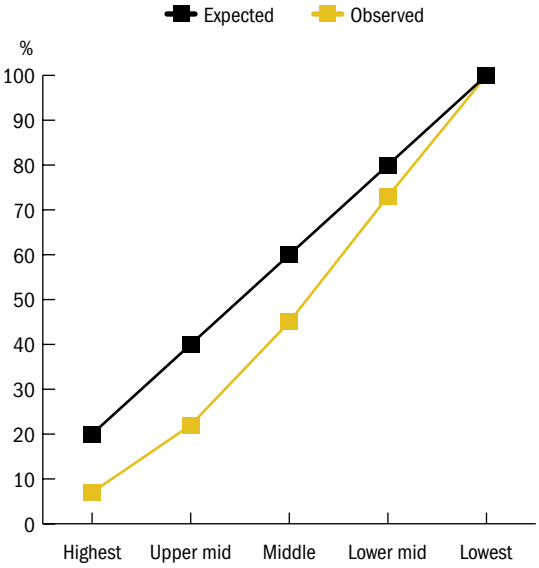
Only six in 100 early leavers came from schools serving high socioeconomic status areas. By contrast, schools drawing on the lowest two socioeconomic status bands contributed a total of 56 per cent. Figure 4b – which relates to Year 11 exit students only – shows the marked working-class bias in the cumulative frequency distribution of early leavers across different socioeconomic status bands compared with a theoretical expectation of equality.

Figure 4 Schools from which Year 11 leavers are drawn by socioeconomic status of intakes

(a) Percentage from each socioecomic status band



(b) Cumulative frequency



chapter 3

Education and training destinations of Year 12 completers

Main destinations

The *On Track* survey shows that nearly three in four young people who completed their Year 12 continued in some recognised form of education and training in the year after they left school. The most likely destination was university (41 per cent), followed by middle-level Diploma or Certificate IV programs in TAFE/VET (20 per cent). Many began a basic or skilled VET program, either campus-based (7 per cent) or employment-based, as an apprentice or trainee (6 per cent). Just over one in four Year 12 completers did not enter post-school education or training, but were either employed (21 per cent) or looking for work (5 per cent). See Figure 5 for details.

Figure 5 Main destinations of Year 12 completers, March–April 2003

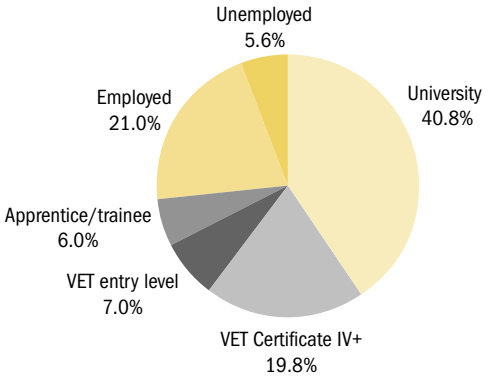


Figure 5 assigns deferees to their actual labour market destination (employment or unemployment). However, it is also possible to illustrate the destinations of school completers with deferees identified separately.

Figure 5a shows that 6 per cent of school completers had deferred a tertiary place and entered employment, 0.8 per cent were unemployed deferees and a very small group (0.1 per cent) had deferred and entered an apprenticeship or traineeship.

Figure 5a Main destinations of Year 12 completers, including deferees, March–April 2003

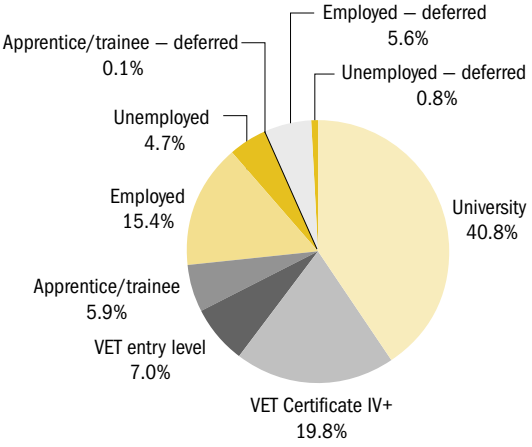
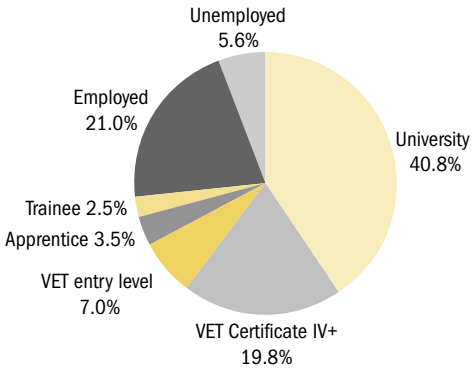


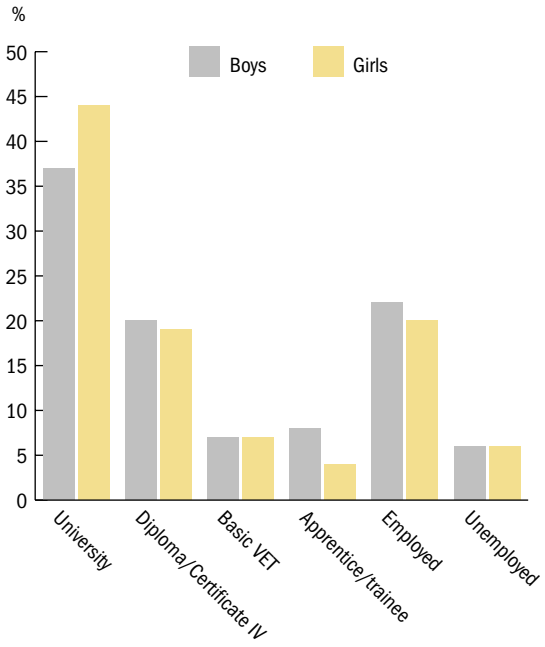
Figure 5b presents yet another perspective, showing apprentices and trainees separately. It can be seen that apprenticeships made up 3.5 per cent of the Year 12 cohort's destinations (accounting for 1259 respondents), while traineeships made up just under 2.5 per cent of their destinations (accounting for 885 respondents).

Figure 5b Main destinations of Year 12 completers, showing apprentices and trainees separately, March–April 2003



Education and training destinations differed according to gender. Girls were much more likely to enter university (44 per cent compared to 37 per cent of boys). Boys, on the other hand, were more likely than girls to enter into a contract of training (apprenticeship or traineeship – 8 per cent compared to 4 per cent), marginally more likely to enrol in a middle-level program (21 per cent compared to 19 per cent) and marginally more likely to be working and not in education or training (22 per cent compared to 20 per cent) (see Figure 6 at right and Table 3 below). These numbers mask more subtle (and not so subtle) differences in tertiary courses, fields of study and industry sectors of training.

Figure 6 Education and training status of school completers by gender



Tertiary education aspirations, offers and enrolments

The destinations of Year 12 completers need to be seen in the context of aspirations for tertiary study and the opportunities made available by tertiary institutions to satisfy these aspirations. To look only at actual enrolments is to ignore opportunities and therefore also the barriers that prevent many young people from taking up options for study in university or TAFE/VET.

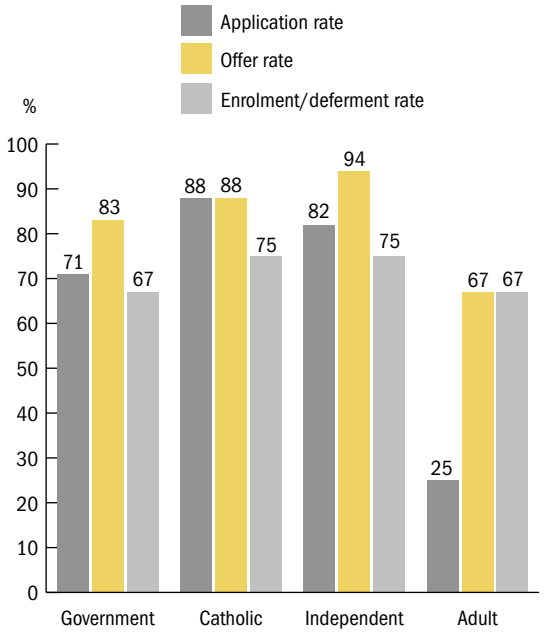
Table 3 Main destinations of school completers by gender

	Boys		Girls		Total	
	No.	%	No.	%	No.	%
University	6,127	36.7	8,494	44.3	14,621	40.8
Diploma/Certificate IV	3,418	20.5	3,676	19.2	7,094	19.8
VET basic/skilled	1,159	6.9	1,335	7.0	2,494	7.0
Apprentice/trainee	1,388	8.3	755	3.9	2,143	6.0
Employed	3,648	21.9	3,869	20.2	7,517	21.0
Unemployed	947	5.7	1,047	5.5	1,994	5.6
Total	**16,687**	**100.0**	**19,176**	**100.0**	**35,863**	**100.0**

In 2002 an estimated three-quarters of all Year 12 students applied for a tertiary place through VTAC (based on unpublished VCAA data and tables in VTAC's *Statistics*, 2003). Of this group – current school leaver applicants – about 86 per cent received a tertiary offer, and of those receiving an offer, about 71 per cent either enrolled or deferred (VTAC 2003).

Application, offer and enrolment/deferment rates varied considerably between sectors of schooling. Only 71 per cent of government high school students submitted a tertiary application in 2002 compared to 88 per cent of Catholic school students and 82 per cent of independent school students. Offer rates ranged from 83 per cent to 94 per cent respectively, and rates of enrolment/deferment from 67 per cent to 75 per cent. This information, which is derived from VTAC tables (not the *On Track* survey), is reported in Figure 7a.

Figure 7a Tertiary application, offer and enrolment rates by sector



In view of newspaper reports in May 2002 (noted earlier), it is important to draw attention to the estimated offer rate for government school students of 83 per cent. This figure includes both higher education and VET offers, which at the time of writing this report could not be disaggregated. However, with regard to tertiary education as a whole, over four-fifths of government school students were offered the chance of building on their Year 12 through a degree or diploma program.

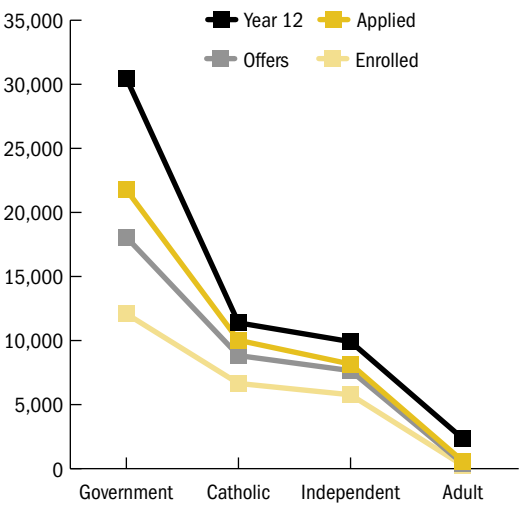
To understand differences in enrolment in higher education, reference has to be made to a set of factors which influence what happens to school leavers between reaching Year 12 and actually entering a university. These factors include:

- the level and nature of tertiary education aspirations
- relative offer rates by the different tertiary education sectors
- the perceived value of tertiary offers from different institutions/sectors
- the economic and financial situations of different groups of school leavers.

A full discussion of these factors and their impact on attrition or survival between Year 12 and university cannot be attempted here (see Teese and Polesel 2003). But a picture of the extent of 'selection' (in the sociological sense) that occurs between Year 12 and university can be offered.

Figure 7b shows that the greatest selection (or attrition) occurred in government schools. In 2002 there were over 30,000 young people enrolled in Year 12 in government high schools. Their relatively low tertiary aspirations meant that only about 21,000 applied to VTAC. While 83 per cent of applicants received an offer, this was lower than in Catholic or independent schools. Only 18,000 government high school students received an offer. Their take-up of offers was again low by comparison with other sectors, and only about 12,000 eventually enrolled (or deferred). This represents a rate of 'selection' (or attrition) from Year 12 of nearly 60 per cent. This compares to an attrition rate in both Catholic and independent schools of only 42 per cent.

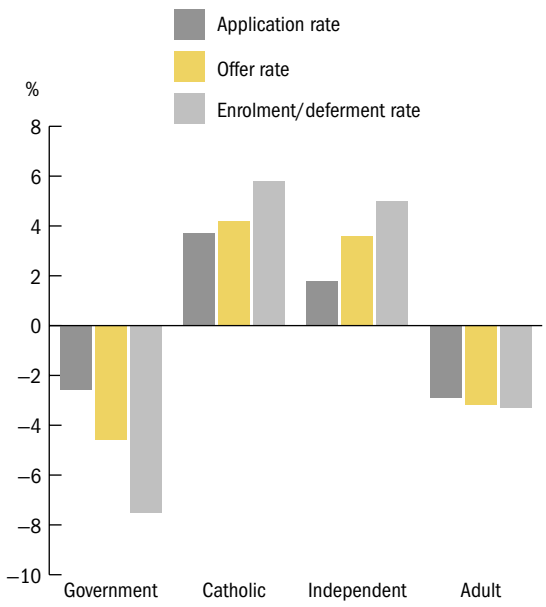
Figure 7b Year 12 numbers, tertiary applicants, offers and enrolments by sector



The reasons for this, however, relate to the broader range of student needs represented in the government sector, and the phenomenon must be placed in the context of governments schools' efforts to assist the transition of students to destinations other than tertiary education, such as apprenticeships, traineeships and full-time employment.

Figure 8 shows the impact in each sector of schooling of the different stages in attrition. It compares the percentage share of (a) tertiary applicants, (b) applicants receiving an offer and (c) successful applicants enrolling or deferring, with the percentage share of Year 12 enrolments.

Figure 8 Share of tertiary applicants, offers and enrolments compared to shares of Year 12 numbers by sector



Columns with negative values indicate that relative to the Year 12 enrolment share, the shares of tertiary applicants, those receiving offers, and successful applicants enrolling in tertiary education are lower than the share of Year 12 numbers.

Figure 8 shows that, as a function of unequal attrition, the relative outcomes measured in terms of university enrolments of students from the government and adult and community education sectors were weaker than those of students from Catholic and independent schools.

Tertiary education destinations by sector of schooling

The *On Track* survey reveals school sector differences in tertiary destinations which would be predicted, given the range of factors behind attrition from Year 12 to university. Government high school students had only half the chance of entering university that students from independent schools had (32 per cent compared to 64 per cent). Catholic school students occupied an intermediate position between these sector extremes (47 per cent). On the other hand, Year 12 completers from both government and Catholic schools were more likely than those from independent schools to enrol in Diploma or Certificate IV programs in TAFE/VET (21 per cent and 22 per cent respectively, compared to 14 per cent). In general, government and Catholic students were more strongly represented in all vocational or employment-based destinations than were students from independent schools (see Table 4), pointing to the success of these schools in catering for a broad range of student needs.

Table 4 Destinations of Year 12 completers by schooling sector

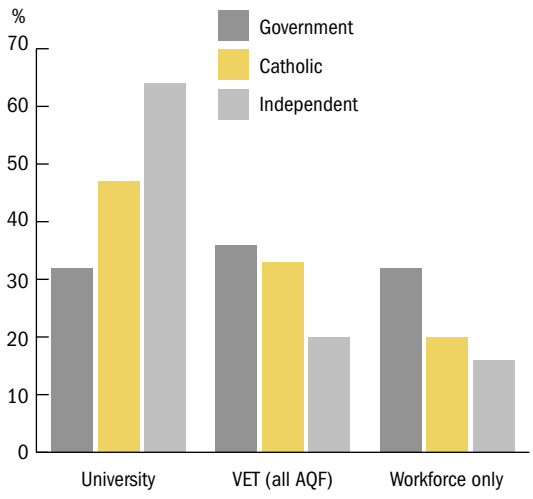
	Government		Catholic		Independent		Adult		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
University	6,580	31.7	4,035	47.0	3,976	63.8	30	9.7	14,621	40.8
Diploma/Certificate IV	4,285	20.7	1,886	22.0	857	13.8	65	21.1	7,093	19.8
Basic/skilled	1,721	8.3	486	5.7	229	3.7	57	18.5	2,493	7.0
Apprentice/trainee	1,499	7.2	469	5.5	154	2.5	21	6.8	2,143	6.0
Employed	5,146	24.8	1,428	16.6	856	13.7	87	28.2	7,517	21.0
Unemployed	1,505	7.3	281	3.3	160	2.6	48	15.6	1994	5.6
Total	**20,736**	**100.0**	**8,585**	**100.0**	**6,232**	**100.0**	**308**	**100.0**	**35,861**	**100.0**

What lies behind these differences? Referring to the factors known to influence student attrition, the following lines of interpretation are suggested:

- Transition from Year 12 to university was comparatively low from the government sector because this sector includes:
  - the majority of young people living in country districts
  - the majority of young people of low socioeconomic status
  - the majority of low achievers
  - most of the non-English-speaking students at risk of failure
  - most Indigenous students.
- Low aspirations for university are associated with all the following attributes.
  - Country students see less relevance in tertiary education as a whole; they experience greater remoteness and greater difficulties of access, come from families who value early entry to work, and are frequently deterred by opportunity costs and direct costs of tuition (see James, Wyn, Baldwin et al, 1999).
  - Low socioeconomic status students see less relevance in tertiary education, their families value early entry to work, they are deterred by direct and indirect costs of tertiary tuition, but (unlike country students as a group) they are more likely to struggle with the academic curriculum (for the outlook of low socio-economic status students, see James 2002).
  - Low achievers come from all social ranks, not simply low socioeconomic status families; government schools have greater exposure to low achievers, whatever their social background, because they are less selective and as a sector must provide a place, regardless of the resource base available to meet the needs of these students.
  - Some ethnic groups are more vulnerable than others to failure at school; it is government schools who enrol children from these backgrounds; small ethnic schools have been growing, but do not necessarily enrol the academically weakest or economically poorest children.
  - In Victoria, most Indigenous young people attend government schools; they are the most disadvantaged of all groups, and their attainment profile shows this (see, for example, DE&T 2001b).
- The academic, economic and financial factors that depress tertiary aspirations tend also to favour either VET destinations or employment.
  - The pressure to begin full-time work is greater in poorer families (James 2002).
  - The capacity of these families to meet the direct costs of further education (especially university) is much lower.
  - Lower levels of achievement are accompanied by weaker perceptions of the relevance of further education as an economic strategy (Teese and Polesel 2003).
  - Young people from lower socioeconomic backgrounds have poorer VCE results (Teese 2000; Teese and Polesel 2003); this is known to be associated with a greater propensity to drop out of university (DEST 1999) and may also be associated with greater uncertainty about either the capacity to manage further study or the economic benefits that flow from further study.

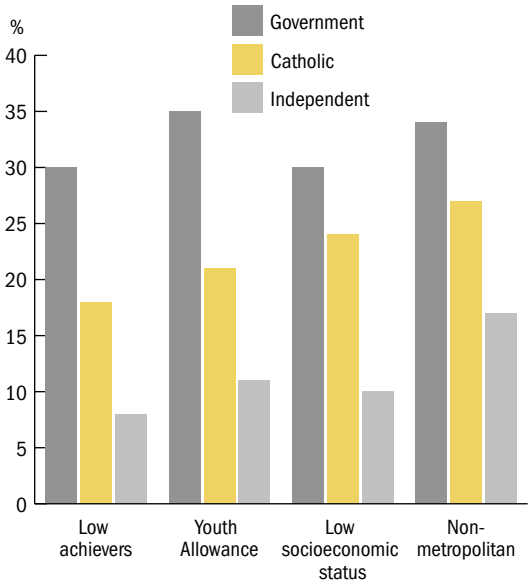
Figure 9 groups the destinations of Year 12 completers into three broad categories – university, VET (all levels, and including all contracts of training), and workforce only (employed and unemployed). The percentage of Year 12 completers in each category from each sector of schooling is shown. The university gradient rises from government to Catholic to independent schools, while the VET gradient and the workforce-only gradients run in the reverse direction.

Figure 9 Main destinations of Year 12 completers by sector of schooling



To assist in the interpretation of these divergent trends, Figure 10 compares sectors of schooling by percentages of (a) low achievers, (b) recipients of Youth Allowance, (c) young people from low

Figure 10 Social characteristics of Year 12 completers in each sector



socioeconomic status backgrounds, and (d) young people living in non-metropolitan areas. The sector gradients all convey the same message.

Government schools include far greater concentrations of all categories of young people whose characteristics predict lower tertiary aspirations and a greater orientation both to VET and to work (including no further study or training).

It should be stressed that the general relationship between the social attributes of students and their post-school destinations is consistent with wide variations between schools, including those with similar intake characteristics. Nor does the pattern imply any finality in outcomes beyond the reach of public policy. However, the fact that the sectors of schooling draw disproportionately on different pools of students and different communities means that expectations about post-school destinations cannot be uniform and insensitive to the implied differences in the challenges facing schools.

It is important therefore that resource allocation strategies be sensitive to these differences and that strategies for school improvement be linked to the actual destination profiles of individual schools. Similarly career and transition support and the curriculum profile of schools must be tailored to reflect the needs and transition profiles of the students they serve.

Year 12 destinations by achievement level

Achievement in Year 12 exercises a very large influence on post-Year 12 destinations. As achievement levels rise, aspirations for tertiary study also rise. So, too, does transition from

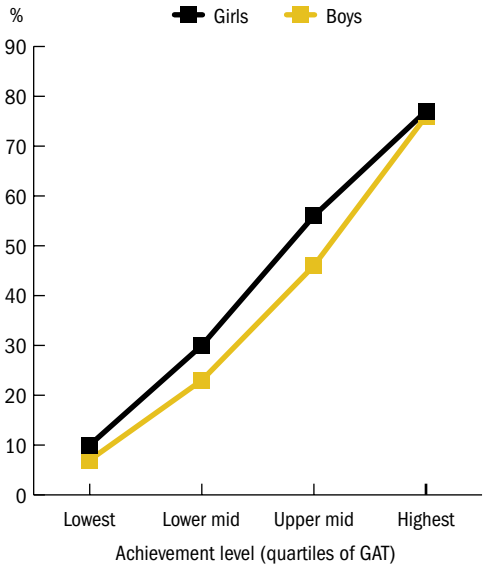
Table 5 Destinations of Year 12 cohort by achievement (GAT) and gender

		Quartiles of achievement on the GAT				
		Lowest	**Lower mid**	**Upper mid**	**Highest**	**Total**
Girls	University	10	30	56	77	45
	Diploma/Certificate IV	30	28	16	6	19
	Basic/skilled	14	8	4	2	7
	Apprentice/trainee	7	5	3	1	4
	Employed	29	23	18	11	20
	Unemployed	11	6	3	2	5
	Total	**100**	**100**	**100**	**100**	**100**
Boys	University	7	23	46	76	38
	Diploma/Certificate IV	27	29	20	7	21
	Basic/skilled	12	8	4	2	7
	Apprentice/trainee	13	10	6	2	8
	Employed	31	24	19	11	21
	Unemployed	10	6	4	2	5
	Total	**100**	**100**	**100**	**100**	**100**

school to tertiary study, especially entry to university. Of the highest achievers as measured by the GAT in 2002, about 77 per cent of girls and 76 per cent of boys enrolled in university. Only 10 per cent and 7 per cent respectively of low achievers enrolled in university (see Table 5 on previous page and Figure 11).

Achievement, it should be noted, influences tertiary transition partly by raising or lowering aspirations and partly by opening up or closing off tertiary options. In other words, the lower transition rate of low achievers is not simply due to their not receiving tertiary offers. It is partly because they renounce or never form aspirations for tertiary study and do not make themselves available for selection.

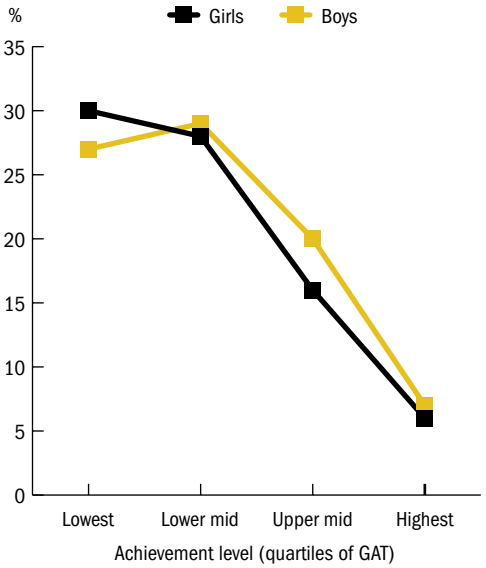
Figure 11 Enrolment in university by level of achievement and gender



Level of achievement also affects the sector direction of tertiary aspirations and destinations. Thus, while university hopes and university entry rise with achievement, aspirations for tertiary study in the VET sector rise *as achievement falls*. So, too, does the proportion of Year 12 completers who enrol in middle-level programs (see Figure 12).

Underlying the tendency for VET aspirations and destinations to rise as achievement falls are a number of processes. Year 12 students appear to adjust their aspirations to the level of tertiary study they feel is within their reach. Teachers also counsel students on the need for realism. Again, each fall in achievement is also, in general, a fall in socioeconomic status, and this brings with it a growing economic emphasis in the direction

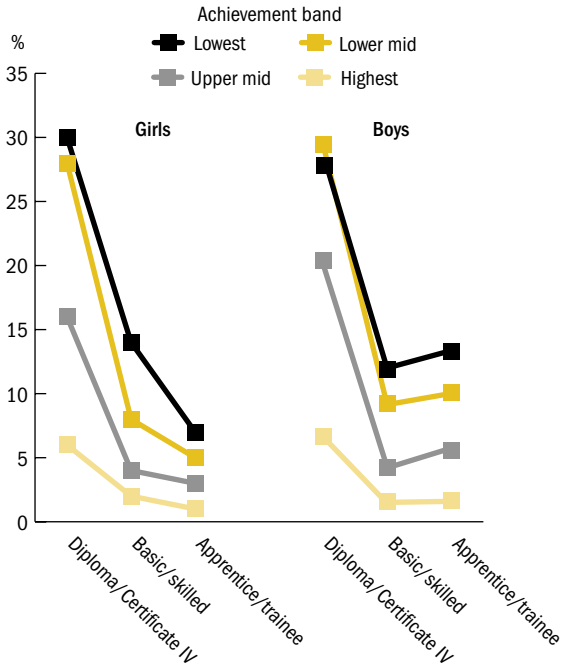
Figure 12 Enrolment in middle-level VET by level of achievement and gender



of aspirations (as well as an overall weakening in tertiary plans). This more direct emphasis on economic objectives contributes not only to higher rates of enrolment in middle-level programs, but to higher rates of transition into other forms of VET, including apprenticeship, traineeship and on-campus skilled or basic courses (see Figure 13).

How well young people achieve in secondary school has a large bearing on whether they continue in any education or training on

Figure 13 Enrolment in TAFE/VET by level of achievement and gender



completing their Year 12, and whether or not they are unemployed if they do enter the workforce and do not continue in education or training. Among both boys and girls, the likelihood of the decision to end study rises as achievement falls. Thus while many Year 12 completers enter the workforce, it is the weakest learners who are most likely to do so without undertaking any further study or training. In 2003, only 11 per cent of girls who achieved in the highest quarter of GAT scores ended education or training on completion of their Year 12 compared with 29 per cent of girls in the lowest quarter of achievement in GAT. The range was almost identical for boys.

Figure 14 reports the rates of entry to the workforce on the part of young people who did not continue in education or training in 2003. Transition rates are represented as deviations from the averages across all bands of achievement (between 20 per cent and 21 per cent, depending on gender).

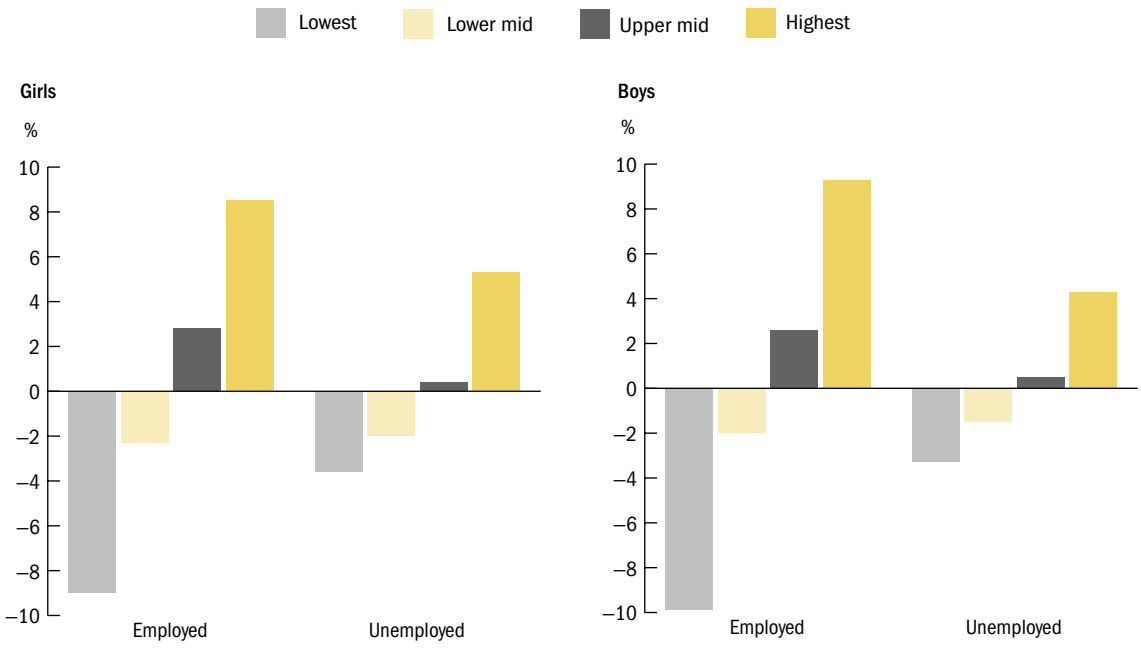
Unemployment also rises among non-students as achievement falls. In other words, it is the weakest learners who, having ended education or training, have the most difficulty in establishing themselves in work. Only 2 in 100 of the highest achieving girls who entered education or training on finishing their Year 12 were in unemployment in 2003, compared to 11 in 100 of the lowest achievers. Rates of unemployment for boys were in the same range.

Summing up, as achievement falls, Year 12 completers find themselves progressively excluded from higher education and counter-balance this through increased participation at all levels of TAFE/VET. However, falling achievement also excludes progressively larger proportions of Year 12 completers from any form of further education and training and increases the likelihood of unemployment on leaving school. In this context, curriculum options to support low achievers must be given priority, particularly in those schools where low achievement is concentrated. Similarly, careers and transition support targeted at young people who are unlikely to enter university must also be given priority in these schools.

Destinations by Year 12 strand (VET and non-VET)

The sample of Year 12 completers in the *On Track* survey included nearly 5000 students who had undertaken nationally accredited vocational studies as part of their senior secondary certificate. Previous surveys have followed the destinations of VET in the VCE students, and have also compared destinations of VET and non-VET students (see Polesel and Teese 2002; Polesel, Teese and O'Brien 2001; Polesel, Teese and O'Brien 1999a; Polesel, Teese and

Figure 14 Workforce status of Years 12 completers not in education or training: deviations by achievement level and gender [1]



1 Mean employment rates – 20% and 21% for girls and boys respectively; mean unemployment rates – 5% for both girls and boys.

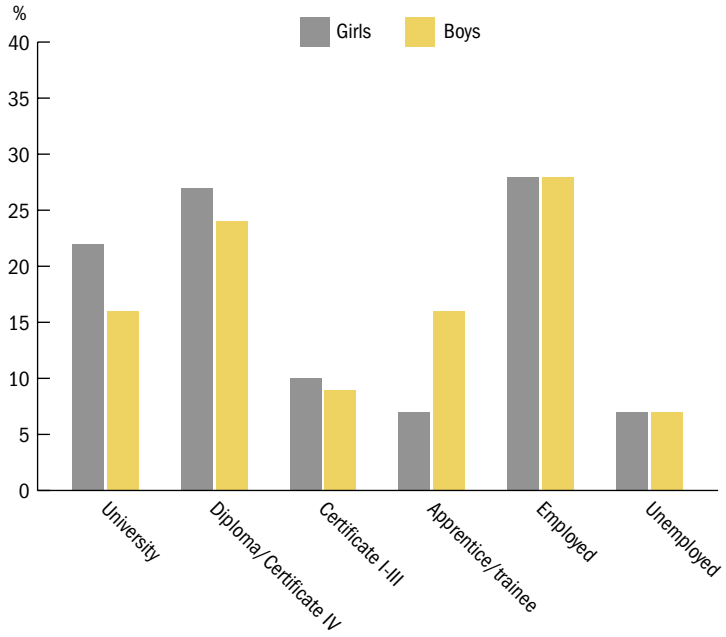
O'Brien 1999b; Polesel, Teese, O'Brien and Unger 1998). A report on the destinations of the 2002 VET in Schools cohort is also being prepared, based on data from the *On Track* survey.

Results from the survey show that students undertaking VET in the VCE class of 2002 had positive transition outcomes (as in previous years). Nearly one in five entered university and one in four began a Diploma or Certificate IV program in TAFE/VET. One in ten undertook an on-campus basic or skilled VET course, while 11.6 per cent entered a contract of training (8.2 per cent apprentices and 3.4 per cent trainees). The largest group (nearly 28 per cent) ended education and training and found work, while about 7 per cent were looking for work (full details are set out in Table 6).

Table 6 Destinations of Year 12 completers by Year 12 strand

	Non-VET		VET		Total	
	No.	%	No.	%	No.	%
Girls						
University	7,984	47.3	510	22.2	8,494	44.3
VET Certificate IV+	3,066	18.2	610	26.5	3,676	19.2
VET entry level	1,109	6.6	226	9.8	1,335	7.0
Apprentice	128	0.8	52	2.3	180	0.9
Trainee	477	2.8	98	4.3	575	3.0
Employed	3,219	19.1	650	28.3	3,869	20.2
Unemployed	893	5.3	154	6.7	1,047	5.5
Total	**16,876**	**100.0**	**2,300**	**100.0**	**19,176**	**100.0**
Boys						
University	5,714	40.5	413	16.1	6,127	36.7
VET Certificate IV+	2,800	19.8	618	24.0	3,418	20.5
VET entry level	919	6.5	240	9.3	1,159	6.9
Apprentice	731	5.2	348	13.5	1,079	6.5
Trainee	239	1.7	70	2.7	309	1.9
Employed	2,938	20.8	710	27.6	3,648	21.9
Unemployed	773	5.5	174	6.8	947	5.7
Total	**14,114**	**100.0**	**2,573**	**100.0**	**16,687**	**100.0**
All						
University	13,699	44.2	923	18.9	14,622	40.8
VET Certificate IV+	5,866	18.9	1,228	25.2	7,094	19.8
VET entry level	2,028	6.5	466	9.6	2,494	7.0
Apprentice	859	2.8	400	8.2	1,259	3.5
Trainee	717	2.3	168	3.4	885	2.5
Employed	6,157	19.9	1,360	27.9	7,517	21.0
Unemployed	1,667	5.4	328	6.7	1,995	5.6
Total	**30,993**	**100.0**	**4,873**	**100.0**	**35,866**	**100.0**

Figure 15 Destinations of VET in the VCE students by gender



Girls undertaking VET in the VCE program were more strongly oriented than boys towards tertiary study. They were much more likely to enter university and somewhat more likely to enter middle-level programs. This pattern reflects differences in industry orientation, with girls finding more work in the services sector of the economy and boys finding more work in manufacturing, energy, construction and transport. Boys were very much more likely than girls to sign contracts of training (16 per cent compared to 7 per cent) (see Figure 15), with boys more likely to be apprentices but girls more likely to be trainees.

How do the destinations of VET students compare with those of students who were not taking VET? VET students, though generally qualifying for entry to higher education, were much less likely to enrol in university (19 per cent compared to 44 per cent of the non-VET cohort). On the other hand, they were more likely to begin a middle-level course in TAFE/VET (25 per cent compared to 19 per cent of non-VET students), somewhat more likely to enrol in an on-campus basic or skilled VET course (10 per cent compared to 7 per cent), and twice as likely to start an apprenticeship or traineeship (12 per cent compared to 5 per cent). More entered the workforce and ceased education or training (28 per cent as against 20 per cent), and as a group they were marginally more likely to be unemployed (7 per cent as against 5 per cent) (see Figure 16).

The VET program reached a fairly large segment of the graduating cohort of Year 12 students and represented (though unevenly) a large range in terms of measured achievement. Low achievers in VET were less likely than non-VET students in the same band of achievement to enter tertiary education (either university or middle level), but more often began an apprenticeship or traineeship and had slightly lower rates of unemployment. The high achievers in VET tended to balance lower transition to university by higher transition to middle-level programs,

Figure 16 Destinations of Year 12 completers by Year 12 strand (VET/non-VET)

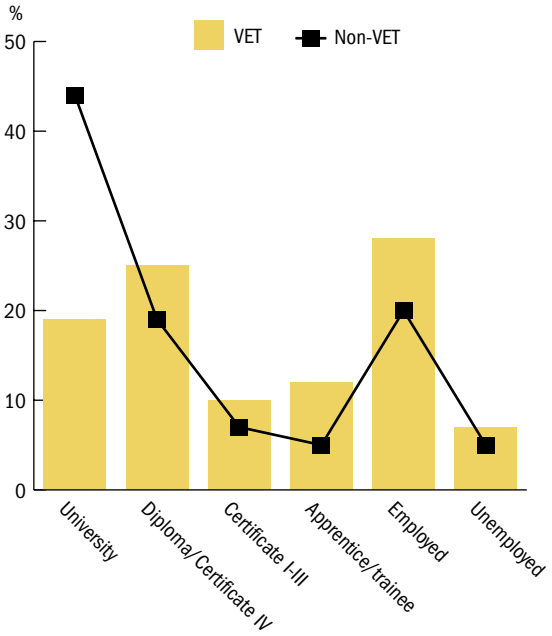
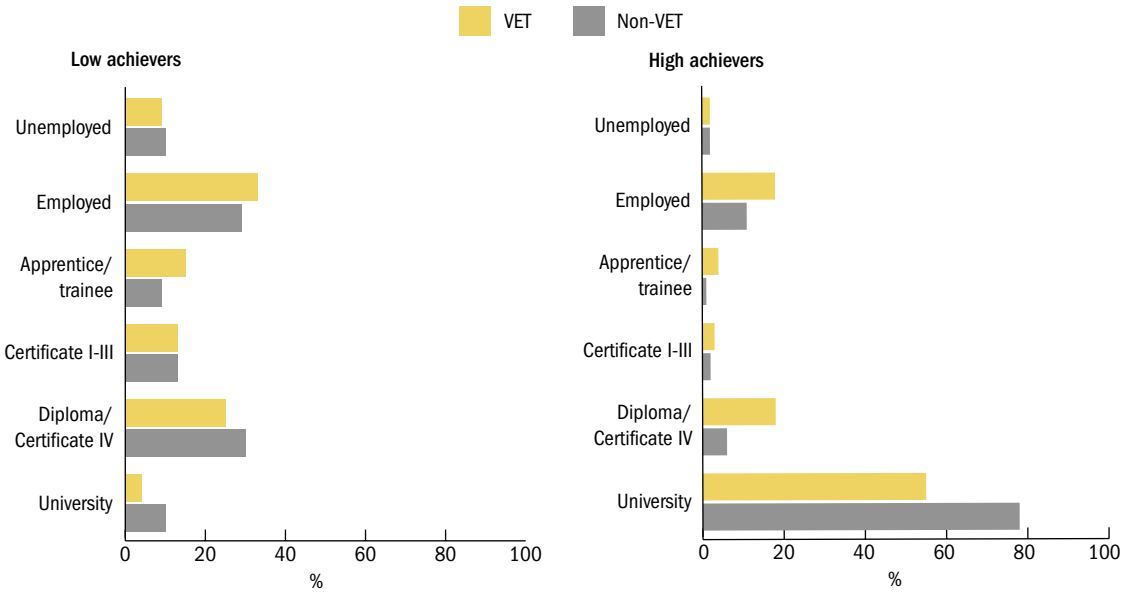


Figure 17 Destinations of VET and non-VET students by achievement



and were marginally more likely to begin a contract of training or to start work and finish study (Figure 17).

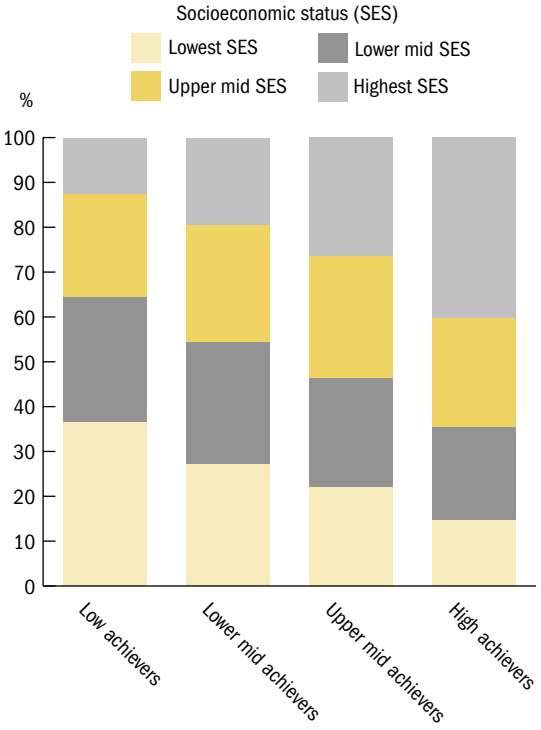
Socioeconomic status and student destinations

Achievement differences in Year 12 act as a relay for communicating social disadvantage. This is because there is a strong correlation between the two. Nearly two-thirds of all low achievers in Year 12 come from low to very low socioeconomic status backgrounds. The reverse is found among high achievers – two-thirds of them are drawn from high to very high socioeconomic status backgrounds (see Figure 18).

It is mainly through the 'achievement relay' that social inequalities in destinations occur. However, economic, financial and cultural (other than scholastic) factors also contribute. These include the need to find work, low income, unwillingness to invest in courses of uncertain value (low-prestige higher education and VET courses) (Teese 2002b), and a perception of tertiary education as being 'irrelevant'.

The combined effect of the achievement divide and economic and socio-cultural factors is a pattern of marked social inequalities in post-Year 12 destinations. Table 7 contains an analysis of major education, training and workforce destinations by socioeconomic status and gender. Socioeconomic status is based on census collection district values of the home addresses of the students before they left home (ABS 2001).

Figure 18 Social background of Year 12 completers at different achievement levels

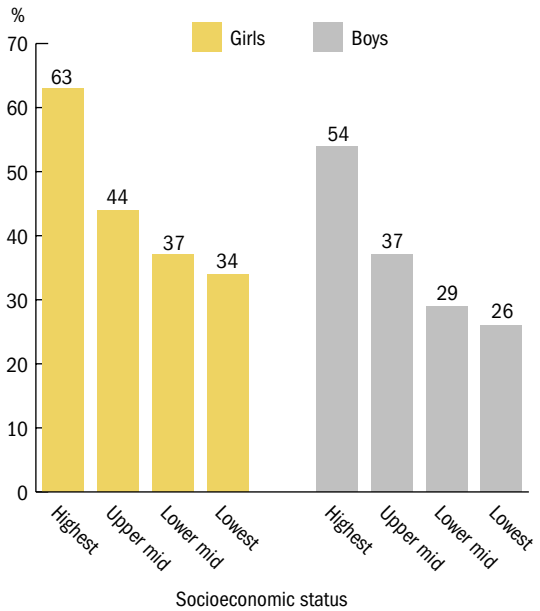


Higher education, among the range of education and training destinations, exhibited the sharpest social trend. Girls from the most well-educated families were nearly twice as likely as those from the least educated to enter university (63 per cent compared to 34 per cent). Similarly boys from the most advantaged households were more than twice as likely as those from the least advantaged

Table 7 Destinations of school completers by socioeconomic status and gender

Socioeconomic status	University %	Diploma Certificate IV %	Basic/ skilled %	Apprentice/ trainee %	Employed %	Unemployed %	Total %
Girls							
Highest	62.8	14.8	4.4	1.6	13.7	2.6	**100**
Upper mid	44.4	20.3	5.9	4.4	20.4	4.6	**100**
Lower mid	37.3	20.1	7.7	4.7	23.8	6.4	**100**
Lowest	34.1	21.6	9.4	4.9	22.0	8.0	**100**
Total	**44.3**	**19.3**	**6.9**	**3.9**	**20.1**	**5.4**	**100**
Boys							
Highest	53.9	17.8	4.9	4.4	15.5	3.4	**100**
Upper mid	36.8	21.1	7.4	8.4	21.9	4.4	**100**
Lower mid	29.4	19.9	7.6	11.3	25.8	6.0	**100**
Lowest	25.5	23.6	8.0	9.4	24.4	9.1	**100**
Total	**36.8**	**20.6**	**7.0**	**8.3**	**21.8**	**5.7**	**100**
All							
Highest	58.4	16.3	4.7	3.0	14.6	3.0	**100**
Upper mid	40.8	20.7	6.6	6.3	21.1	4.5	**100**
Lower mid	33.8	20.0	7.6	7.6	24.7	6.2	**100**
Lowest	30.2	22.5	8.8	7.0	23.1	8.5	**100**
Total	**40.8**	**19.9**	**6.9**	**6.0**	**20.9**	**5.5**	**100**

Figure 19 Enrolment at university by socioeconomic status and gender



to proceed directly from school to university (these estimates exclude deferees, who are classified according to their actual status in education, training or the workforce) (see Figure 19).

Middle-level training in TAFE/VET display a reverse trend – enrolment rates improve as socioeconomic status descended (see Figure 20 on next page). However, the social trend in middle-level enrolments was mild compared with that of higher education. Moreover, it failed to balance out chances of entering *any form of tertiary education or training*. For while Year 12 graduates from upper socioeconomic status homes used diploma programs in TAFE/VET to add to already high levels of tertiary education based on university, graduates from lower socioeconomic status homes failed even to catch up to these levels through their greater relative use of diploma programs (see Figure 21).

VET destinations generally increased in frequency, the further down the social scale. Thus girls from

Figure 20 Middle-level VET by socioeconomic status and gender

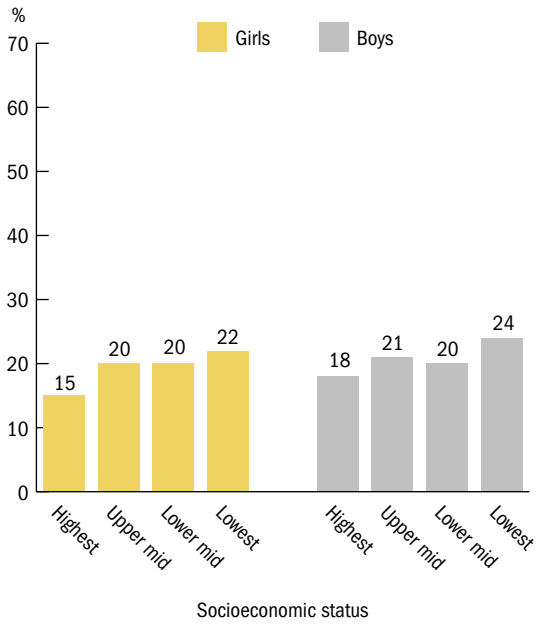
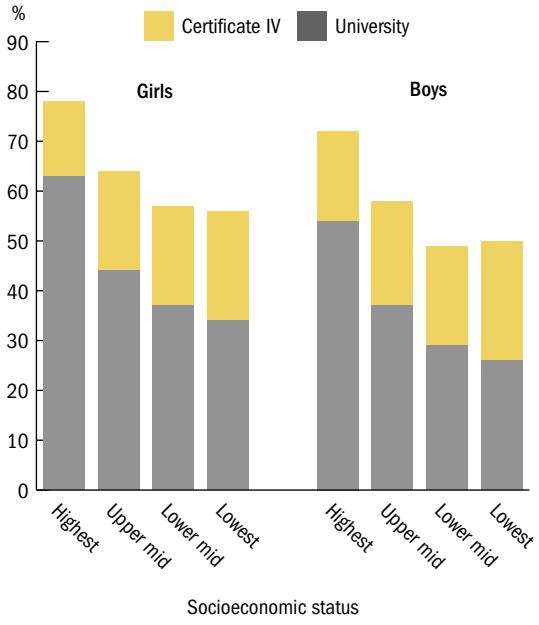


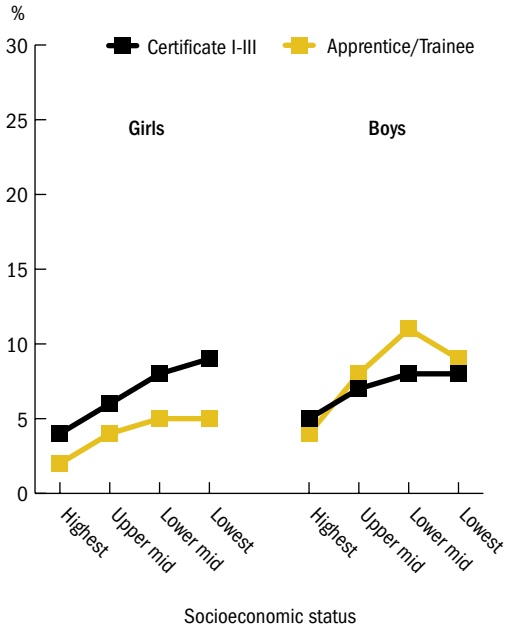
Figure 21 Tertiary entrance by socioeconomic status and gender



lower working-class families were more than twice as likely as their peers from upper middle-class families to enrol in an on-campus basic or skilled VET course and about three times more likely to begin an apprenticeship or traineeship.

Boys from lower socioeconomic backgrounds were also more likely than those from higher socioeconomic backgrounds to enrol in a basic

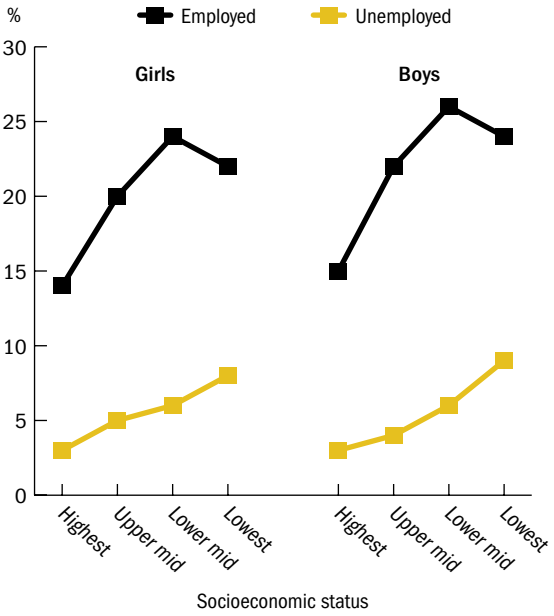
Figure 22 Entry-level VET by socioeconomic status and gender



or skilled course (8 per cent compared to 5 per cent) and are more than twice as likely to enter a contract of training (see Figure 19).

The decision to end education and enter the workforce was strongly influenced by socioeconomic status. This trend, as seen in Figure 23, was not entirely regular, either for boys or girls, but between higher socioeconomic background and lower

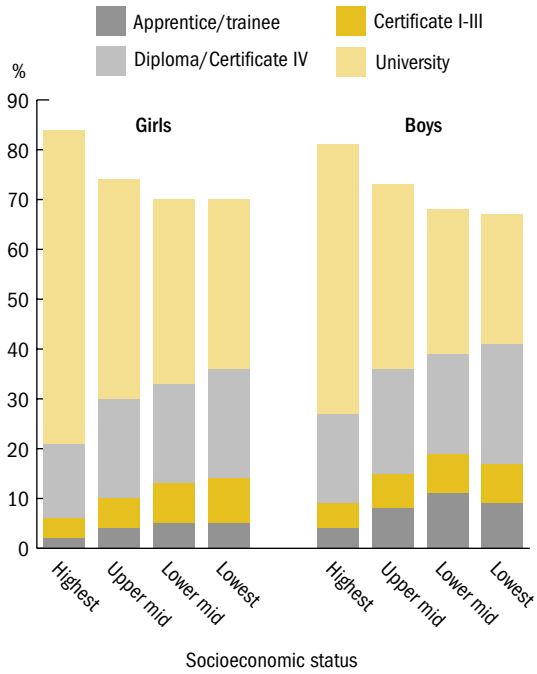
Figure 23 Workforce status of non-students by socioeconomic status and gender



socioeconomic background, there was a sharp difference in the probability of ending education on completion of Year 12 and starting work. There was also a marked tendency for unemployment to rise. Both boys and girls from lower socioeconomic backgrounds were more than twice as likely as their peers from higher socioeconomic backgrounds to end schooling and be unemployed.

Does transition to entry-level VET compensate for social inequalities in entry to tertiary education? Across all forms of education and training, is a balance achieved across social backgrounds? Leaving aside relative economic returns on education at different levels, the answer is 'No'. Even after all forms of education are taken into account, and disregarding their relative impact on labour market access and earnings, transition still displays a heavy social trend – in 2003 only 67 per cent and 70 per cent respectively of boys and girls from the poorest backgrounds compared to 81 per cent and 84 per cent from the most advantaged built on their Year 12 through further education (and they studied at less advanced levels) (see Figure 24).

Figure 24 Total education transition by socioeconomic status and gender



chapter 4

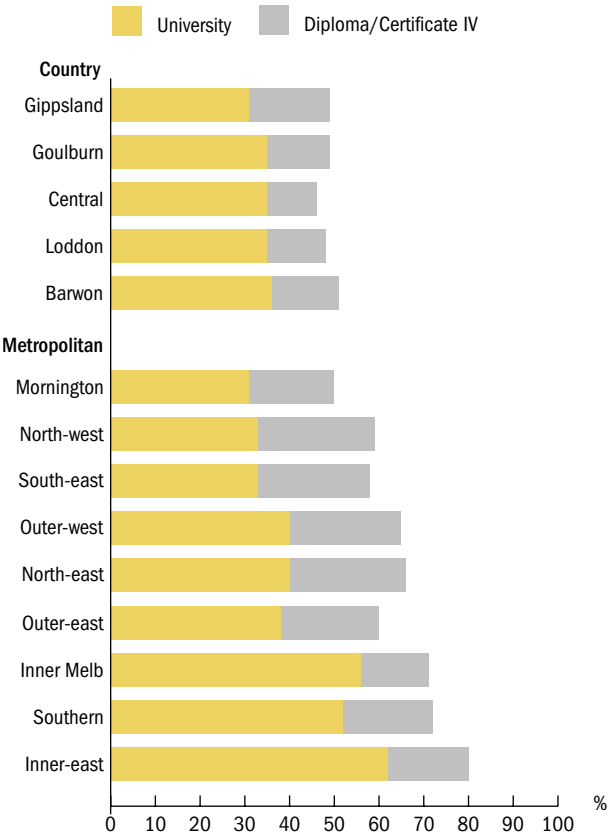
Regional differences in post-Year 12 destinations

Across Victoria, the destinations of young people who have completed their Year 12 vary greatly. To enable destinations to be viewed in the context of economic and social indicators prepared by the Australian Bureau of Statistics, it is helpful to examine patterns at the level of statistical (or labour force) regions.

Figure 25 looks at transition to tertiary education. It shows that the proportion of Year 12 completers entering either university or TAFE/VET middle-level programs ranges from 46 per cent in Central Highlands-Wimmera to 79 per cent in the inner-eastern suburbs of Melbourne. Transition to university ranges from 31 per cent in Gippsland to 62 per cent in inner-eastern Melbourne. All country regions have comparatively low rates of tertiary transition. However, transition to university does not differ sharply from most regions in Melbourne, with the exception of inner Melbourne and the southern and inner-eastern suburbs.

Regional patterns, especially in university transition, are to an important extent a reflection of residential differentiation along socioeconomic and cultural lines. In general, the higher the concentration of adults who have completed school, the higher the transition rate from Year 12 to tertiary education. Data from the population census of 2001 show that in the inner Melbourne, inner-east and southern statistical regions of Melbourne at least half of all adults over 15 years of age had attained VCE or equivalent schooling (see Figures 26 and 27). These, too, are the regions with the highest rates of university transition (and the highest retention rates, Teese 2001). Of course, factors other than parental education influence Year 12-to-university transition. As previously indicated, these include economic, financial and cultural factors (such as traditional family values relating to early entry to work). Locational factors – relative proximity – as well as perceived quality and relevance of tertiary provision also play a role in influencing aspirations. However, the impact of family education level on regional (as distinct from individual) differences is clearly evident in the association between university transition and densities of the population with completed schooling.

Figure 25 Tertiary education transition by labour force region



A more detailed analysis of tertiary transition shows that Victoria can be divided into four main regional groupings (see Figure 28):

1. metropolitan regions with *high university plus average middle-level transition*
2. metropolitan regions with *medium university but high middle-level transition*
3. metropolitan regions with *low university but high middle-level transition*
4. country regions where *both university and middle-level transition are low*.

In the first grouping of regions – mainly upmarket suburbs of Melbourne – high university transition was *augmented* by average middle-level transition. The second grouping comes close to the first, due to high rates of middle-level transition; but university transition was lower, and this pulled the group down. This second group takes in the north-east and outer-eastern suburbs of Melbourne and the broad expanse of the western suburbs. The third grouping was close to the second in overall terms, but lower again in university transition. This group includes the working-class suburbs to the

Figure 26 Population with Year 12 achievement by labour force region, 2001

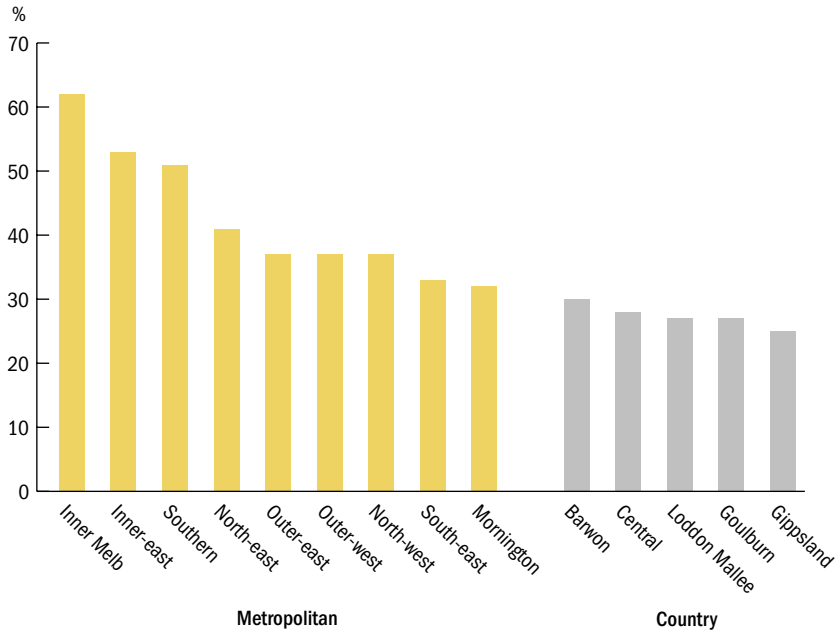
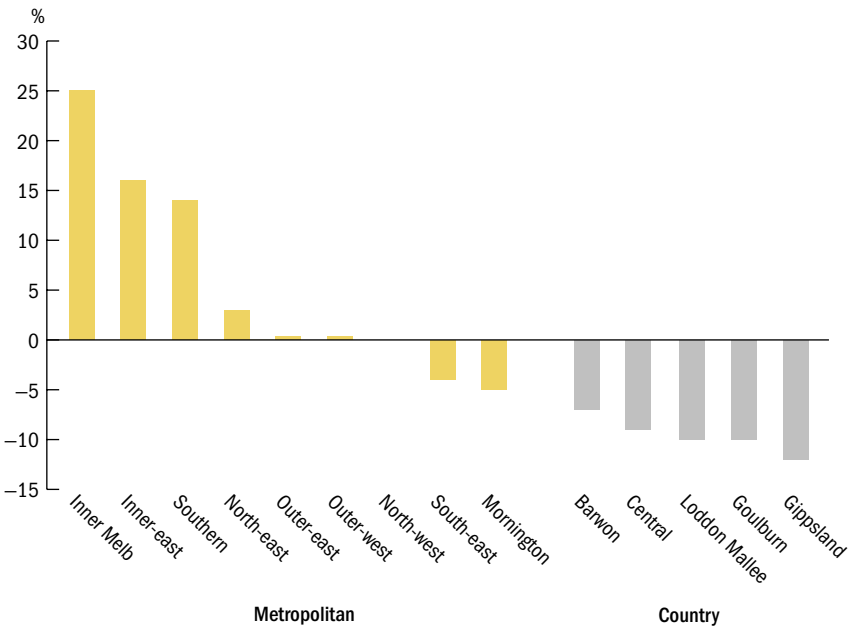


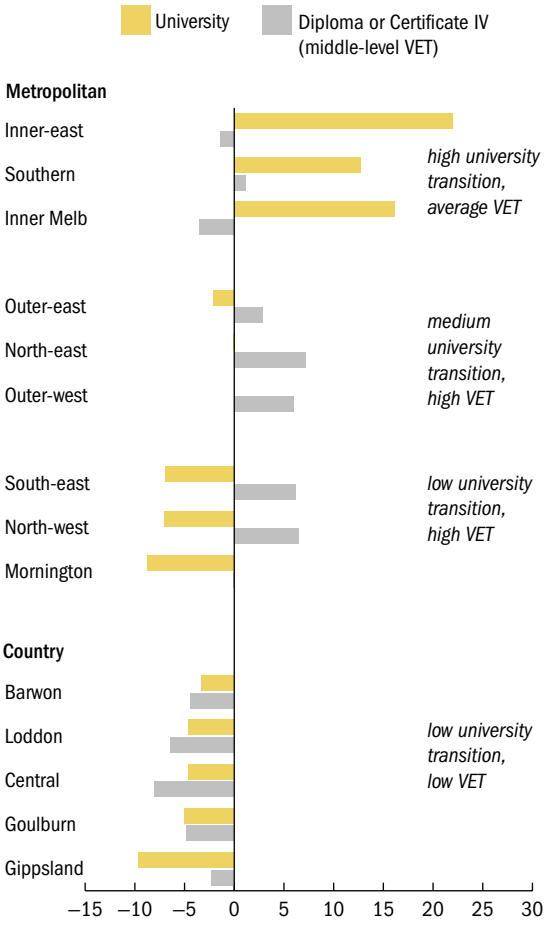
Figure 27 Regional variation in Year 12 attainment by region, 2001[1]



1 Deviations from the cross-region mean of 37%

north-west and to the south-east of Melbourne, including the adjacent semi-rural Mornington Peninsula, where the transition pattern was more like that of country Victoria. Country regions – the fourth grouping – had the lowest rates of tertiary transition, due to *both* low university transfer *and* low middle-level transfer.

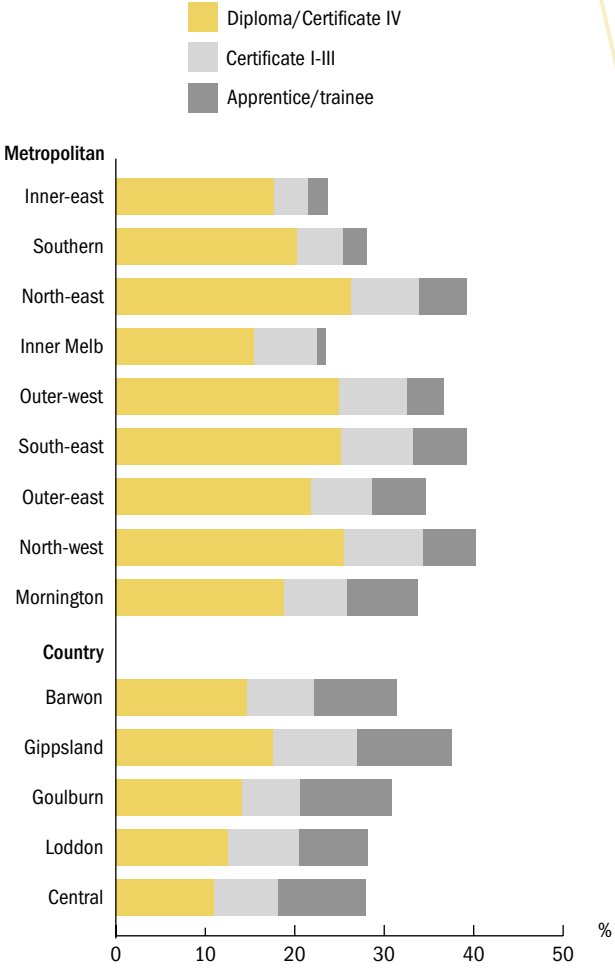
Figure 28 Differences in tertiary education transition by labour force region[1]



1 Transition rates are expressed as deviations from statewide means of 40% (university) and 19% (Diploma/Certificate IV).

Changing perspective to focus on transition to VET leads to a different ranking of regions. In some metropolitan regions, transition from Year 12 to any form of VET (including middle-level) involved as many as 40 per cent of school completers. These regions include the north-west, south-east and north-east. By contrast, the wealthier southern, inner and inner-eastern suburbs of Melbourne had low rates of VET transition (between 22 per cent and 26 per cent) (see Figure 29). It is notable that while country Victoria had generally low rates of transfer from

Figure 29 VET transition by Australian Qualifications Framework level and labour force region

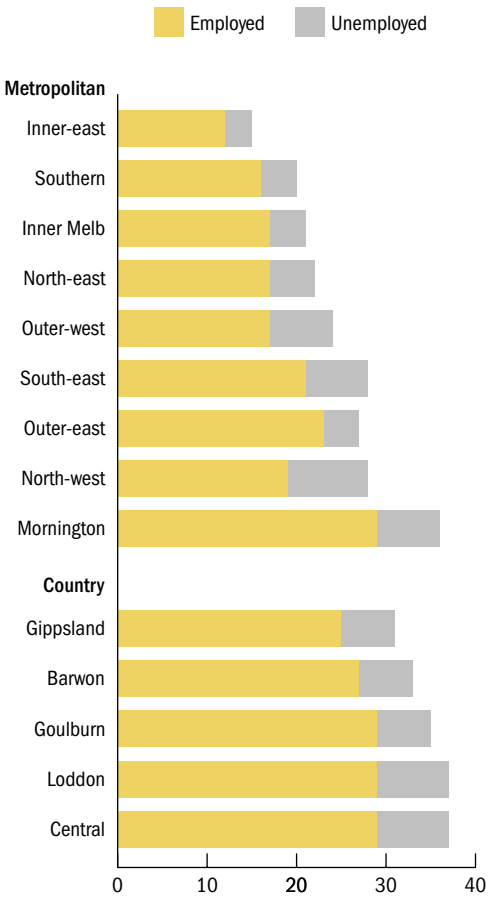


the VCE to university, total VET transition across all Australian Qualifications Framework (AQF) levels exceeded one-third of Year 12 completers only in Gippsland.

Country Victoria also had the highest rates of students ending education or training on Year 12 completion. Only Mornington Peninsula – which has a large rural segment – matched the country regions in terms of the proportion of Year 12 completers who end study and begin work (see Figure 30). In the main, there was a 10 percentage points gap in employment transition (non-student) separating country Victoria from metropolitan Melbourne.

A complete picture of education, training and employment transition is presented in Figure 31. This shows the heavy dependence of Year 12 graduates in country Victoria on employment or employment-based training. At the time of the survey, between 41 per cent and 47 per cent

Figure 30 Ending study and entering the workforce by region



of Year 12 completers in country Victoria were working, looking for work or in an apprenticeship of traineeship, compared with an average of 27 per cent of Year 12 completers in Melbourne (excluding Mornington Peninsula). A complete breakdown of numbers and percentages is given in Table 8.

Figure 31 Education, training and workforce destinations post-Year 12 by region

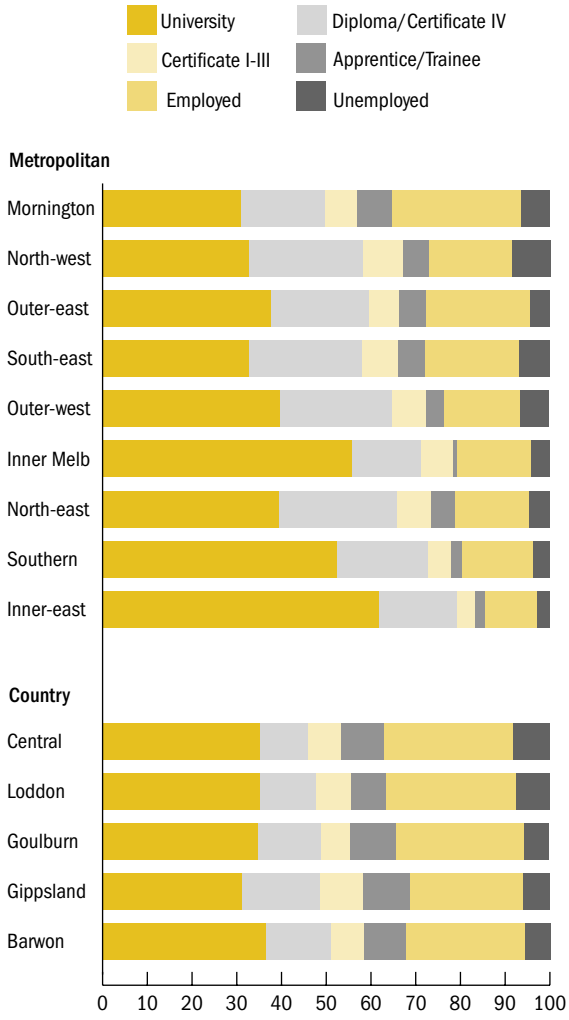


Table 8 Main destinations of Year 12 cohort by labour force region

Labour force region		University	Diploma/ Certificate IV	Certificate I-III	Apprentice/ trainee	Employed	Unemployed	Total
Outer Western Melbourne	No.	1,585	995	305	169	674	260	3,988
	%	39.7	24.9	7.6	4.2	16.9	6.5	100
North Western Melbourne	No.	599	467	161	108	341	157	1,833
	%	32.7	25.5	8.8	5.9	18.6	8.6	100
Inner Melbourne	No.	446	123	57	7	132	34	799
	%	55.8	15.4	7.1	0.9	16.5	4.3	100
North Eastern Melbourne	No.	1,245	824	241	167	520	151	3,148
	%	39.5	26.2	7.7	5.3	16.5	4.8	100
Inner Eastern Melbourne	No.	2,863	814	179	103	546	132	4,637
	%	61.7	17.6	3.9	2.2	11.8	2.8	100
Southern Melbourne	No.	1,386	533	137	69	416	103	2,644
	%	52.4	20.2	5.2	2.6	15.7	3.9	100
Outer Eastern Melbourne	No.	1,299	754	235	207	809	152	3,456
	%	37.6	21.8	6.8	6.0	23.4	4.4	100
South Eastern Melbourne	No.	944	721	234	173	605	198	2,875
	%	32.8	25.1	8.1	6.0	21.0	6.9	100
Mornington Peninsula	No.	521	317	119	135	484	112	1,688
	%	30.9	18.8	7.0	8.0	28.7	6.6	100
Barwon–Western District	No.	963	386	199	246	705	150	2,649
	%	36.4	14.6	7.5	9.3	26.6	5.7	100
Central Highlands–Wimmera	No.	535	166	109	150	439	125	1,524
	%	35.1	10.9	7.2	9.8	28.8	8.2	100
Loddon–Mallee	No.	720	256	161	160	597	155	2,049
	%	35.1	12.5	7.9	7.8	29.1	7.6	100
Goulburn–Ovens–Murray	No.	732	298	135	218	605	119	2,107
	%	34.7	14.1	6.4	10.3	28.7	5.6	100
All Gippsland	No.	587	330	179	199	477	113	1,885
	%	31.1	17.5	9.5	10.6	25.3	6.0	100
Victoria	**No.**	**14,425**	**6,984**	**2,451**	**2,111**	**7,350**	**1,961**	**35,282**
	%	**40.9**	**19.8**	**6.9**	**6.0**	**20.8**	**5.6**	**100**

chapter 5

Labour force destinations

The experience of work

Most young people who complete their Year 12 enter the workforce, whether or not they undertake further education. At the time of the survey, over 85 per cent were either working or looking for work. In the discussion which follows, the small group of Year 12 completers who were neither in education and training nor in the workforce at the time of the survey are excluded. This increases the measured rate of workforce participation to about 89 per cent.

Ignoring study or training status, every second Year 12 completer held a part-time or casual job. A further 17 per cent were working full-time or had an apprenticeship or traineeship, while 21 per cent were unemployed and 11 per cent were in education or training (but not in the workforce) (see Figure 32).

Girls were much more likely than boys to be holding part-time jobs (which partly reflects their study status, but also long-term structural change in the teenage labour market). Boys, on the other hand, were somewhat more likely to hold full-time jobs and apprenticeships. Gender differences are reported in Figure 33.

Figure 32 Workforce status of Year 12 completers March–April 2003 (includes both students and non-students)

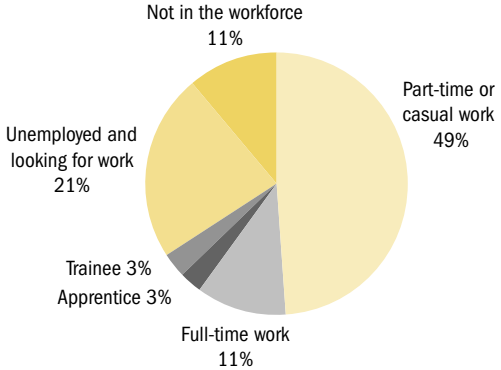
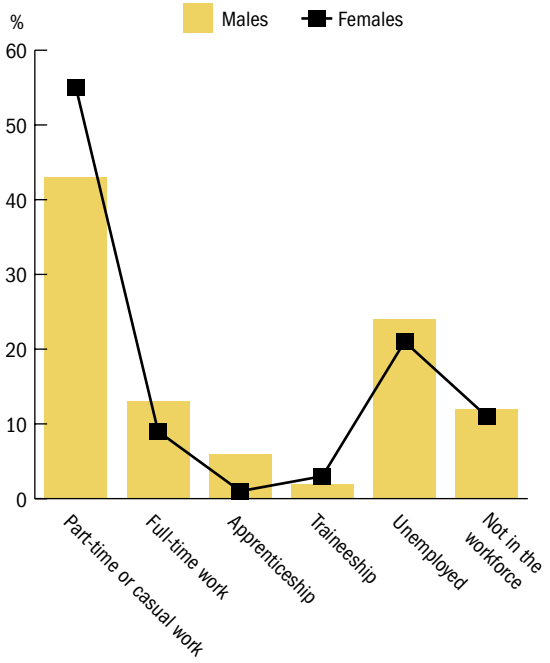


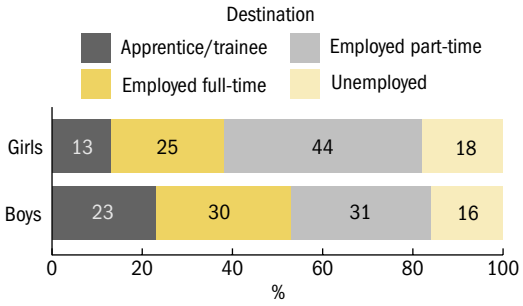
Figure 33 Workforce status of Year 12 completers by gender (includes both students and non-students)



It should be stressed that Figure 33 relates to both students and non-students.

The workforce status of Year 12 completers who were *not tertiary students (or enrolled in on-campus VET programs at lower AQF levels)* shows the impact of the long-term structural change in the youth labour market previously alluded too (for a discussion, see DE&T 2000). Only about half of all boys held a full-time job, apprenticeship or traineeship, while 31 per cent were in part-time or casual work. Full-time employment of girls was even lower – around 38 per cent (including apprenticeship and traineeship). The reliance of girls on part-time work was correspondingly greater (44 per cent compared to 31 per cent of boys) and their rate of unemployment marginally higher (18 per cent as against 16 per cent) (see Figure 34).

Figure 34 Workforce status of Year 12 completers not in further study (includes apprentices and trainees)



The tendency for Year 12 completers to divide into two groups at the end of school – continuing students and non-students – was closely related to academic background and socioeconomic status (as well as gender). The achievement profile of continuing students was much stronger than that of non-students. Nearly two-thirds of girls who were not in any form of education or training (including apprenticeship or traineeship) were drawn from the lower two bands of the GAT – about double the proportion found among continuing students. Similarly, some 70 per cent of boys who undertook no further education or training on completion of their Year 12 came from the lower two quartiles of the GAT compared with 42 per cent of continuing students (see Figure 35).

Lower levels of achievement close off many options for further study and depress aspirations and self-confidence, leading to an early exit from school or the renunciation of education or training, if school is completed. As discussed earlier, the correlation between academic results and socioeconomic status means that an 'academic relay' function operates to remove from further education higher proportions of Year 12 completers of lower socioeconomic backgrounds.

Among girls, 61 per cent who undertook no further education or training on completing their Year 12 come from the lower two bands of socioeconomic status (compared to 47 per cent of those who continued). With boys, 58 per cent of non-students came from lower socioeconomic backgrounds compared to 42 per cent of those who continued in education or training (see Figure 36).

The trend away from further education on completion of the Year 12 was strongest in country Victoria. Between 40 per cent and 50 per cent of country students ended any involvement in education or training (at least in the short term). In Melbourne, by contrast, there was a much stronger trend to continue in education and training. Across the metropolitan area, the proportion of continuing

Figure 35 Comparative academic profile of students (including apprentices and trainees) and non-students

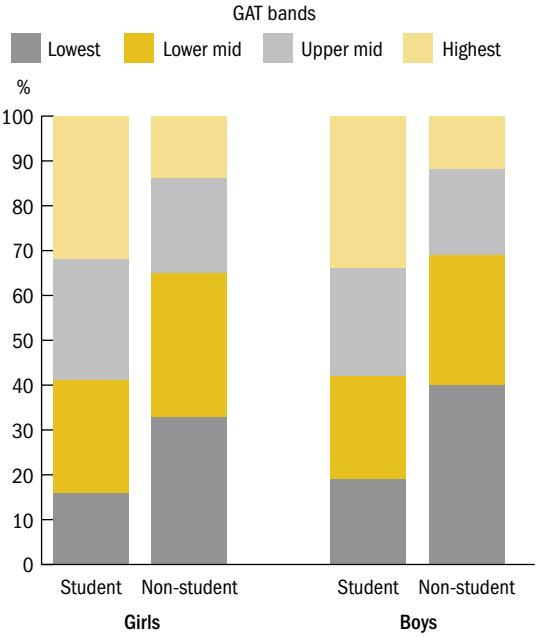
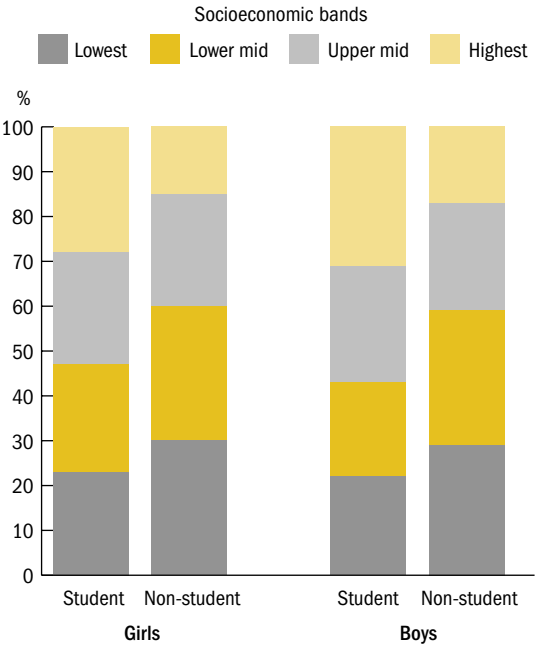


Figure 36 Comparative social profile of students (including apprentices and trainees) and non-students



students (including apprentices and trainees) ranged from about 67 per cent to as high as 84 per cent (with semi-rural Mornington Peninsula having a profile indistinguishable from country regions) (see Figure 37).

Table 9 provides an analysis of workforce destinations broken down by study status and gender.

Figure 37 Regional differences in the proportion of young people continuing in education or training on completion of Year 12

LEGEND

Metropolitan regions:
IE (Inner East)
IN (Inner Melb)
MP (Mornington Peninsula)
NE (North East)
NW (North West)
OE (Outer East)
OW (Outer West)
SE (South East)
SO (Southern)

Country regions:
BA (Barwon South-Western)
CE (Central Highlands-Wimmera)
GO (Goulburn-Ovens-Murray)
GI (All Gippsland)
LO (Loddon-Mallee)

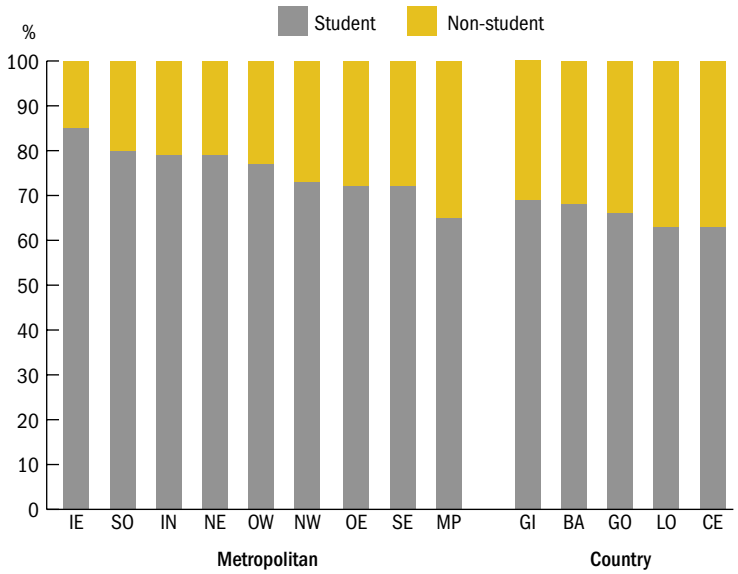


Table 9 Workforce destinations by study status and gender

Workforce destination	In education or training					
	No.			%		
	Boys	Girls	Persons	Boys	Girls	Persons
Work part-time/casual	5,246	8,036	13,282	43.4	56.4	50.4
Work full-time	376	327	703	3.1	2.3	2.7
Apprentice/trainee	1,388	755	2,143	11.5	5.3	8.1
Unemployed	3,096	3,044	6,140	25.6	21.3	23.3
Not in workforce	1,986	2,098	4,084	16.4	14.7	15.5
Total	**12,092**	**14,260**	**26,352**	**100.0**	**100.0**	**100.0**
	Not in education or training					
Work part-time/casual	1,875	2,469	4,344	40.8	50.2	45.7
Work full-time	1,773	1,400	3,173	38.6	28.5	33.4
Unemployed	947	1,047	1,994	20.6	21.3	21.0
Not in workforce	n/a	n/a	n/a	n/a	n/a	n/a
Total	**4,595**	**4,916**	**9,511**	**100.0**	**100.0**	**100.0**
	Total students and non-students					
Work part-time/casual	7,121	10,505	17,626	42.7	54.8	49.1
Work full-time	2,149	1,727	3,876	12.9	9.0	10.8
Apprentice/ trainee	1,388	755	2,143	8.3	3.9	6.0
Unemployed	4,043	4,091	8,134	24.2	21.3	22.7
Not in workforce	1,986	2,098	4,084	11.9	10.9	11.4
Total	**16,687**	**19,176**	**35,863**	**100.0**	**100.0**	**100.0**

The jobs of Year 12 completers

Nearly 7500 school completers who entered employment on leaving school undertook no further education or training (including apprenticeships or traineeships). What jobs did these young people get? The most common jobs for girls were as cashiers and sales staff (representing over 30 per cent of the group). Customer service accounted for a further 17 per cent. Many girls were employed as waitresses or food handlers. Few had clerical, administrative or technical jobs.

As girls who began an apprenticeship or traineeship were not included in Figure 38, the occupational profile relates only to those whose employment was outside a training framework. This gives a biased view of total employment, but it is important to focus on this large sub-group for whom employment is not associated with any formal or recognised training. Arguably most of this group was overqualified for the low-skill and low-wage positions they occupied, and at the same time they were not investing in further education or training as a way of improving their level of access to the labour market. Some will do so in the future.

Similar observations apply to boys who finished school and entered the workforce, but undertook no further education or training. Every fourth boy in this category worked as a labourer. The figure was probably higher because another 10 per cent said that they were working in trades areas, but were not apprenticed. As with girls, relatively few boys occupied positions in administration, clerical or technical fields, and for the most part could be regarded as overqualified, while not investing (at least for the moment) in further education.

As is outlined in chapter 7, these low-skill and low-wage jobs were not so different from the kinds of jobs accessed by early leavers, underlining the importance of further education and training as a strategy for accessing better paid work. What was different for this group, of course, was that it could build on the platform of school completion to access education and training opportunities.

Figure 38 Most common jobs of school completers not in education or training (including apprenticeship or traineeship): girls

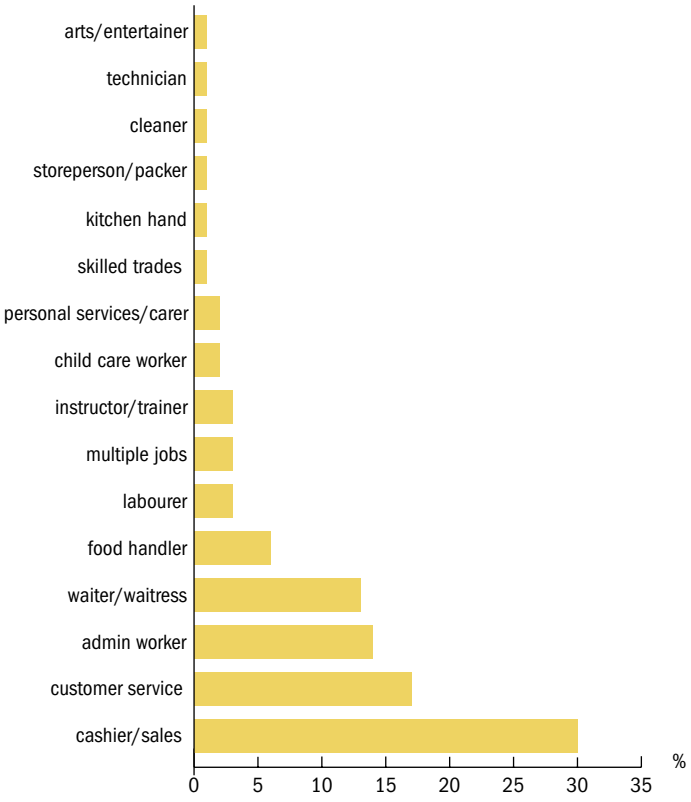
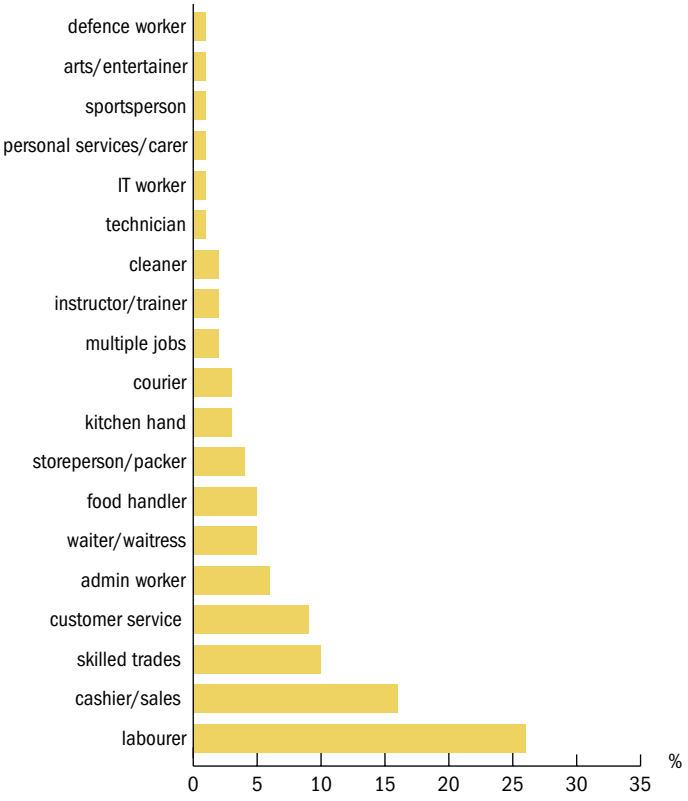


Figure 39 Most common jobs of school completers not in education or training (including apprenticeship or traineeship: boys



chapter 6

Reasons for Year 12 completers not continuing in study

Statewide perspective

While a majority of Year 12 completers seek to build on their schooling through further study or training, many do not. The reasons for this are complex and reflect the diversity of groups who today finish school. Given the pressures of study while at school and the uncertainties surrounding the next steps that young people take on leaving school, the expectation that all or most should continue in education or training directly they leave school needs to be tempered. However, the range of jobs obtained by those who end their studies – and for which they are frequently overqualified – suggests that young people should, over time, undertake further education and that they should have access to flexible arrangements.

Broadly speaking, three groups of responses for not being in further study (as distinct from training) can be distinguished from the survey:

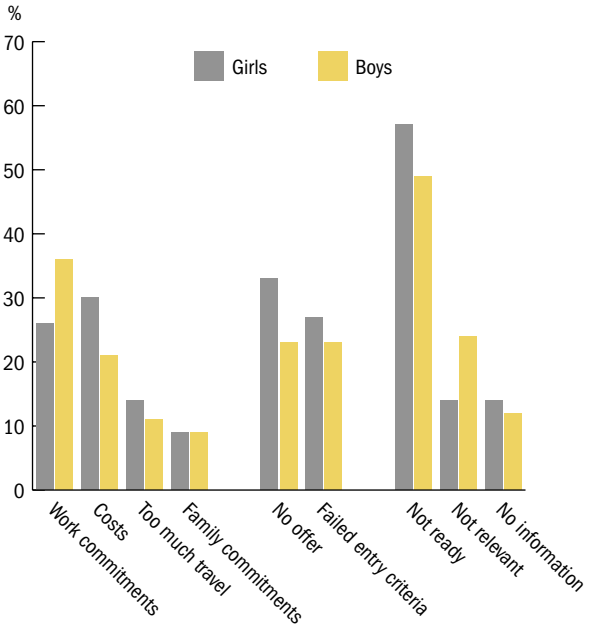
- economic and financial impediments
- academic impediments
- perceptions of timeliness or relevance.

Work commitments and costs of study are the two most important economic impediments. These factors were cited by 31 per cent and 26 per cent respectively of all VCE completers. Smaller proportions of school completers also cited excessive travel (13 per cent) and family commitments (9 per cent).

Academic impediments involved either not receiving a tertiary offer (28 per cent) or failing to meet the entry criteria for a chosen course (25 per cent). These do not necessarily mean the same thing. A tertiary applicant may satisfy entry criteria, but miss out through insufficient marks. However, it is possible that not having a high enough ENTER is frequently interpreted in a non-technical sense as effectively disqualifying the applicant. But whichever interpretation is adopted, in the end at least one in four Year 12 completers who were not in study claimed to have been stopped by either want of places or want of marks (or subject prerequisites).

Perceptions of timeliness or relevance are motives of varying influence. The feeling of not being ready for more study was the largest single reason cited by Year 12 exit students. It was flagged by nearly half of all boys and nearly 60 per cent of girls (see Figure 40). As is discussed below, the 'not ready' motive is different in nature from the perception that further study would not be 'relevant'. Irrelevance was cited by every fourth boy, but only by about 14 per cent of girls.

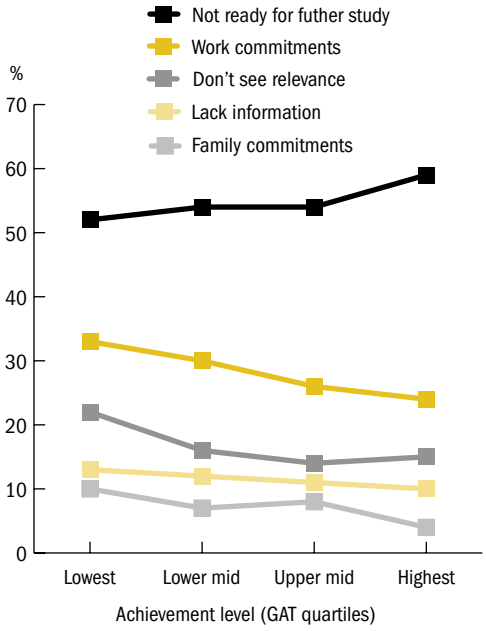
Figure 40 Reasons for not studying: Year 12 completers by gender



Some of the factors associated with the decision not to continue in study have a general influence and were reported by similar proportions of Year 12 completers, whatever their academic or socioeconomic background. This applies to cost factors and to academic impediments.

However, some factors are influenced by academic background or socioeconomic status (or both). The perception of not being 'ready' for more study – with its implication of a possible return – was strongest among high achievers, which is perhaps to be expected. Nearly 60 per cent of this group cited this as a motive compared to about 53 per cent of low achievers (see Figure 41).

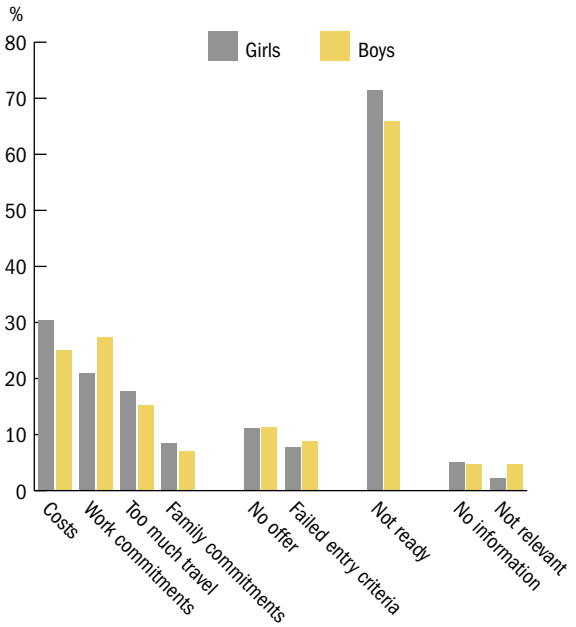
Figure 41 Reasons for not studying: Year 12 completers by achievement



By contrast, the perception of 'irrelevance' tends to rise as achievement falls (though not regularly). It concerned 22 per cent of the weakest learners compared with around 15 per cent of all other groups. Work commitments and also family commitments were cited more frequently as level of achievement fell. Low achievement appeared to 'switch off' any potential interest in further study as a route to personal or economic advancement and to focus attention on the possibilities of work (or family).

So far the discussion has considered the responses of Year 12 completers who at the time of the survey had not been in post-school study since leaving school or had enrolled, but discontinued. Another large group is *deferees*. The *On Track* survey contacted about 2300 respondents in this group (6.5 per cent of the overall sample). The motives of deferees were similar in important respects to other Year 12 completers who do not undertake further study. The costs of study deterred between 25 per cent and 30 per cent (depending on gender) and work commitments also weighed heavily. Travel, too, was a factor. Academic impediments were also relevant, even though deferees had already been offered places and had accepted them. It is clear that 10 per cent did not get the offer they wanted or failed to get into the course of their choice. But the biggest motive for deferees was the 'readiness' perception. This affected over two-thirds of boys and over 70 per cent of girls (see Figure 42).

Figure 42 Reasons for not studying: deferring students by gender



Regional perspective

There are regional differences in the reasons given by school completers for not being in education or training. These may relate to access to education and training institutions, or to cost factors associated with the socioeconomic profile of different regions. Figures 43 and 44 report the regional differences associated with four of the main reasons given for not continuing in education or training.

Figure 43 shows that the need to travel long distances to access education and training was more likely to be nominated as a barrier by young people living in non-metropolitan regions (although not all of them) and in the south-eastern suburbs

of Melbourne and Mornington Peninsula. Similarly, the costs associated with study were also more likely to be nominated by young people living in all the non-metropolitan regions and in the outer west of Melbourne and the Mornington Peninsula. Access and costs emerge as significant issues for young people, particularly those living outside Melbourne and on the Mornington Peninsula.

Similarly, the need to work was much more likely to be nominated by young people living in non-metropolitan regions, possibly indicating greater financial pressures acting on those who live outside the city. The perception that study was irrelevant to their needs was also more prevalent among those who live in non-metropolitan regions, although it emerges as an issue in the outer western, north-western and outer eastern suburbs of Melbourne also.

This regional perspective indicates that barriers associated with access and socioeconomic pressures tend to affect young people living in the country more than those living in Melbourne. However, the effect of financial pressures can also be seen in some regions of Melbourne, mostly those with a lower socioeconomic profile. And in the Mornington Peninsula, it can be seen that both financial and access issues emerge as important.

A longitudinal perspective, which is recommended in the final chapter of this report, would assist in identifying the role of access as a barrier to further education and training in the longer term. It would also allow an assessment to be made of the longer term pathways of those respondents who have deferred their university places and would provide input into the policy debate regarding the nature and accessibility of tertiary options.

Figure 43 Travel and costs as barriers to education and training, by region

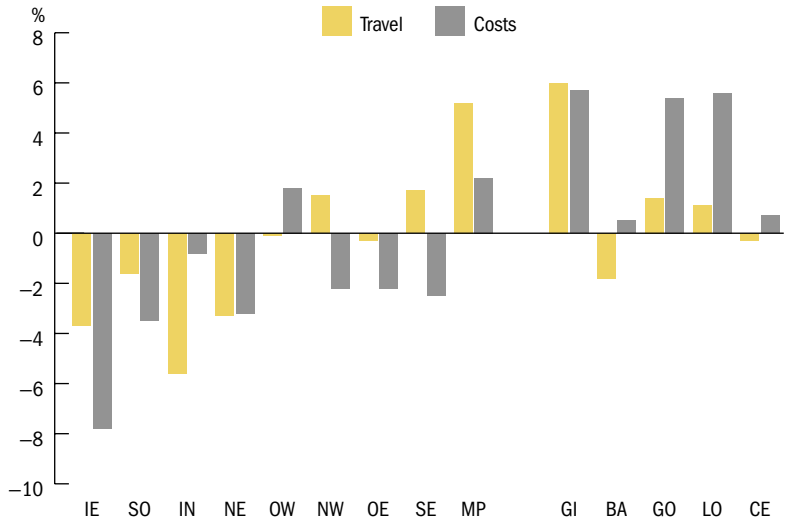
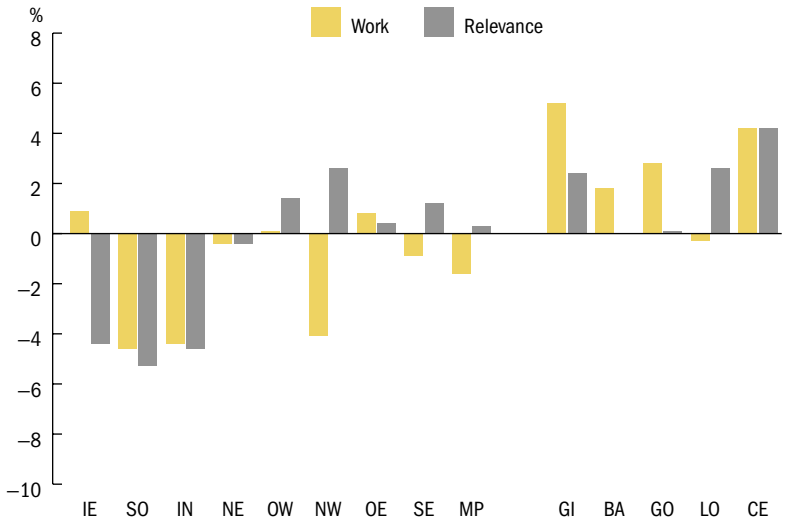


Figure 44 Work and irrelevance as barriers to education and training, by region



LEGEND

Metropolitan regions:
IE (Inner East)
IN (Inner Melb)
MP (Mornington Peninsula)
NE (North East)
NW (North West)
OE (Outer East)
OW (Outer West)
SE (South East)
SO (Southern)

Country regions:
BA (Barwon South-Western)
CE (Central Highlands-Wimmera)
GO (Goulburn-Ovens-Murray)
GI (All Gippsland)
LO (Loddon-Mallee)

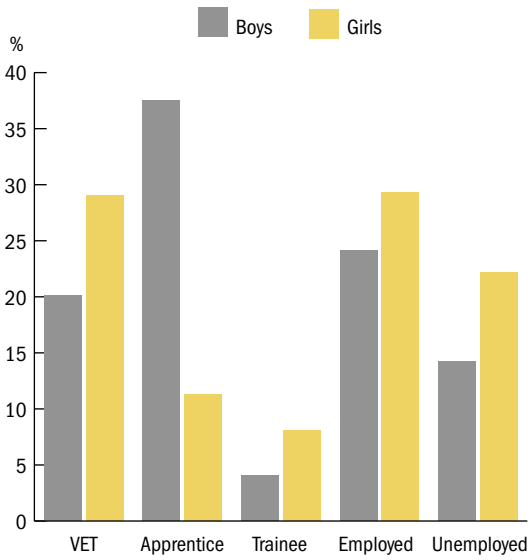
chapter 7

Early leaver destinations

The majority of early leavers undertook some form of education or training in their first year out from school (around 58 per cent). This means that four in ten did not. For girls, the most frequent destination was a basic VET course (29 per cent), with apprenticeships and traineeships accounting for a further 11 per cent and 8 per cent respectively. For boys, apprenticeships dominated (37 per cent), followed by basic VET courses (21 per cent) and traineeships (4 per cent).

Female early leavers were much less likely than their male counterparts to be in education or training. About 52 per cent entered the workforce without undertaking further education or training compared with 38 per cent of boys. Main destinations by gender are reported in Figure 45.

Figure 45 Destinations of early leavers by gender



Destinations were influenced by the year level at which an early leaver exited from school. The earlier the point of exit, the more likely an early leaver was to undertake a basic VET course at a TAFE institute or community or private provider.

The delay of a year was associated with a large increase in the likelihood of beginning an apprenticeship. This reflects the long-term trend to higher entry levels for the traditional craft apprenticeship (Teese and Polesel 2003). Also the higher the year level of exit, the stronger the chance of being in work. Conversely the risk of unemployment – as high as 26 per cent for Year 9 exit students – diminished (see Figure 46).

Figure 46 Destinations of early leavers by year level of exit

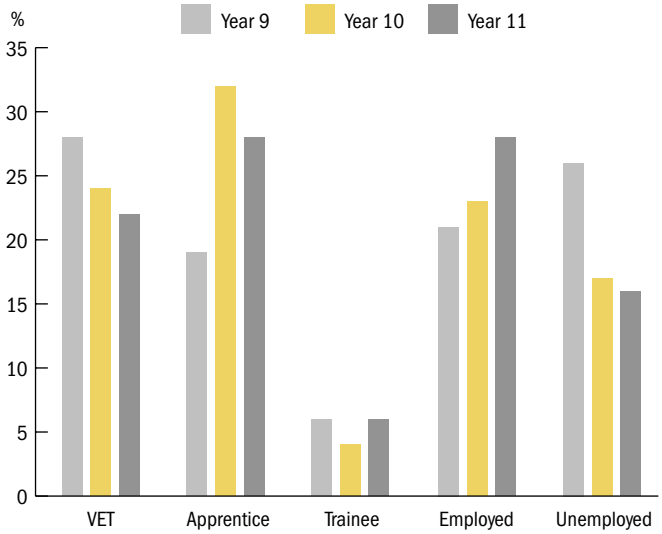


Table 10 reports destinations by gender and by year level of exit. The categories of 'employed' and 'unemployed' refer to early leavers who are not in education or training. As a result, they provide an incomplete picture of workforce status.

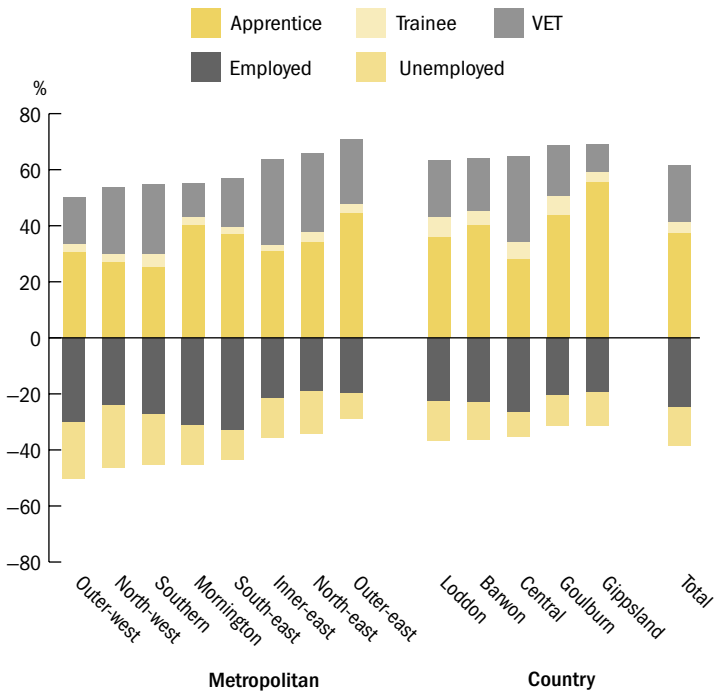
There was considerable regional variation in the post-school destinations of early leavers. While for Victoria as a whole around 62 per cent of boys entered some recognised form of education or training, this ranged from a low of 50 per cent in the western suburbs of Melbourne to a high of 71 per cent in the outer-eastern suburbs (see Figure 47).

Table 10 Early leaver destinations: gender and year level differences

	No.			%		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
VET	700	485	1,185	21.0	28.9	23.6
Apprentice	1,246	192	1,438	37.3	11.4	28.7
Trainee	136	134	270	4.1	8.0	5.4
Employed	813	487	1,300	24.3	29.0	25.9
Unemployed	474	379	853	14.2	22.6	17.0
Total	**3,339**	**1,677**	**5,016**	**100.0**	**100.0**	**100.0**

	No.				%			
	Year 9	**Year 10**	**Year 11**	**Total**	**Year 9**	**Year 10**	**Year 11**	**Total**
VET	64	423	657	1,141	27.6	23.6	22.2	22.9
Apprentice	44	573	820	1,437	19.0	31.9	27.7	28.8
Trainee	14	74	179	267	6.0	4.1	6.0	5.4
Employed	49	418	821	1,288	21.1	23.3	27.7	25.8
Unemployed	61	307	485	853	26.3	17.1	16.4	17.1
Total	**232**	**1,795**	**2,962**	**4,989**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 47 Regional differences in early leaving destinations: boys



Generally speaking, the metropolitan regions with the lowest rates of transition to education and training on the part of boys are areas of predominantly low socioeconomic status — the western suburbs, the north-west, the south-east and Mornington Peninsula. Education transition was at higher levels in more middle-class areas of the city – the inner-eastern and north-eastern suburbs, and also the outer-east (more mixed, and with a substantial rural fringe).

Education transition for boys tended to be higher in country regions than in the city, thus offsetting comparatively low retention rates. However, this does not provide a basis for higher levels of study. The lowest rate of transition in country districts was 63 per cent, which exceeds five of the metropolitan regions for which achieved samples were of a reasonable size (inner Melbourne has been excluded). Apprenticeships contributed significantly to this overall higher rate of education transition in country Victoria.

Girls' transition to further education also displayed marked regional patterns, though from a generally lower level than boys. There were also important differences. Transition depended heavily on basic VET courses, which played a much larger role than for boys. Apprenticeships, on the other hand, played a much smaller role, and the proportion of girls in traineeships was usually not high enough to bring participation in all employment-based training to a level of gender equality. In some regions, such as the western suburbs and the north-east of Melbourne, unemployment among girls was very high (around 29 per cent).

Transition to further education on the part of early-leaving girls shows no regional socioeconomic pattern (in contrast to boys, who are represented in much larger numbers). However, rates of transition are almost always higher in country regions, a finding that also applies to boys.

Figure 48 provides a detailed regional analysis of girls' destinations.

An early exit from school, if it does result in a job, will frequently mean part-time or casual work only. Every fourth boy had only 10 hours work or less, and a further 30 per cent between 11 and 20 hours per week. With girls, the proportions were even higher (29 per cent and 35 per cent respectively). To the extent that full-time work was found, boys were twice as likely as girls to find it. This has implications for income, ability to travel, ability to undertake further study or training, and independence. Hours of work are examined in Figure 49.

Figure 48 Regional differences in early leaving destinations: girls

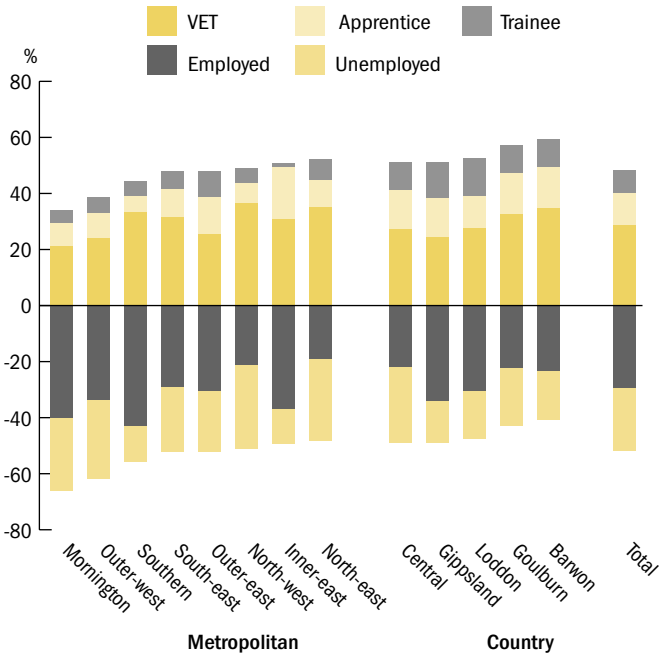
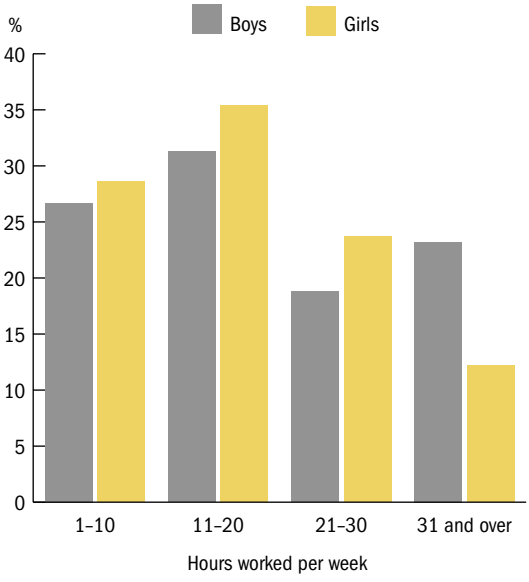
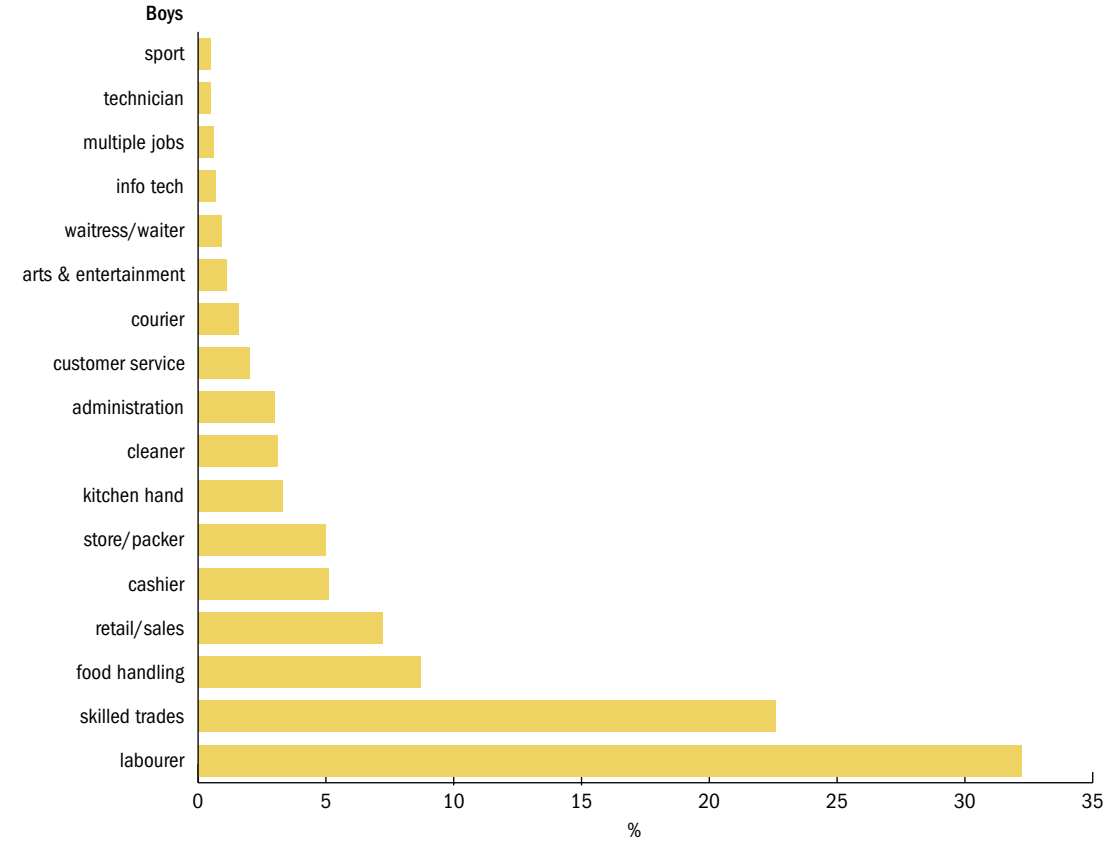


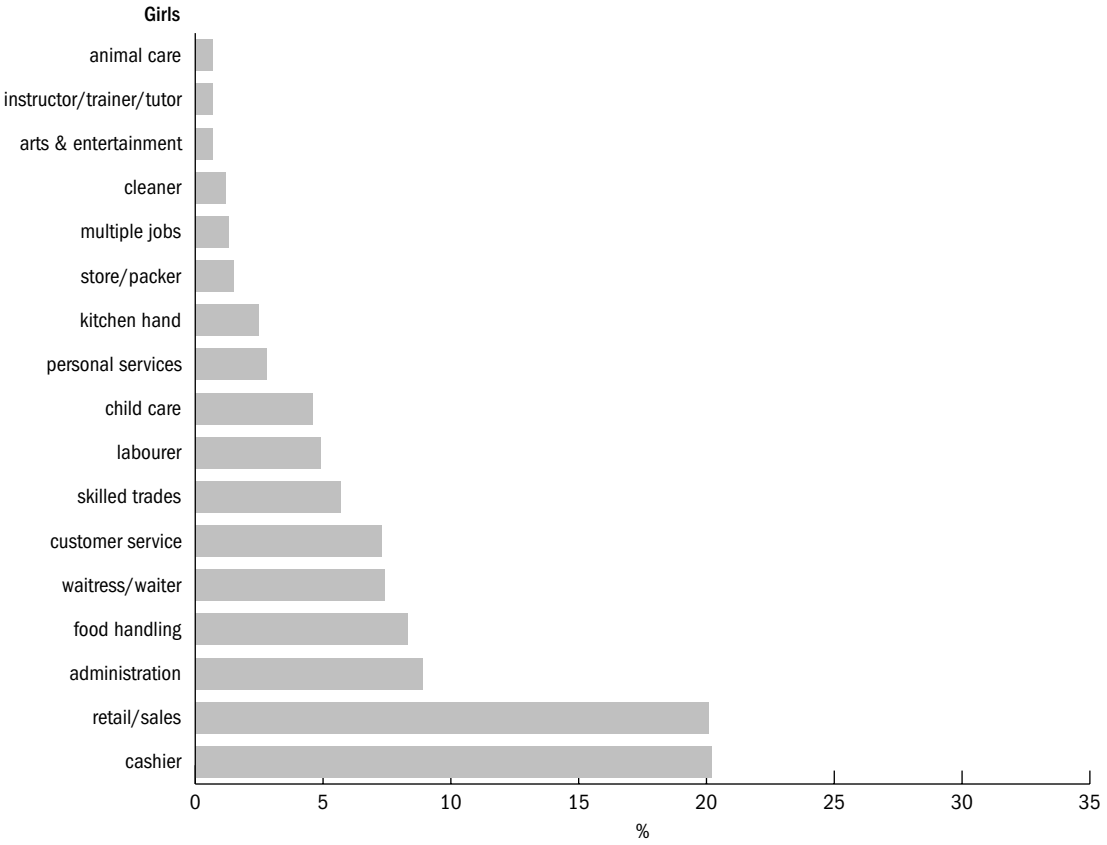
Figure 49 Hours worked per week by early leavers, by gender



The jobs most frequently found by early leavers bear out the economic precariousness of school 'drop-outs'. Every third boy who quits school early worked as a labourer. Over one-fifth started more promisingly in the skilled trades. But many others had only part-time or casual work in food processing, food serveries, store work or sales. With girls, the check-out job and sales were the most common jobs (see Figure 50).

Figure 50 Most common jobs of early leavers by gender





chapter 8

Reasons for early leavers not continuing in study

In discussing the reasons reported by Year 12 completers for not continuing in study, three sets of factors were identified:

- economic and financial constraints
- academic barriers
- perceptions of timeliness or relevance.

These factors played a similar role for early leavers.

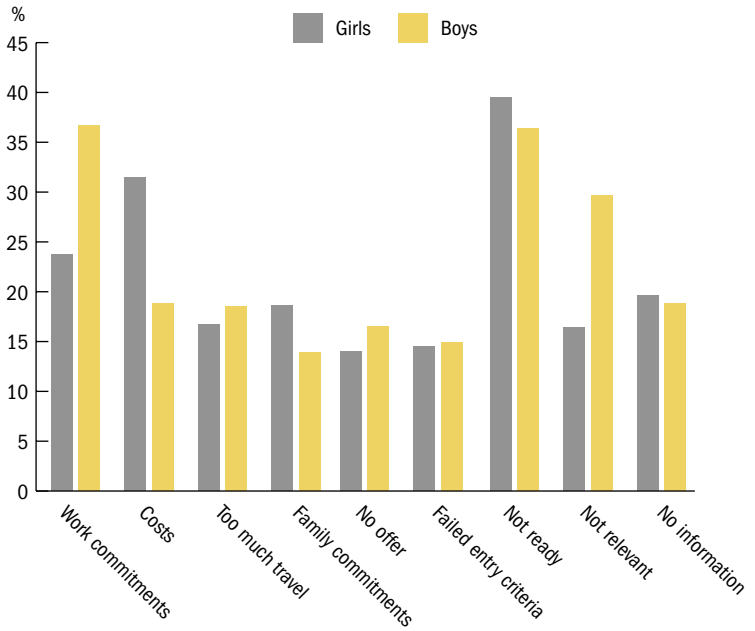
Work commitments were cited by every third boy who had left school and either not attempted any further study or discontinued a course. This is similar to boys who had completed their VCE. Work commitments were also a large factor for girls who left school early (again in similar proportions to girls who had completed school). Costs of study acted as a barrier to around 30 per cent of girls who had quit school early, as is found in the case of school completers (see Figure 51).

Early leavers differed from school completers most in citing *lack of information* (every fifth early leaver compared to about 13 per cent of school completers), in much lower perceptions of *not being ready* (39 per cent compared to 53 per cent), somewhat higher perceptions of irrelevance (25 per cent as against 19 per cent of school completers) and fewer *academic impediments* (e.g. 16 per cent not offered a place compared to 28 per cent of completers).

These differences bring into relief two factors that are of particular concern to education providers and LLENs:

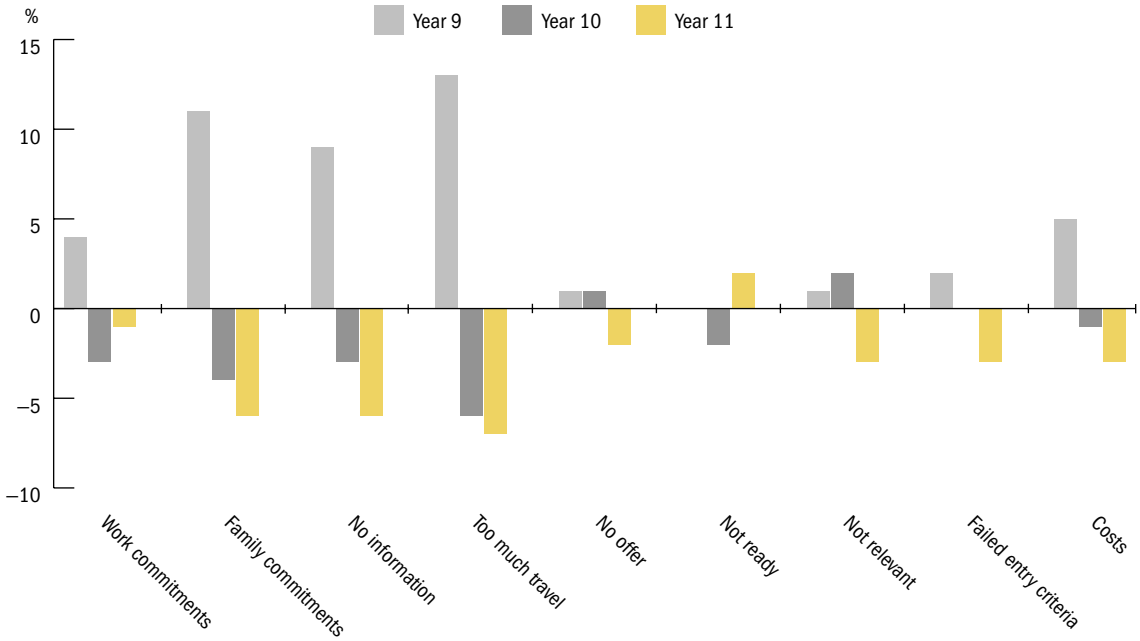
1. the 20 per cent of early leavers who say they have too little information
2. the 16 per cent who say they were not offered a place or did not meet entry requirements.

Figure 51 Reasons for not studying: early leavers by gender



Analysis of responses by year level of exit indicates that the earliest to leave school were also the most likely to report lack of information as a deterrent to further study. Early leavers from Year 9 were also more likely to cite excessive travel and family commitments as impediments (see Figure 52).

Figure 52 Reasons for not studying: early leavers by year of exit[1]



1 Deviations from overall mean

chapter 9

Students requesting referrals

A survey question asked individuals who were not in study and either unemployed, or working part-time, whether they wished to be contacted in order to be advised about study and employment opportunities. The responses generated by this question allowed an intervention to be made for individuals who wished for it.

The names and contact details of all students wanting a referral were made available to their LLEN as the data became available from the contracted survey company (within 72 hours of the student's request being made). The LLENs then took on the task of contacting respondents and assisting them with their requests for further information or referrals to other agencies. Whether the LLENs will remain the agency entrusted with the task of effecting this intervention, or whether other options should be considered, is an issue beyond the scope of this report. The nature of the support offered and the protocols for dealing with various scenarios are also issues which must be considered and addressed in the light of the LLENs' reported experience of the process and perhaps in conjunction with other government agencies.

Year 12 students

Figure 53 illustrates the proportions of respondents from the Year 12 cohort who were offered or who requested a referral. In all, there were 6143 students who were not in study and unemployed or working part-time – a total of 17.1 per cent. These were then divided into those requesting a referral (12.2 per cent) and those refusing it (4.9 per cent). In addition, a relatively small proportion of respondents who were not in one of these risk categories requested such advice without it being offered (a further one per cent of the achieved sample).

Tables 11, 12 and 13 report the numbers and proportions of Year 12 school leavers who were offered or who requested a referral by gender, sector and within each LLEN.

The gender breakdown in Table 11 shows very little difference in the referral behaviour of male and female respondents, with 14 per cent of female students overall requesting a referral, compared with 12.4 per cent of male respondents. Overall, a similar proportion of male and female respondents were offered a referral and refused it.

Table 12 details the referral status of respondents by sector. This shows that adult sector students, although the smallest group, were the most likely to be offered and to accept a referral. If the small group who requested a referral independently is included, 22.4 per cent of adult sector respondents requested a referral. They were followed in order of magnitude by government school respondents (16.4 per cent of whom requested a referral), Catholic school respondents (9.9 per cent) and independent school respondents (7 per cent).

The proportion of Year 12 respondents in each LLEN requesting or being offered a referral is reported in Table 13.

Figure 53 Year 12 school leavers offered or requesting a referral

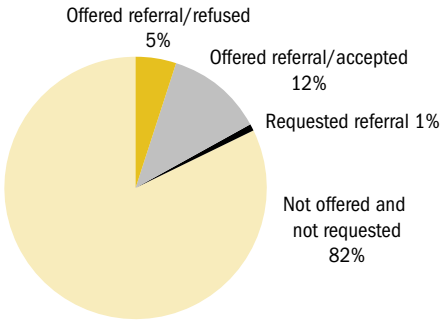


Table 11 Referral status of Year 12 completers by gender

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Girls	No.	15,580	2,484	924	188	**19,176**
	%	81.2	13.0	4.8	1.0	**100.0**
Boys	No.	13,778	1,899	835	175	**16,687**
	%	82.6	11.4	5.0	1.0	**100.0**
Total	**No.**	**29,358**	**4,383**	**1,759**	**363**	**35,863**
	%	**81.9**	**12.2**	**4.9**	**1.0**	**100.0**

Table 12 Referral status of Year 12 completers by sector

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Adult	No.	217	68	22	1	**308**
	%	70.5	22.1	7.1	0.3	**100.0**
Catholic	No.	7,440	763	296	86	**8,585**
	%	86.7	8.9	3.4	1.0	**100.0**
Government	No.	16,103	3,192	1,241	200	**20,736**
	%	77.7	15.4	6.0	1.0	**100.0**
Independent	No.	5,596	360	200	76	**6,232**
	%	89.8	5.8	3.2	1.2	**100.0**
Total	**No.**	**29,356**	**4,383**	**1,759**	**363**	**35,861**
	%	**81.9**	**12.2**	**4.9**	**1.0**	**100.0**

Table 13 Referral status of Year 12 completers by LLEN

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Banyule Nillumbik	No.	1,364	144	59	18	**1,585**
	%	86.1	9.1	3.7	1.1	**100.0**
Bayside Glen Eira Kingston	No.	1,793	202	82	27	**2,104**
	%	85.2	9.6	3.9	1.3	**100.0**
Brimbank Melton	No.	1,188	185	60	19	**1,452**
	%	81.8	12.7	4.1	1.3	**100.0**
Capital City	No.	427	48	22	6	**503**
	%	84.9	9.5	4.4	1.2	**100.0**
Frankston Mornington Peninsula	No.	1,232	269	117	14	**1,632**
	%	75.5	16.5	7.2	0.9	**100.0**

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Hume Whittlesea	No.	1,267	251	72	11	**1,601**
	%	79.1	15.7	4.5	0.7	**100.0**
Inner Eastern	No.	3,376	195	100	40	**3,711**
	%	91.0	5.3	2.7	1.1	**100.0**
Inner Northern	No.	1,209	205	57	16	**1,487**
	%	81.3	13.8	3.8	1.1	**100.0**
Maribyrnong & Moonee Valley	No.	1,265	171	62	23	**1,521**
	%	83.2	11.2	4.1	1.5	**100.0**
Outer Eastern	No.	2,283	366	154	27	**2,830**
	%	80.7	12.9	5.4	1.0	**100.0**
South East	No.	2,024	350	137	26	**2,537**
	%	79.8	13.8	5.4	1.0	**100.0**
The Gateway	No.	3,137	268	123	29	**3,557**
	%	88.2	7.5	3.5	0.8	**100.0**
WynBay	No.	859	145	50	23	**1,077**
	%	79.8	13.5	4.6	2.1	**100.0**
Baw Baw Latrobe	No.	708	119	46	11	**884**
	%	80.1	13.5	5.2	1.2	**100.0**
Campaspe Cohuna	No.	275	48	25	3	**351**
	%	78.3	13.7	7.1	0.9	**100.0**
Central Grampians	No.	128	18	9	2	**157**
	%	81.5	11.5	5.7	1.3	**100.0**
Central Ranges	No.	440	95	33	6	**574**
	%	76.7	16.6	5.7	1.0	**100.0**
Gippsland East	No.	490	73	44	3	**610**
	%	80.3	12.0	7.2	0.5	**100.0**
Glenelg Southern Grampians	No.	241	39	14	3	**297**
	%	81.1	13.1	4.7	1.0	**100.0**
Goldfields	No.	729	215	62	9	**1,015**
	%	71.8	21.2	6.1	0.9	**100.0**
Goulburn Murray	No.	510	113	36	6	**665**
	%	76.7	17.0	5.4	0.9	**100.0**
Highlands	No.	809	189	72	7	**1,077**
	%	75.1	17.5	6.7	0.6	**100.0**
Murray Mallee	No.	157	27	11	2	**197**
	%	79.7	13.7	5.6	1.0	**100.0**
North Central	No.	108	21	5	2	**136**
	%	79.4	15.4	3.7	1.5	**100.0**

Table 13 Continued

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
NE TRACKS	No.	307	53	35	3	**398**
	%	77.1	13.3	8.8	0.8	**100.0**
North East	No.	344	73	27	4	**448**
	%	76.8	16.3	6.0	0.9	**100.0**
Northern Mallee	No.	287	57	34	2	**380**
	%	75.5	15.0	8.9	0.5	**100.0**
Smart Geelong Region	No.	1,392	256	120	11	**1,779**
	%	78.2	14.4	6.7	0.6	**100.0**
South Gippsland Bass Coast	No.	326	69	28	2	**425**
	%	76.7	16.2	6.6	0.5	**100.0**
South West	No.	471	75	42	4	**592**
	%	79.6	12.7	7.1	0.7	**100.0**
Wimmera Sthn. Mallee	No.	209	44	21	4	**278**
	%	75.2	15.8	7.6	1.4	**100.0**
Total	**No.**	**29,355**	**4,383**	**1,759**	**363**	**35,861**
	%	**81.9**	**12.2**	**4.9**	**1.0**	**100.0**

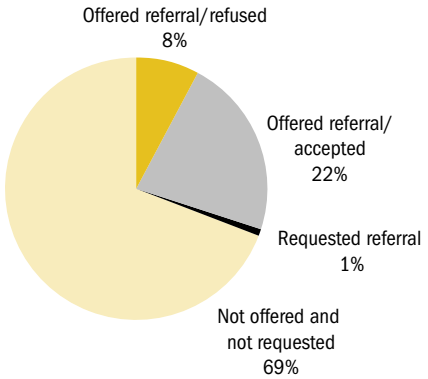
The proportions of respondents from the Year 12 survey wanting a referral ranged from a low of 6.4 per cent in Inner Eastern LLEN to a high of 22.1 per cent in Goldfields LLEN.

Early leavers

Figure 54 illustrates the proportions of students from the early leavers cohort who were offered or who requested a referral. In all, there were 1585 respondents who were not in study and unemployed or working part-time – a total of 30 per cent of the early leavers cohort. These were then divided into those requesting a referral (22 per cent) and those refusing it (8 per cent). In addition, a relatively small proportion of respondents who were not in one of these risk categories requested such advice without it being offered (a further 1 per cent of the achieved sample). As expected, given the greater vulnerability of early leavers, these rates were higher than those of the Year 12 cohort.

Table 14 reports referral status for boys and girls in the early leaving sample. Unlike the Year 12 sample, where there were virtually no differences between male and female respondents, there

Figure 54 Early leavers offered or requesting a referral



is a strong gender difference among the early leavers. The female early leavers were much more likely than their male counterparts to be offered a referral, and although they were also more likely to refuse a referral, the overall number (and proportion) of girls accepting the offer was higher than for boys. Including those who requested a referral without being asked, the proportion of female respondents was 31.1 per cent, compared with 19.7 per cent of boys.

There were also differences according to the year level in which the respondents had left school. Table 15 shows that Year 9 early leavers were the group most likely to request a referral, with 29.4 per cent wanting to be followed up. In comparison, lower proportions of Year 10 early leavers (22.9 per cent) and Year 11 early leavers (23.4 per cent) wanted to be followed up.

Table 16 shows the referral status of the early leaver respondents by sector. As for the Year 12 cohort, it is the small group of adult sector

Table 14 Referral status of early leavers by gender

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Male	No.	2,517	634	232	42	**3,425**
	%	73.5	18.5	6.8	1.2	**100.0**
Female	No.	1,025	525	194	27	**1,771**
	%	57.9	29.6	11.0	1.5	**100.0**
Total	**No.**	**3,542**	**1,159**	**426**	**69**	**5,196**
	%	**68.3**	**22.2**	**8.2**	**1.3**	**100.0**

Table 15 Referral status of early leavers by year level

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Year 9	No.	158	67	17	6	**248**
	%	63.7	27.0	6.9	2.4	**100.0**
Year 10	No.	1,316	399	129	30	**1,874**
	%	70.2	21.3	6.9	1.6	**100.0**
Year 11	No.	2,060	684	276	32	**3,052**
	%	67.5	22.4	9.0	1.0	**100.0**
Total	**No.**	**3,557**	**1,158**	**426**	**70**	**5,211**
	%	**68.3**	**22.2**	**8.2**	**1.3**	**100.0**

Table 16 Referral status of early leavers by sector

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Government	No.	2,823	996	363	60	**4,242**
	%	66.5	23.5	8.6	1.4	**100.0**
Catholic	No.	546	116	37	6	**705**
	%	77.4	16.5	5.2	0.9	**100.0**
Independent	No.	135	22	18	1	**176**
	%	76.7	12.5	10.2	0.6	**100.0**
Adult	No.	47	21	7	3	**78**
	%	60.3	26.9	9.0	3.8	**100.0**
Total	**No.**	**3,551**	**1,155**	**425**	**70**	**5,201**
	%	**68.3**	**22.2**	**8.2**	**1.3**	**100.0**

students who were the most likely to be offered and accept a referral. Including the small group who requested a referral independently, 30.7 per cent of adult sector respondents requested a referral. Again, as for the Year 12 cohort, they were followed in order of magnitude by government school respondents (24.9 per cent of whom requested a referral), Catholic school respondents (17.4 per cent) and independent school respondents (13.1 per cent).

The proportion of early leaver respondents in each LLEN requesting or being offered a referral is reported in Table 17. The proportions of respondents from the early leaver sample in each LLEN wanting a referral ranged from a low of 9.2 per cent in NE Tracks LLEN and South Gippsland Bass Coast LLEN to a high of 34.2 per cent in Brimbank Melton LLEN.

Table 17 Referral status by LLEN: early leavers

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Banyule Nillumbik	No.	116	30	9	5	**160**
	%	72.5	18.8	5.6	3.1	**100.0**
Bayside Glen Eira Kingston	No.	94	32	18	2	**146**
	%	64.4	21.9	12.3	1.4	**100.0**
Brimbank Melton	No.	149	83	22	6	**260**
	%	57.3	31.9	8.5	2.3	**100.0**
Capital City	No.	18	7	3	0	**28**
	%	64.3	25.0	10.7		**100.0**
Frankston Mornington Peninsula	No.	269	108	44	4	**425**
	%	63.3	25.4	10.4	0.9	**100.0**
Hume Whittlesea	No.	219	79	20	3	**321**
	%	68.2	24.6	6.2	0.9	**100.0**
Inner Eastern	No.	46	21	13	1	**81**
	%	56.8	25.9	16.0	1.2	**100.0**
Inner Northern	No.	131	68	28	7	**234**
	%	56.0	29.1	12.0	3.0	**100.0**
Maribyrnong & Moonee Valley	No.	92	44	12	1	**149**
	%	61.7	29.5	8.1	0.7	**100.0**
Outer Eastern	No.	354	76	37	2	**469**
	%	75.5	16.2	7.9	0.4	**100.0**
South East	No.	326	120	35	6	**487**
	%	66.9	24.6	7.2	1.2	**100.0**
The Gateway	No.	186	56	25	5	**272**
	%	68.4	20.6	9.2	1.8	**100.0**
WynBay	No.	117	53	17	2	**189**
	%	61.9	28.0	9.0	1.1	**100.0**
Baw Baw Latrobe	No.	156	31	13	5	**205**
	%	76.1	15.1	6.3	2.4	**100.0**

		Not offered and not requested	Offered and accepted	Offered and refused	Requested referral	Total
Campaspe Cohuna	No.	65	8	6	2	**81**
	%	80.2	9.9	7.4	2.5	**100.0**
Central Grampians	No.	23	6	0	0	**29**
	%	79.3	20.7			**100.0**
Central Ranges	No.	69	24	13	2	**108**
	%	63.9	22.2	12.0	1.9	**100.0**
Gippsland East	No.	85	31	11	2	**129**
	%	65.9	24.0	8.5	1.6	**100.0**
Glenelg Southern Grampians	No.	45	14	5	0	**64**
	%	70.3	21.9	7.8		**100.0**
Goldfields	No.	161	59	14	2	**236**
	%	68.2	25.0	5.9	0.8	**100.0**
Goulburn Murray	No.	94	24	6	2	**126**
	%	74.6	19.0	4.8	1.6	**100.0**
Highlands	No.	135	49	16	1	**201**
	%	67.2	24.4	8.0	0.5	**100.0**
Murray Mallee	No.	25	9	3	0	**37**
	%	67.6	24.3	8.1		**100.0**
North Central	No.	20	4	1	0	**25**
	%	80.0	16.0	4.0		**100.0**
NE TRACKS	No.	55	5	4	1	**65**
	%	84.6	7.7	6.2	1.5	**100.0**
North East	No.	58	13	6	0	**77**
	%	75.3	16.9	7.8		**100.0**
Northern Mallee	No.	59	18	7	1	**85**
	%	69.4	21.2	8.2	1.2	**100.0**
Smart Geelong Region	No.	168	52	25	6	**251**
	%	66.9	20.7	10.0	2.4	**100.0**
South Gippsland Bass Coast	No.	81	8	7	1	**97**
	%	83.5	8.2	7.2	1.0	**100.0**
South West	No.	99	17	2	1	**119**
	%	83.2	14.3	1.7	0.8	**100.0**
Wimmera Southern Mallee	No.	34	9	2	0	**45**
	%	75.6	20.0	4.4		**100.0**
Total	**No.**	**3,549**	**1,158**	**424**	**70**	**5,201**
	%	**68.2**	**22.3**	**8.2**	**1.3**	**100.0**

Conclusion

The *On Track* survey has, in its comprehensiveness, provided an unparalleled overview of the destinations of school completers and early leavers in Victoria. No survey of this scope has been undertaken previously in Victoria or, indeed, Australia. The first wave of findings from the 2002 reference year have allowed detailed analysis of the destinations of school leavers by gender, socioeconomic status, achievement level, region and school.

It is important, however, to consolidate the picture of school leaver destinations extracted from the survey of the 2002 cohort in two main ways. Firstly, it is important that the survey itself become an ongoing aspect of the policy process, in order to compare destinations from year to year, measure progress towards the achievement of educational targets and continue to provide schools with relevant and recent data on the post-schooling destinations of their students.

Secondly, stakeholders have made clear during the process of reporting findings that a longitudinal perspective is needed in order to put the findings reported in this survey into perspective. Continuation rates at university and TAFE, attrition from apprenticeships and the likelihood of deferees re-entering university were all raised as important questions which, if answered, would place the 'snapshot' perspective of *On Track* into a more useful policy perspective.

Within this broader context, a number of recommendations have been formulated in consultation with stakeholders and the Department of Education & Training. These concern the future conduct of the *On Track* survey and the policy implications of data collected from this and future studies.

Recommendations regarding methodology

1. All Year 12 students who studied in Victoria should be contacted by the VCAA regarding participation in *On Track*, including those who have studied the International Baccalaureate and those who are international and interstate-based students.
2. An agreed set of protocols should be determined by the researchers and by DE&T staff regarding which schools are eligible for publication of destinations data (ie minimum response numbers, etc.).
3. As numbers enrolled in VCAL programs grow, it is recommended that VCAL status form a category for analysis in future tracking studies.
4. Consideration should be given to the collection of data which allow analysis of destinations of Indigenous students and of students from culturally and linguistically diverse backgrounds.
5. Consideration should be given to using VTAC data to identify students entering tertiary education destinations and using telephone surveying to identify destinations of remaining students.
6. Menu of reasons for not being in study or training should be refined and revised in the light of stakeholders' feedback.
7. Consideration should be given to reporting destinations of deferees separately in the school-level media tables. This will be subject to constraints imposed by the achieved sample in each school and the permissible number of columns in the table.
8. Consideration should be given to expanding the analysis to include those not in the labour force and not studying – a small group but one which is potentially at risk of poor transition outcomes.

Recommendations regarding policy

1. Given the tracking role assigned to the *On Track* program, schools should no longer follow up Year 12 completers but focus on those likely to leave school early.
2. Links should be made between the destination profiles reported in this study and the equity objectives of the *Blueprint for Education* strategies relating to school improvement.
3. The study's findings relating to issues of students' socioeconomic status should be linked to the equity implications of the proposed Resource Allocation Model.
4. Career and transition support for students needs to be re-evaluated in the light of the broad range of destinations reported in this study.
5. Curriculum options that support pathways for low achievers need to be examined and developed.

Issues for consideration in a future longitudinal study

1. A longitudinal perspective on employment destinations is required in order to determine how satisfactory employment is as a destination for school leavers who do not enter further education or training, particularly in the light of data reported in the study on number of hours worked and the part-time/casual/full-time status of respondents in work.
2. The longer term outcomes of respondents who defer need to be investigated, particularly for those who finally choose not to take up their offer.
3. A longitudinal perspective is needed on those not studying and not in the labour force.

references

ABS (2001) *Census of Population and Housing,* Cat. No. 2015 (Canberra: Australian Bureau of Statistics)

—— (2002) *Education & Training Indicators 2002*, cat. no. 4230 (Canberra: Australian Bureau of Statistics)

Davies, M and Walstab, A (2002) *Evaluation Paper: MIPS Program*, unpublished paper (East Melbourne: Department of Education & Training)

DE&T (2000) *Ministerial Review of Post Compulsory Education & Training Pathways in Victoria. Final Report (Kirby report)* (East Melbourne: Department of Education & Training)

—— (2001a) *Patterns of Participation in Higher Education* (East Melbourne: Department of Education & Training)

—— (2001b) *Years Prep–10. Curriculum and Standards Framework II* (East Melbourne: Department of Education & Training)

—— (2002) *Improved Educational Outcomes. A Better Reporting and Accountability System for Schools* (East Melbourne: Department of Education & Training)

—— (2003) *Managed Individual Pathways (MIPs) and Youth Pathways Program (YPP)* (http://www.deet.vic.gov.au/deet/postcomp/initiatives/mips.htm)

de Landsheere, G (1994) *Le pilotage des systèmes d'éducation* (Brussels: De Boeck-Wesmael)

DEST (1999) *Completions. Undergraduate Academic Outcomes for 1992 Commencing Students* (Canberra: Department of Education, Science and Training)

—— (2001) *Undergraduate Completion Rates: An Update* (Canberra: Department of Education, Science and Training)

James, R (2002) *Socioeconomic Background and Higher Education Participation: An Analysis of School Students' Aspirations and Expectations* (Canberra: DEST, Higher Education Group)

James, R, Wyn, J, Baldwin, G et. al. (1999) *Rural and Isolated School Students and their Higher Education Choices* (Canberra: NBEET)

King, A (1999) *The Cost to Australia of Early School Leaving* (Sydney: Dusseldorp Skills Forum)

Polesel, J and Teese, R (2002) *Transitions from the VET in Schools Program. The 2000 Year 12 Cohort* (Melbourne: Department of Education & Training)

Polesel, J, Teese, R and O'Brien, K (1999a) *The 1998 VET in Schools Cohort. How Do Their Post-Schooling Destinations Compare?* (Melbourne: Department of Education & Training)

—— (1999b) *Two Years Out – the Class of 1997. A Report on the 1999 Destinations of the 1997 VET in Schools Cohort* (Melbourne: Department of Education & Training)

—— (2001) *Transitions from the VET in Schools Program. The 1999 Year 12 Cohort* (Melbourne: Department of Education & Training)

Polesel, J, Teese, R, O'Brien, K and Unger, S (1998) *VET in Schools. A Study of Post-schooling Destinations. Destinations of Students Enrolled in VET in Schools Programs in 1997* (Melbourne: Department of Education & Training)

Teese, R (2000) *Academic Success and Social Power* (Carlton: Melbourne University Press)

—— (2001) 'Early Leaving in Victoria, 2000: A Regional Analysis', *CPET Research Report*, no. 6 (The University of Melbourne: Centre for Post-compulsory Education & Lifelong Learning)

—— (2002a) 'No offer: school leavers not offered tertiary places, a regional and gender analysis 2001', *CPET Research Report,* no. 7 (The University of Melbourne: Centre for Post-compulsory Education & Lifelong Learning)

—— (2002b) 'Challenges of Post-Compulsory Education & Training', Public Lecture, The University of Melbourne, 12 June 2002

—— (2002c) 'Early Leaving in Victoria: Geographical Patterns, Origins, and Strategic Issues' (unpublished paper prepared for the Department of Education & Training)

Teese, R and Polesel, J (2003) *Undemocratic Schooling. Equity and Quality in Mass Secondary Education in Australia* (Carlton North: Melbourne University Press)

VTAC (2001) *Annual Report 2000–2001* (South Melbourne: Victorian Tertiary Admissions Centre)

—— (2003) VTAC Statistics *2002–2003* (South Melbourne: Victorian Tertiary Admissions Centre)

appendix 1

Methodology and sample characteristics

Methodology

A requirement for measuring and reporting the transition profile of a school is that complete information is available on the range of destinations of students exiting from different year levels. Previous projects designed to monitor the destinations of VET in Schools students (and a matching sample of non-VET students) did not allow such a view of individual schools, as the samples were statewide with a regional structure. More comprehensive tracking strategies, as envisaged in the MIPs program, were intended to provide a more complete picture, but the burden on teachers of universal tracking has been regarded as possibly detracting from the important case management work of MIPs teachers (Davies and Walstab 2002).

The approach underlying this program of research was to lift this burden from schools and to undertake a comprehensive monitoring of student destinations with a view to describing a 'profile' of transitions for each secondary school.

Survey administration

This involved a telephone survey of all school leavers from the chosen schools. The telephone survey was conducted by Fieldworks market research company. This is the company which has been used for the Victorian VET in Schools tracking and which conducted the *On Track* pilot survey in 2002. In the past, this firm has provided accurate and reliable data and has conformed strictly to requirements of privacy, confidentiality and punctuality.

Data collected by the market research agency were subsequently analysed by the research team in the Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne and this report was prepared by that team for the Victorian Department of Education & Training.

Reporting

This report presents the destinations data in a number of formats, including charts for schools, tables for the system (including LLENs) and tables for the purpose of public reporting. The school-level data are presented in a form that allows comparisons to be made with the LLEN and with the state. The data for Year 12 students, broken down by school, were published in the Victorian print media in June 2003.

Sample

This study aimed to track all school leavers enrolled in Years 10, 11 and 12 during 2002. In keeping with the requirements of privacy legislation, names and contact details of school completers and early leavers enrolled in the VCE were requested from the VCAA. All potential respondents were sent a letter under the signature of the VCAA explaining the project and allowing them the option of disallowing the release of these contact details. These details were released only to the University of Melbourne research team and to Fieldworks after this process had been completed. In addition, schools were requested to supply data on early leavers from Year 10 from their own records. After a similar process of obtaining consent was implemented, these contact details were also supplied to the University of Melbourne.

Year 12 sample

Of the 49,900 Year 12 students in 2002, 43,959 did not object to their contact details being released and the names and telephone numbers of this group were supplied to the research team by the VCAA. Using this file, responses were achieved from 36,198 (72.5 per cent) of all Year 12 students. Of these, 35, 866 school leavers

(excluding students who were inactive in the labour market and not studying) were included in the analysis – a total of 71.9 per cent of all Year 12 students (and 81.6 per cent of the sample supplied). The sources of non-response among students in the contact list may be divided into two broad categories.

The first broad category of non-response comprises those who declined to participate. A total of 5941 school leavers notified the VCAA that they did not wish to allow their contact details to be divulged (11.9 per cent). This was the largest source of sample loss. A further 997 respondents (2.0 per cent) declined to participate when contacted by Fieldworks, the market research company used to conduct the survey. This adds up to a refusal rate of 13.9 per cent, which is considerably lower than the rate of 25.8 per cent experienced in the pilot study. This is an indication that the extensive media advertising campaign to publicise the survey may have had a positive effect.

The second broad category comprises those school leavers who, for one reason or another, could not be contacted. For the most part, this involved missing, incomplete or obsolete contact details. Significant among the reasons that fit into this category is the provision of incomplete or missing contact details on the source VCAA file (649 or 1.3 per cent). A further 5.6 per cent could not be contacted because the telephone number provided for them was disconnected or invalid, and a further 2.8 per cent were no longer at the number provided or were not known at that number. The other main reasons for non-contact involved respondents with correct details but who were still at school, not in Year 12 in 2002 or unavailable at the time of surveying (overseas, inaccessible etc.). A summary of response statistics is presented in Table 18.

Table 18 Response categories for the Year 12 sample

Categories	No.	%
Achieved responses	36,198	72.5
Still at school	771	1.5
Refused to release contact details	5,941	11.9
Declined to be interviewed on contact	997	2.0
Respondent unavailable	345	0.7
Missing or incomplete contact details	649	1.3
Deadline/Telstra message	2,786	5.6
No longer at number	488	1.0
Not known at number	890	1.8
Other reason	187	0.4
Not in Year 12 in 2002	85	0.2
15 unsuccessful contact attempts	563	1.1
Total	**49,900**	**100.0**

Early leaver sample

Unlike the Year 12 file, the sample of early leavers was constructed from information provided by the VCAA, government schools and Catholic schools. The files from each of these sources were designated File A, File B and File C respectively for the purposes of this analysis.

In the first instance, the VCAA contacted students who were enrolled at a year level below Year 12 in 2002 but did not reappear on the VCAA file in 2003 (ie did not make the transition to Year 12), in order to give them the opportunity to decline participation in the survey. This process resulted in the creation of a contact file (File A) with 7333 cases. The structure of this file is outlined in Table 19.

Table 19 Structure of File A: VCAA contact file (early leavers)

Sector	Year 10	Year 11	Total
Adult and community		189	189
Catholic	353	664	1,017
Government	1,026	4,693	5,719
Independent	141	267	408
Total	**1,520**	**5,813**	**7,333**

Secondly, government schools were approached by DE&T Victoria and asked to identify early leavers from below Year 11, as were Catholic schools by the Catholic Education Office. In the former case, this resulted in the provision of a file with 3305 government school early leavers (File B) and, in the latter, a file with 647 Catholic school early leavers (File C). These files did not specify the year level at which students left school in 2002, although this information was asked of them when they were surveyed.

The formulation of the sample in this way was not without difficulties. Firstly, there was the significant possibility of overlap, with some school leavers appearing on both the VCAA file and on one of the school-based files (government

or Catholic). Secondly, it was not possible to check the accuracy or completeness of the data provided by the schools and it is possible that some early leavers were omitted from the survey. Conversely, the survey also identified significant numbers of respondents who were not early leavers at all, but had returned to school. These respondents were not surveyed and were excluded from the analysis.

Since it is not possible to define accurately the numbers of early leavers, it is not possible to calculate a response rate for the population as a whole. Of the total number of cases supplied in the sample contact files (N = 11,285), it is possible to report that responses were achieved for 5216 early leavers (a rate of 46.2 per cent). However, non-response, in the majority of cases, was due to the respondents identifying themselves as being still in school. Overall, 16.2 per cent of the sample fitted into this category, while over half of the respondents from the sample supplied by the Catholic schools identified themselves as still in school. When those respondents who were at school are excluded, the response rate is 55.1 per cent.

The two next most common reasons for non-response related to inaccurate or incomplete contact details (13.9 per cent dead lines and 8.0 per cent incomplete numbers). A further 4.9 per cent were no longer at the number or were not known at that number. Only 2.4 per cent refused to participate when contacted. An analysis of non-response is presented in Table 20.

The structure of the achieved sample of early leavers, broken down by the source file which provided contact details and by school sector and year level, is presented below in Table 21. Although the majority of early leavers exited from Year 11, significant numbers also left from Years 9 and 10. Table 22 reports the structure of the achieved sample by gender.

Table 20 Analysis of non-response among early leavers

	Year 10/Year 11 VCAA		Non-VCAA government schools		Non-VCAA Catholic schools		Total	
	File A		File B		File C			
	No.	%	No.	%	No.	%	No.	%
Completed calls	3,683	50.2	1,383	41.8	150	23.2	**5,216**	**46.2**
Incomplete or missing digits	829	11.3	65	2.0	8	1.2	**902**	**8.0**
Refused to participate	151	2.1	104	3.1	15	2.3	**270**	**2.4**
Still at school	1,039	14.2	446	13.5	340	52.6	**1,825**	**16.2**
Dead line/ Telstra message	899	12.3	621	18.8	54	8.3	**1,574**	**13.9**
Respondent unavailable	84	1.1	197	6.0	36	5.6	**317**	**2.8**
Not at number/no new number	185	2.5	130	3.9	14	2.2	**329**	**2.9**
Not known at number	314	4.3	224	6.8	17	2.6	**555**	**4.9**
Double sample	3	0.0	56	1.7	9	1.4	**68**	**0.6**
15 unsuccessful contact attempts	52	0.7	4	0.1	0	0.0	**56**	**0.5**
Returned to home overseas	9	0.1	33	1.0	0	0.0	**42**	**0.4**
Language problems	8	0.1	2	0.1	0	0.0	**10**	**0.1**
Fax machine number	38	0.5	22	0.7	1	0.2	**61**	**0.5**
Business number	5	0.1	9	0.3	3	0.5	**17**	**0.2**
Other/ Unknown reason	0	0.0	9	0.3	0	0.0	**9**	**0.1**
Not in Year 10/11/12 in 2002	34	0.5	0	0.0	0	0.0	**34**	**0.3**
Number of records on file	7,333	100.0	3,305	100.0	647	100.0	**11,285**	**100.0**

Table 21 Early leaver achieved sample by sector, source and year level

Sector	Source	Year 9	Year 10	Year 11	Year 12	unknown	Total
Government	VCAA	13	452	2,391	15		**2,871**
	School	216	1,081	52	21	3	**1,373**
	Sub-total	229	1,533	2,443	36	3	**4,244**
Catholic	VCAA	1	139	414	1		**555**
	School	13	130	7			**150**
	Sub-total	14	269	421	1		**705**
Independent	VCAA		54	121	1		**176**
	Sub-total		54	121	1		**176**
Adult and community	VCAA	3	12	62	1		**78**
	Sub-total	3	12	62	1		**78**
Total		**246**	**1,868**	**3,047**	**39**	**3**	**5,203**

In summary, government schools provided the majority of early leavers surveyed in this study (4244), followed by Catholic schools (705), independent schools (176) and adult sector providers (78). Males outnumbered females by a factor of nearly two (65.9 per cent, as opposed to 34.1 per cent), reflecting the greater likelihood of boys leaving school early. The numbers of early leavers surveyed in each LLEN ranged from 25 in North Central to 487 in South East, reflecting a range of factors, including differences in the sizes of the LLENs, differences in early leaving rates and differences in achieved rates of response.

After excluding, as with the Year 12 sample, respondents who were inactive in the labour market and not studying, the useable responses from early leavers numbered 5027.

Table 22 Early leaver achieved sample by gender

	No.	%
Males	3,422	65.9
Females	1,771	34.1
Total	**5,193**	**100.0**

appendix 2

Published data

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Academy of Mary Immaculate	Fitzroy	92	98	42	49	89	39	41	1	12	7
Aitken College	Greenvale	30	93	64	25	89	61	17	0	22	0
Albert Park College	Albert Park	55	64	14	60	74	13	26	3	42	16
Alexandra Secondary College	Alexandra	46	91	36	38	71	28	33	6	31	3
Alphington Grammar School	Alphington	54	81	48	43	91	39	44	6	6	6
Altona Secondary College	Altona	45	69	16	48	65	7	39	4	29	21
Apollo Bay P–12 College	Apollo Bay	16	94	53	27	73	42	17	17	25	0
Aquinas College	Ringwood	208	93	58	32	88	46	21	8	18	7
Ararat Community College – Secondary	Ararat	61	57	60	20	80	26	24	4	43	2
Ashwood Secondary College	Ashwood	77	83	34	56	88	19	38	6	29	8
Assumption College	Kilmore	153	88	44	36	77	34	25	10	24	7
Ave Maria College	Aberfeldie	107	97	43	44	85	34	50	5	8	3
Avila College	Mount Waverley	157	96	70	27	94	63	24	2	9	2
Bacchus Marsh College	Bacchus Marsh	92	84	30	42	70	24	27	12	27	10
Bacchus Marsh Grammar	Bacchus Marsh	32	91	62	34	93	46	17	8	21	8
Baimbridge College Hamilton	Hamilton	69	67	65	22	78	23	20	18	30	9
Bairnsdale Secondary College	Bairnsdale	179	55	54	31	82	17	30	10	35	7
Ballarat and Clarendon College (Senior)	Ballarat	102	93	81	18	95	52	12	6	26	4
Ballarat Grammar School	Wendouree	151	89	85	11	95	63	8	2	25	3
Ballarat High School	Ballarat	178	74	54	25	76	32	21	13	26	9
Ballarat Secondary College	Ballarat	198	51	35	29	63	22	14	9	39	16

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Balwyn High School	Balwyn North	275	87	75	22	94	71	22	1	5	1
Banksia Secondary College	Heidelberg West	40	68	19	70	85	19	38	0	24	19
Bayside Christian College	Frankston	24	104	36	60	92	25	40	10	20	5
Bayside College	Newport	202	70	26	54	79	21	39	4	23	12
Bayswater Secondary College	Bayswater	55	60	21	45	67	19	22	3	44	11
Bayview College	Portland	25	80	50	30	80	33	7	20	40	0
Beaconhills Christian College	Pakenham	146	92	52	41	90	42	25	8	23	3
Beaufort Secondary College	Beaufort	26	65	35	29	65	21	21	26	26	5
Beechworth Secondary College	Beechworth	41	76	58	35	84	31	15	0	42	12
Bellarine Secondary College	Drysdale	165	72	53	31	82	26	22	13	33	5
Belmont High School	Belmont	162	82	55	29	82	35	28	6	24	7
Benalla College – Faithfull Campus	Benalla	115	63	60	28	88	26	21	14	34	4
Bendigo Senior Secondary College	Bendigo	823	72	67	14	79	30	17	7	34	12
Bentleigh Secondary College	Bentleigh East	61	89	31	54	85	35	46	2	17	0
Berwick Secondary College	Berwick	205	72	37	35	71	27	24	6	34	9
Beth Rivkah Ladies College	East St Kilda	50	100	74	18	92	29	53	0	6	12
Bialik College	Hawthorn East	74	100	96	8	100	69	9	0	15	7
Billanook College Ltd	Mooroolbark	146	90	66	30	92	53	22	5	17	3
Birchip P12 School	Birchip	19	95	83	11	89	55	9	9	23	5
Blackburn High School	Blackburn	138	92	56	26	80	44	31	4	15	6
Boort Secondary College	Boort	25	88	86	14	95	63	16	5	16	0
Boronia Heights College	Boronia	66	48	47	44	81	24	20	12	36	8
Box Forest Secondary College	Glenroy	54	74	15	65	80	13	38	13	30	8
Box Hill High School	Box Hill	105	61	69	23	89	56	31	2	6	6
Box Hill Senior Secondary College	Box Hill North	235	66	19	50	69	13	31	10	35	12
Braemar College	Woodend	56	96	72	28	94	61	12	9	12	6
Brauer College	Warrnambool	127	72	75	23	91	33	18	13	30	7
Braybrook College	Braybrook	117	95	22	68	88	18	52	4	15	11

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Brentwood Secondary College	Glen Waverley	92	98	67	24	90	59	27	0	12	2
Bright P-12 College	Bright	26	108	46	36	82	44	28	22	6	0
Brighton Grammar School	Brighton	120	91	75	27	95	66	18	1	13	1
Brighton Secondary College	Brighton East	67	79	42	45	85	40	36	2	18	4
Brimbank College	St Albans	67	78	25	60	83	24	39	10	18	8
Broadford Secondary College	Broadford	58	67	44	23	67	47	12	6	29	6
Broadmeadows Secondary College	Broadmeadows	63	81	14	73	86	14	45	8	18	16
Brunswick Secondary College	Brunswick	64	86	33	56	85	30	37	4	17	11
Buckley Park College	Essendon	58	84	55	43	92	55	28	0	13	5
Bundoora Secondary College	Bundoora	50	88	43	52	93	36	36	6	18	3
Camberwell Anglican Girls Grammar School	Canterbury	94	82	92	8	96	80	8	0	12	0
Camberwell Grammar School	Canterbury	165	91	82	14	96	82	14	1	3	0
Camberwell High School	Canterbury	182	82	64	31	91	58	28	3	9	3
Camperdown College	Camperdown	22	95	57	38	90	41	36	0	14	9
Canterbury Girls Secondary College	Canterbury	146	99	68	29	92	63	26	2	9	1
Carey Baptist Grammar School	Kew	228	88	80	22	97	64	24	0	9	2
Caroline Chisholm Catholic College	Braybrook	206	85	49	42	90	44	34	4	11	7
Carwatha College P-12	Noble Park North	90	90	31	58	88	25	48	5	20	3
Casterton Secondary College	Casterton	30	67	55	20	70	44	17	11	28	0
Castlemaine Secondary College	Castlemaine	106	82	52	26	75	29	24	6	23	18
Catholic College Bendigo	Bendigo	146	82	73	13	84	43	16	6	32	3
Catholic College Sale	Sale	116	96	54	30	82	49	18	10	19	3
Catholic College Wodonga	Wodonga	119	77	83	22	97	46	20	9	20	6
Catholic Ladies College	Eltham	122	89	58	36	91	47	24	5	23	1
Catholic Regional College Geelong	Geelong	88	67	27	39	66	9	34	15	35	6
Catholic Regional College Sydenham	Sydenham	336	85	54	39	89	43	31	5	16	4

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Caulfield Grammar School – Caulfield	Caulfield	186	89	75	24	93	60	16	0	20	4
Caulfield Grammar School – Wheelers Hill	Wheelers Hill	152	97	78	20	97	72	17	2	9	0
Chairo Christian School	Drouin	31	90	46	32	75	48	24	19	5	5
Chandler Secondary College	Keysborough	97	72	30	61	91	21	50	3	20	6
Cheltenham Secondary College	Cheltenham	164	85	42	47	86	35	38	6	20	2
Christian Brothers' College St Kilda	St Kilda East	81	94	46	41	86	37	43	2	16	2
Christian College Institute of Senior Education	Waurn Ponds	88	89	69	19	88	53	18	6	17	6
Cleeland Secondary College	Dandenong	90	79	23	56	79	20	41	3	29	7
Clonard College	Geelong West	90	94	69	21	87	59	21	1	14	4
Cobden Technical School	Cobden	32	75	33	50	83	24	24	12	32	8
Cobram Secondary College	Cobram	49	59	52	45	93	30	25	8	35	3
Cohuna Secondary College	Cohuna	40	78	71	16	84	45	18	9	18	9
Colac College	Colac	56	57	47	38	78	16	20	27	36	2
Colac High School	Colac	90	72	65	23	86	30	14	10	42	3
Collingwood College	Collingwood	19	68	23	46	69	22	22	22	33	0
Coomoora Secondary College	Springvale South	100	88	23	69	90	24	41	1	26	8
Copperfield College	Delahey	174	92	27	51	76	31	48	4	13	4
Corio Bay Senior College	Corio	109	37	30	38	68	9	25	15	32	19
Corryong Secondary College	Corryong	41	80	76	15	91	29	29	14	14	14
Covenant College	Bell Post Hill	16	81	38	38	69	33	25	8	25	8
Craigieburn Secondary College	Craigieburn	83	63	19	46	65	12	43	13	25	7
Cranbourne Secondary College	Cranbourne	103	71	29	53	79	20	33	9	32	7
Croydon Secondary College	Croydon	104	75	35	51	83	23	31	4	38	4
Damascus College	Mount Clear	134	82	58	17	74	35	15	10	32	8
Dandenong High School	Dandenong	197	85	42	45	86	36	39	4	17	5
Daylesford Secondary College	Daylesford	67	67	62	33	93	45	17	6	28	4

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
De La Salle College	Malvern	194	93	57	33	88	52	29	2	15	1
Debney Park Secondary College	Flemington	60	88	32	57	89	39	39	0	6	17
Deer Park Secondary College	Deer Park	75	77	21	69	86	19	41	3	22	14
Diamond Valley College	Diamond Creek	68	79	48	33	80	32	24	9	32	3
Dimboola Memorial Secondary College	Dimboola	19	58	64	18	82	55	0	9	36	0
Distance Education Centre Victoria	Thornbury	231	35	44	36	77	16	19	6	50	10
Donald High School	Donald	22	95	86	5	90	78	11	0	11	0
Doncaster Secondary College	Doncaster	181	87	63	31	92	58	25	1	14	2
Donvale Christian College	Donvale	75	93	60	30	86	41	36	0	21	2
Doveton Secondary College	Doveton	26	19	20	60	80	0	18	9	36	36
Dromana Secondary College	Dromana	117	71	36	31	65	17	29	7	36	10
Drouin Secondary College	Drouin	81	80	51	35	82	33	33	3	27	4
East Doncaster Secondary College	Doncaster East	131	86	73	26	94	63	28	2	5	1
East Loddon P-12 College	Dingee	20	85	47	29	76	24	24	0	41	12
Echuca High School	Echuca	88	80	64	21	84	39	20	10	24	7
Echuca Secondary College	Echuca	39	51	35	40	75	15	24	18	39	3
Edenhope College	Edenhope	16	75	75	25	83	29	36	14	21	0
Eltham College of Education	Research	136	88	71	32	96	56	27	4	10	3
Eltham High School	Eltham	177	87	56	38	91	40	29	5	20	6
Elwood College	Elwood	146	78	70	18	88	58	17	1	17	7
Emerald Secondary College	Emerald	141	91	36	52	85	31	28	8	27	7
Emmanuel College	Warrnambool	82	95	67	24	87	58	23	6	14	0
Emmaus College	Burwood	148	93	55	39	93	50	37	3	10	0
Epping Secondary College	Epping	84	79	14	74	85	13	50	7	20	9
Erinbank Secondary College	Westmeadows	46	83	11	76	87	15	19	11	22	33
Essendon Keilor College	Essendon	319	91	27	48	73	26	37	5	26	6
Eumemmerring College	Hallam	354	66	23	49	71	14	40	10	28	8

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Euroa Secondary College	Euroa	36	86	48	35	77	35	17	26	13	9
F.C.J. College	Benalla	32	88	79	14	89	62	12	12	12	4
Fairhills High School	Knoxfield	121	94	39	50	89	26	44	2	23	5
Fawkner Secondary College	Fawkner	51	86	11	73	84	15	54	10	7	15
Ferntree Gully College	Ferntree Gully	48	94	9	51	60	13	35	8	30	15
Fintona Girls School	Balwyn	45	87	97	5	100	85	3	0	12	0
Firbank Grammar School	Brighton	96	90	83	16	97	78	10	0	12	0
Flinders Christian Community College	Tyabb	67	96	55	27	81	44	14	10	28	4
Footscray City College	Footscray	227	74	33	51	82	24	37	5	25	9
Forest Hill College	Burwood East	156	68	39	50	85	24	35	6	23	12
Frankston High School	Frankston	207	83	62	35	91	37	21	13	25	4
Galen College	Wangaratta	108	92	76	15	85	50	8	7	32	4
Galvin Park Secondary College	Werribee	94	72	54	37	88	35	29	10	14	12
Geelong Grammar School	Corio	177	81	83	16	94	47	9	0	42	2
Geelong High School	Geelong East	104	74	52	27	79	34	22	5	30	9
Genazzano F.C.J. College	Kew	157	100	89	9	96	87	4	2	6	2
Gilmore College For Girls	Footscray	62	94	31	33	62	30	43	2	18	7
Gippsland Grammar (Senior)	Sale	75	88	76	23	92	63	10	8	13	6
Girton Grammar School Ltd	Bendigo	74	96	92	8	97	74	10	3	9	3
Gisborne Secondary College	Gisborne	143	78	44	39	80	31	27	6	29	7
Gladstone Park Secondary College	Gladstone Park	165	82	39	44	81	27	32	4	25	12
Glen Eira College	Caulfield South	58	66	37	45	82	34	31	3	24	7
Glen Waverley Secondary College	Glen Waverley	315	93	80	18	96	75	15	1	6	2
Good Shepherd College	Hamilton	20	80	56	44	81	44	11	22	17	6
Goulburn Valley Grammar School	Shepparton	72	94	85	16	97	64	18	0	18	0
Greensborough Secondary College	Greensborough	55	91	24	60	84	23	43	3	26	6
Grovedale College	Grovedale	89	76	50	26	75	24	30	11	30	5
Haileybury College	Keysborough	180	89	84	17	97	78	13	2	6	2
Hampton Park Secondary College	Hampton Park	144	60	31	52	84	14	29	8	35	14

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Hawthorn Secondary College	Hawthorn East	164	30	42	44	82	25	35	2	36	2
Healesville High School	Healesville	73	84	48	52	89	22	20	2	52	4
Heathdale Christian College	Werribee	75	77	55	31	84	43	27	0	24	6
Heatherhill Secondary College	Springvale South	85	73	21	68	89	23	45	2	14	16
Heathmont College	Heathmont	99	80	29	47	73	20	35	10	32	3
Heywood and District Secondary College	Heywood	32	59	58	42	89	21	17	29	29	4
Highvale Secondary College	Glen Waverley	116	87	51	41	90	34	37	6	21	2
Highview Christian Community College	Maryborough	39	77	67	20	87	30	21	6	33	9
Hillcrest Christian College – Ayr Hill Campus	Ayr Hill	34	76	35	27	62	25	25	21	21	8
Hillcrest Secondary College	Broadmeadows	46	52	8	50	58	8	38	12	23	19
Hoppers Crossing Secondary College	Hoppers Crossing	105	81	31	64	91	28	46	1	16	9
Horsham College	Horsham	117	67	67	17	83	36	18	7	33	7
Huntingtower School	Mount Waverley	49	100	98	0	98	82	3	0	15	0
Isik College	Broadmeadows	27	96	62	35	92	69	23	0	0	8
Ivanhoe Girls' Grammar School	Ivanhoe	122	89	81	19	95	90	6	0	4	0
Ivanhoe Grammar School	Ivanhoe	187	80	82	19	96	73	15	2	8	2
John Paul College	Frankston	167	87	52	38	87	40	35	8	16	2
Kardinia International College	Bell Post Hill	75	87	75	28	97	67	20	2	9	2
Karingal Park Secondary College	Frankston	190	67	43	43	83	21	26	11	35	7
Kealba Secondary College	Kealba	53	87	28	50	78	18	37	5	16	24
Keilor Downs College	Keilor Downs	239	85	32	59	87	28	44	4	21	4
Kerang Technical High School	Kerang	63	84	60	40	96	35	28	21	12	5
Kew High School	Kew East	135	87	64	31	93	46	30	2	19	3
Kilbreda College	Mentone	163	96	48	36	85	46	35	3	13	4
Killester College	Springvale	115	97	59	32	89	56	32	1	10	1
Kilvington Baptist Girls' Grammar School	Ormond	60	95	91	11	100	83	12	0	2	2
King Khalid Islamic College – Senior Campus	Coburg	37	86	38	47	78	30	37	4	4	26

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Kingswood College	Box Hill	90	54	65	33	90	53	30	2	13	2
Koo Wee Rup Secondary College	Koo Wee Rup	57	74	24	40	64	20	26	22	26	6
Koonung Secondary College	Mont Albert North	73	84	43	48	85	31	39	4	24	2
Korowa Anglican Girls' School	Glen Iris	64	100	88	17	98	76	13	0	7	4
Korumburra Secondary College	Korumburra	50	76	45	45	89	31	28	8	25	8
Kurnai College Maryvale Campus	Morwell	144	58	42	28	69	26	31	12	19	12
Kurunjang Secondary College	Melton	102	62	32	40	70	17	29	9	25	20
Kyabram Secondary College	Kyabram	118	84	55	34	83	35	29	7	21	7
Kyneton Secondary College	Kyneton	85	74	24	59	83	21	34	8	34	2
La Trobe Secondary College	Macleod	42	79	24	55	79	22	22	9	25	22
Lake Bolac College	Lake Bolac	21	81	59	29	88	43	7	14	29	7
Lakeside Secondary College	Reservoir	59	90	26	68	92	20	56	2	5	17
Lalor North Secondary College	Epping	122	80	31	59	88	26	42	7	15	10
Lalor Secondary College	Lalor	85	65	27	53	76	16	39	0	31	15
Langwarrin Secondary College	Langwarrin	95	56	23	62	81	10	39	15	26	10
Lauriston Girls School	Armadale	80	96	86	19	99	63	21	0	16	0
Lavalla Catholic College	Traralgon	191	89	49	36	82	44	22	12	19	3
Laverton Secondary College	Laverton	46	87	23	50	73	31	38	8	19	4
Leibler Yavneh College	Elsternwick	45	93	95	10	100	59	14	0	23	5
Leongatha Secondary College	Leongatha	146	75	45	44	83	29	30	14	23	4
Lilydale Adventist Academy	Lilydale	36	72	62	15	77	38	38	3	21	0
Lilydale Heights Secondary College	Lilydale	75	59	25	59	80	8	28	10	48	7
Lilydale High School	Lilydale	171	81	27	57	82	20	44	2	30	4
Loreto College	Ballarat	130	92	70	13	83	53	21	2	21	4
Loreto Mandeville Hall	Toorak	113	97	90	6	95	88	6	0	5	0
Lorne-Aireys Inlet P12 College	Lorne	15	87	62	15	69	50	0	8	33	8
Lowanna College	Newborough	96	76	34	41	74	18	32	8	33	10

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Lowther Hall Anglican Grammar School	Essendon	48	98	81	17	98	85	15	0	0	0
Loyola College	Watsonia	145	94	48	43	89	45	38	5	10	3
Luther College	Croydon	127	90	82	17	95	58	16	6	17	3
Lyndale Secondary College	Dandenong North	149	100	35	61	95	34	35	6	18	6
Lyndhurst Secondary College	Cranbourne	62	76	43	34	74	32	23	8	26	11
Mackillop Catholic Regional College Werribee	Werribee	159	87	47	40	83	36	32	5	25	3
Mackillop College Swan Hill	Swan Hill	85	93	73	11	81	54	13	7	23	3
Macleod College	Macleod	124	90	48	38	83	32	43	5	15	5
MacRobertson Girls High School	Melbourne	224	100	100	0	100	94	1	0	5	1
Maffra Secondary College	Maffra	98	79	49	31	77	35	28	6	25	7
Mansfield Secondary College	Mansfield	50	90	58	20	76	35	23	12	19	12
Maranatha Christian School	Endeavour Hills	75	79	46	31	75	32	33	10	23	2
Marcellin College	Bulleen	161	90	50	48	97	47	35	6	8	4
Marian College Ararat	Ararat	53	79	81	12	93	55	7	14	21	2
Marian College Myrtleford	Myrtleford	36	89	41	47	88	23	50	7	20	0
Marian College Sunshine	Sunshine West	98	96	46	45	86	44	32	3	12	9
Maribyrnong Secondary College	Maribyrnong	74	96	24	56	79	26	47	0	11	16
Marist Sion College	Warragul	95	79	61	20	79	38	22	5	34	1
Maroondah Secondary College	Croydon	73	59	33	37	67	20	18	13	30	20
Mary Mackillop Catholic Regional College	Leongatha	72	101	49	37	86	46	25	8	17	4
Maryborough Regional College	Maryborough	111	84	51	31	78	39	15	8	24	15
Mater Christi College Ltd	Belgrave	161	89	58	31	86	48	33	2	15	2
Matthew Flinders Girls' Secondary College	Geelong	140	80	70	22	88	53	14	7	19	8
Mazenod College	Mulgrave	145	94	69	25	94	62	19	7	9	3
McGuire College Shepparton	Shepparton	72	61	41	34	73	18	35	10	24	12
McKinnon Secondary College	Mckinnon	160	98	73	24	95	72	19	0	6	2

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Melbourne Girls' College	Richmond	189	90	71	21	89	65	16	0	12	6
Melbourne Girls Grammar	South Yarra	119	92	88	8	96	86	8	0	6	0
Melbourne Grammar School	Melbourne	193	97	89	12	98	80	9	1	10	0
Melbourne High School	South Yarra	349	98	96	3	99	92	2	0	5	1
Melbourne Rudolf Steiner School	Warranwood	41	95	72	15	87	42	15	0	36	6
Melton Secondary College	Melton	108	68	30	37	66	16	40	7	25	12
Mentone Girls' Grammar School	Mentone	96	96	87	14	97	78	11	1	7	3
Mentone Girls' Secondary College	Mentone	174	87	60	27	83	41	31	5	17	7
Mentone Grammar School	Mentone	100	88	80	22	95	62	16	3	18	1
Mercy Diocesan College	Coburg	150	100	39	50	86	40	43	3	10	5
Mercy Regional College Camperdown	Camperdown	29	97	64	32	89	43	10	24	14	10
Merrilands College Prep-12	Reservoir	50	74	16	70	86	21	46	3	18	13
Methodist Ladies College	Kew	342	94	89	12	98	85	8	0	7	0
Mildura Senior College	Mildura	322	59	59	20	76	29	23	9	32	7
Mill Park Secondary College	Epping	238	80	35	47	79	27	32	10	27	6
Minaret College	Springvale	25	96	33	46	79	40	40	0	7	13
Mirboo North Secondary College	Mirboo North	62	89	60	27	84	46	13	14	23	4
Mitchell Secondary College Wodonga	Wodonga	116	63	67	7	74	30	18	10	34	8
Monash Secondary College	Notting Hill	32	94	17	63	77	23	39	10	16	13
Monbulk College	Monbulk	55	89	43	47	84	33	30	0	24	13
Monivae College	Hamilton	71	87	61	27	85	43	22	10	22	2
Monterey Secondary College	Frankston North	70	61	19	63	81	14	41	8	27	10
Montmorency Secondary College	Montmorency	121	93	42	45	85	39	35	7	17	1
Mooroolbark Heights Secondary College	Mooroolbark	132	76	32	47	79	24	33	11	30	2
Mooroopna Secondary College	Mooroopna	104	73	45	34	79	27	19	10	38	6
Mordialloc College	Mordialloc	51	71	28	56	81	31	31	3	19	16
Moreland City College	Coburg	56	88	10	82	92	5	62	2	12	19

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Mornington Secondary College	Mornington	85	69	36	54	81	15	35	9	29	12
Mortlake College	Mortlake	15	60	78	22	100	20	20	10	50	0
Mount Beauty Secondary College	Mount Beauty	23	83	53	32	84	28	22	6	39	6
Mount Clear Secondary College	Mount Clear	110	71	40	32	71	22	24	7	34	14
Mount Eliza Secondary College	Mount Eliza	159	76	34	47	80	23	35	8	31	4
Mount Erin Secondary College	Frankston	109	60	26	35	62	13	25	8	40	13
Mount Evelyn Christian School	Mount Evelyn	33	64	48	33	67	16	28	8	36	12
Mount Lilydale Mercy College	Lilydale	199	87	55	30	82	44	26	8	20	2
Mount Scopus Memorial College	Burwood	164	100	86	17	99	74	15	0	7	4
Mount St Joseph Girls' College	Altona	83	95	48	49	89	55	31	3	9	1
Mount Waverley Secondary College	Mount Waverley	267	91	66	24	88	56	24	4	14	3
Mowbray College	Melton	113	88	60	39	92	47	26	8	18	1
Mullauna College	Mitcham	86	80	51	38	88	31	29	2	31	8
Murtoa P-12 College	Murtoa	37	81	63	7	70	39	13	16	23	10
Myrtleford Secondary College	Myrtleford	31	68	43	57	90	19	33	11	37	0
Nagle College	Bairnsdale	135	74	56	21	73	37	23	12	24	4
Nathalia Secondary College	Nathalia	26	92	71	21	92	50	5	5	35	5
Nazareth College	Noble Park	173	95	41	50	87	38	35	4	20	3
Neerim District Secondary College	Neerim South	23	83	68	16	84	37	16	16	26	5
Newcomb Secondary College	Newcomb	106	61	35	43	77	13	26	12	34	15
Newhaven College	Newhaven	56	86	69	31	94	51	11	14	22	3
Nhill College	Nhill	33	61	50	20	65	17	25	0	46	13
Niddrie Secondary College	Niddrie	75	63	30	60	87	22	36	17	20	5
Noble Park Secondary College	Noble Park	103	84	31	60	90	27	48	7	11	8
North Geelong Secondary College	Geelong North	86	76	43	45	86	22	41	7	25	5
Northcote High School	Northcote	166	81	46	46	90	46	38	2	9	5
Northland Secondary College	Preston East	107	66	46	42	86	38	34	4	13	13

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Norwood Secondary College	Ringwood	134	84	51	36	82	41	31	6	21	2
Notre Dame College	Shepparton	188	82	57	30	84	40	24	8	23	5
Numurkah Secondary College	Numurkah	50	82	63	22	85	34	15	17	22	12
Nunawading Adventist College	Nunawading	25	84	57	19	76	53	41	0	6	0
Oakleigh Greek Orthodox College	Oakleigh	40	100	60	43	100	66	28	3	0	3
Oberon High School	Belmont	165	73	55	37	88	36	22	10	25	7
Orbost Secondary College	Orbost	26	77	70	10	75	39	26	4	22	9
Our Lady of Mercy College	Heidelberg	157	101	77	22	96	69	20	1	6	5
Our Lady of Sacred Heart College	Bentleigh	91	98	47	56	98	43	45	1	10	0
Our Lady of Sion College	Box Hill	109	92	64	26	90	59	24	6	9	3
Ouyen Secondary College	Ouyen	29	90	77	31	100	42	35	0	19	4
Ovens College	Wangaratta	49	53	54	42	96	15	9	18	58	0
Overnewton Anglican Community College	Keilor	141	97	70	28	95	64	18	7	9	2
Oxley College	Chirnside Park	74	62	52	37	89	41	47	0	12	0
Padua College	Mornington	196	86	51	36	83	32	21	7	33	7
Pakenham Secondary College	Pakenham	97	69	34	28	63	20	30	3	34	13
Parade College	'Bundoora	226	85	43	44	85	32	38	11	18	1
Parkdale Secondary College	Mordialloc	93	72	31	49	79	16	41	7	29	6
Parkwood Secondary College	Ringwood North	57	79	58	36	93	45	13	5	34	3
Pascoe Vale Girls Secondary College	Pascoe Vale	188	90	48	38	84	42	23	3	27	6
Patterson River Secondary College	Carrum	92	57	38	37	73	16	16	14	36	19
Pembroke Secondary College (Senior Campus)	Mooroolbark	135	79	28	44	72	11	32	15	32	10
Penleigh & Essendon Grammar School	Keilor East	223	98	82	17	95	81	8	1	10	1
Penola Catholic College	Broadmeadows	192	88	37	48	83	31	49	3	16	1
Peter Lalor Secondary College	Lalor	41	98	5	78	80	3	55	7	26	10
Plenty Valley Christian School	Doreen	58	90	48	40	85	29	31	4	33	4

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Portland Secondary College	Portland	96	70	63	22	76	30	29	6	30	4
Presbyterian Ladies' College	Burwood	166	93	94	6	100	89	9	0	2	0
Presentation College Windsor	Windsor	90	94	58	38	89	44	30	0	19	8
Preshil, the Margaret Lyttle Memorial School	Kew	31	94	69	17	83	52	11	0	19	19
Preston Girls Secondary College	Preston	25	88	36	59	91	32	58	0	5	5
Princes Hill Secondary College	Carlton North	127	76	59	21	79	33	30	0	30	8
Rainbow Secondary College	Rainbow	17	82	43	36	79	31	8	23	38	0
Red Cliffs Secondary College	Red Cliffs	46	65	47	33	77	24	29	8	34	5
Reservoir District Secondary College	Reservoir	93	73	21	59	76	17	58	0	15	10
Ringwood Secondary College	Ringwood	185	82	55	34	87	45	33	5	15	1
Robinvale Secondary College	Robinvale	28	79	45	55	95	40	25	5	20	10
Rochester High School	Rochester	52	92	71	21	90	53	25	13	5	5
Rosebud Secondary College	Rosebud	110	78	43	48	88	21	24	4	48	3
Rowville Secondary College	Rowville	205	81	41	48	83	28	36	7	25	5
Roxburgh College	Broadmeadows	72	99	6	86	92	9	63	4	11	13
Rushworth P-12 College	Rushworth	35	89	39	39	77	9	48	17	17	9
Rutherglen High School	Rutherglen	44	80	57	14	71	31	3	3	62	0
Ruyton Girls' School	Kew	48	100	85	21	100	82	10	0	8	0
Sacre Coeur	Glen Iris	79	96	88	8	93	81	8	0	8	2
Sacred Heart College Geelong	Newtown	205	96	71	24	92	60	21	3	15	2
Sacred Heart College Kyneton	Kyneton	110	99	50	39	87	44	19	6	32	0
Sacred Heart Girls' College Oakleigh	Oakleigh	133	99	75	22	95	74	13	0	11	1
Sale College	Sale	114	53	40	35	75	21	30	13	24	11
Salesian College	Chadstone	129	91	56	42	95	47	36	6	8	4
Salesian College Sunbury	Sunbury	121	85	56	27	83	46	24	3	24	3
Samaritan Catholic College	Preston	101	85	29	64	88	25	54	5	10	5
Sandringham College	Sandringham	322	68	35	49	81	23	28	7	35	7

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Santa Maria College	Northcote	142	99	45	45	89	46	35	2	13	4
Scoresby Secondary College	Scoresby	56	86	31	58	83	20	40	2	24	13
Scotch College	Hawthorn	230	94	88	15	97	76	8	1	13	2
Sebastopol College	Sebastopol	99	59	41	22	62	13	19	17	41	10
Seymour Technical High School	Seymour	76	59	42	27	69	16	15	15	48	7
Shelford Anglican Girls School	Caulfield	59	95	79	27	100	70	23	0	5	2
Shepparton High School	Shepparton	91	68	68	21	85	33	19	10	35	3
Siena College	Camberwell	108	98	66	28	92	64	27	1	8	0
South Gippsland Secondary College	Foster	49	73	47	39	83	31	31	3	28	6
South Oakleigh Secondary College	South Oakleigh	59	78	22	70	91	12	50	2	19	17
Springvale Secondary College	Springvale	51	73	35	57	92	33	37	0	13	17
St Albans Secondary College	St Albans	138	88	45	46	91	45	36	0	11	8
St Aloysius College	North Melbourne	93	95	59	35	93	53	32	2	10	3
St Arnaud Secondary College	St Arnaud	32	66	76	14	86	36	12	4	24	24
St Bede's College	Mentone	253	91	49	45	89	42	33	7	14	4
St Bernard's College	Essendon	174	89	53	40	86	47	30	7	14	2
St Brigid's College	Horsham	45	84	68	11	79	47	8	8	32	5
St Catherine's School	Toorak	102	86	88	13	97	82	11	0	7	0
St Columba's College	Essendon	144	97	75	24	95	67	22	2	9	1
St Francis Xavier College	Beaconsfield	139	74	38	47	84	24	39	11	19	7
St Helena Secondary College	Eltham	173	93	40	51	85	32	37	11	16	4
St John's Greek Orthodox College	Preston	29	93	30	52	74	35	43	0	22	0
St John's Regional College	Dandenong	193	91	49	40	84	42	35	3	16	5
St Joseph's College Echuca	Echuca	89	80	83	17	94	52	8	10	27	3
St Joseph's College Melbourne	North Melbourne	165	80	33	61	93	26	46	9	12	7
St Joseph's College Mildura	Mildura	86	76	72	17	89	44	14	12	28	2
St Joseph's College Newtown	Newtown	138	84	63	27	87	42	24	8	25	2

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
St Joseph's Regional College Ferntree Gully	Ferntree Gully	65	80	46	33	77	27	24	8	41	0
St Kevin's College Toorak	Toorak	161	95	72	26	94	69	23	2	6	0
St Leonards College	Brighton East	156	98	82	20	96	69	18	1	9	3
St Margarets School	Berwick	48	94	78	22	93	61	18	0	18	3
St Mary's Coptic Orthodox College	Coolaroo	38	97	46	38	84	59	33	0	4	4
St Mary of the Angels School	Nathalia	32	100	63	16	78	33	8	13	33	13
St Michael's Grammar School	St Kilda	123	83	73	25	95	71	14	0	15	0
St Monica's College	Epping	213	95	41	52	92	42	41	2	11	4
St Patrick's College	Ballarat	111	81	74	16	87	45	15	15	21	4
St Paul's Anglican Grammar School	Warragul	135	96	73	25	91	57	22	6	14	1
St Paul's College Nth Altona	Altona North	106	90	39	52	89	36	45	8	9	3
St Peter's College	Cranbourne	92	88	42	47	86	30	40	5	19	6
Star of the Sea College	Gardenvale	166	98	67	23	88	53	24	2	20	2
Staughton College	Melton South	42	62	27	38	65	17	33	3	37	10
Stawell Secondary College	Stawell	69	62	65	16	79	35	15	13	33	5
Strathcona Baptist Girls Grammar School	Canterbury	98	92	83	17	97	77	8	0	11	4
Strathmore Secondary College	Strathmore	181	88	54	42	93	49	26	4	17	4
Sunbury Downs Secondary College	Sunbury	75	68	31	45	73	20	25	17	29	9
Sunbury Secondary College	Sunbury	163	78	45	39	83	33	28	10	19	9
Sunshine College	Sunshine	134	90	24	64	88	17	40	8	22	13
Swan Hill College	Swan Hill	102	75	62	22	82	32	21	9	36	1
Swinburne Senior Secondary College	Hawthorn	197	70	39	38	72	17	33	3	33	15
Tallangatta Secondary College	Tallangatta	37	95	71	20	83	39	13	13	29	6
Taylors College	Melbourne	424	13	79	14	89	67	17	0	0	17
Taylors Lakes Secondary College	Taylors Lakes	182	97	32	54	84	35	43	2	19	1
Templestowe College	Lower Templestowe	153	77	49	39	85	41	35	7	13	4
Terang College Secondary Campus	Terang	20	90	44	50	94	50	19	0	31	0
The Geelong College	Newtown	189	91	79	19	94	63	11	3	22	2

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
The Grange P–12 College	Hoppers Crossing	111	79	42	44	84	31	20	5	39	5
The Hamilton and Alexandra College	Hamilton	52	96	70	32	96	47	25	6	19	3
The Islamic Schools of Victoria (Werribee College)	Hoppers Crossing	26	92	29	42	71	44	25	0	19	13
The King David School	Armadale	31	97	63	37	97	63	30	0	4	4
The Knox School	Wantirna South	98	55	57	28	81	56	20	2	18	4
The Peninsula School	Mount Eliza	152	79	73	27	97	58	20	3	17	2
Thomas Carr College	Tarneit	86	93	40	45	83	42	35	2	18	3
Thomastown Secondary College	Thomastown	91	67	26	64	90	20	45	5	16	14
Thornbury Darebin Secondary College	Thornbury	76	64	29	59	88	19	35	10	33	4
Timboon P–12 School	Timboon	43	65	57	32	82	33	22	14	25	6
Tintern Girls Grammar School	Ringwood East	145	92	84	17	98	70	19	1	8	2
Toorak College	Mount Eliza	122	82	85	20	98	73	8	0	16	3
Trafalgar High School	Trafalgar	99	66	60	25	85	37	30	7	20	5
Traralgon Secondary College	Traralgon	129	60	43	34	75	19	23	18	30	10
Trinity College Colac	Colac	39	82	63	28	88	22	22	3	50	3
Trinity Grammar School	Kew	130	92	86	10	95	75	9	0	13	2
Tyrrell College	Sea Lake	18	94	76	18	88	46	23	15	15	0
University High School	Parkville	209	95	80	15	92	71	10	1	15	3
Upper Yarra Secondary College	Yarra Junction	69	59	46	27	71	19	28	6	39	9
Upwey High School	Upwey	181	86	44	39	81	30	24	9	33	3
Vermont Secondary College	Vermont	180	94	68	31	96	59	22	5	13	1
Victorian College of the Arts Secondary School	Southbank	36	47	59	12	65	62	19	0	14	5
Viewbank College	Rosanna	123	88	42	45	85	34	34	6	23	3
Wanganui Park Secondary College	Shepparton	110	87	56	23	75	43	16	6	30	5
Wangaratta High School	Wangaratta	169	75	83	15	94	42	16	7	29	6
Wantirna College	Wantirna	172	77	48	42	87	36	34	5	23	3
Warracknabeal Secondary College	Warracknabeal	37	62	61	22	78	28	13	13	38	9
Warragul Regional College	Warragul	84	71	43	27	67	27	5	13	50	5
Warrandyte High School	Warrandyte	85	73	52	35	87	39	31	8	19	3

School name	Locality	Total	Tertiary applications and offers				Education and training April 2003			Not in education/ training	
		Year 12 students	Application rate (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ trainee (%)	Employed (%)	Looking for work (%)
Warrnambool College	Warrnambool	134	90	62	26	86	38	23	9	23	7
Waverley Christian College	Wantirna South	31	84	69	31	96	60	20	0	10	10
Wellington Secondary College	Mulgrave	150	85	35	56	88	29	46	5	17	4
Werribee Secondary College	Werribee	91	84	32	50	76	18	42	8	25	7
Wesley College	Melbourne	225	92	73	26	93	56	21	3	17	2
Wesley College Glen Waverley Campus	Glen Waverley	210	86	82	13	92	75	13	1	10	1
Westall Secondary College	Clayton South	108	76	26	60	84	25	49	2	14	10
Westbourne Grammar School – Hoppers Crossing	Truganina	147	82	73	27	96	71	21	1	6	1
Western Heights College	Geelong North	175	63	45	25	68	28	21	14	30	7
Western Port Secondary College	Hastings	69	87	17	53	68	11	27	7	39	16
Wheelers Hill Secondary College	Wheelers Hill	127	84	34	54	88	28	43	4	21	3
Whitefriars College	Donvale	160	89	71	23	90	63	18	2	18	0
Whittlesea Secondary College	Whittlesea	122	55	24	60	84	22	33	9	29	7
Williamstown High School	Williamstown	113	79	40	43	80	38	28	5	18	11
Wodonga High School	Wodonga	113	88	53	26	76	30	15	9	36	9
Wodonga West Secondary College	Wodonga	43	65	46	50	96	15	23	15	42	4
Wonthaggi Secondary College (Mcbride Campus)	Wonthaggi	126	51	47	31	75	18	26	8	41	8
Woodleigh School	Baxter	77	97	61	37	95	45	29	4	21	2
Xavier College	Kew	241	99	89	12	99	86	8	1	4	1
Yarra Valley Grammar School	Ringwood	109	97	77	25	100	60	20	0	15	5
Yarram Secondary College	Yarram	57	72	56	39	90	37	22	13	15	13
Yarrawonga Secondary College	Yarrawonga	48	96	26	43	67	16	27	14	35	8
Yea High School	Yea	34	85	38	45	83	30	30	13	23	3
Yeshivah College	St Kilda East	15	107	88	6	94	50	38	0	13	0

appendix 3

Survey instrument

The University of Melbourne

SCHOOL LEAVER SURVEY

Introduction

Hello, my name is ....., from Fieldworks. I'm ringing on behalf of *On Track*, a Department of Education & Training project. You may have heard advertisements for *On Track* on the radio. *On Track* is about finding out how school leavers are going since they left school, so that the Victorian government can improve its services to young people. We would like to ask you a few questions about your study and work situation. It will take about three minutes. All the data collected is anonymous and confidential. The *On Track* report will eventually be available on DE&T's website. Do you wish to talk to a parent about this or are you happy to continue with the interview?

Name:

Phone:

Year level last year: ☐ Year 9 ☐ Year 10 ☐ Year 11 ☐ Year 12

Study status and experience

1 Are you now studying?

☐ YES

If Yes (studying part-time or full-time), are you:

☐ Still at school

- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12 (VCE)
- ☐ Year 12 (IB)
- ☐ Year 12 (VCE and VET)
- ☐ Year 12 (VCAL)
- ☐ Bridging/enabling course

(If still at school, end survey here.)

☐ Enrolled at university Studying ☐ full-time ☐ part-time

Name of university

Name of course

☐ Enrolled at TAFE Studying ☐ full-time ☐ part-time

Name of TAFE

Name of course

Level

☐ Enrolled at Private Training College (PTC) Studying ☐ full-time ☐ part-time

Name of PTC

Name of course

☐ Enrolled at Adult and Community Education provider Studying ☐ full-time ☐ part-time

Name of provider

Name of course or unit

☐ NO, you have been studying but have completed your course

☐ NO, you have been studying but have discontinued

☐ NO, you have not been in study since leaving school

☐ NO, you have deferred your place

2 If you are *not* studying, is this because:

Please make a response to each option

	Agree	Disagree
Your work commitments prevent you	☐	☐
You have family commitments	☐	☐
You don't have information on what is available	☐	☐
There is too much travel involved	☐	☐
You have tried to get into a course, but weren't offered a place	☐	☐
You don't feel ready for more study at the moment	☐	☐
You don't see the relevance of doing any more study	☐	☐
You don't meet the entry criteria for the course you want to do	☐	☐
You are concerned about the costs of undertaking study	☐	☐

Workforce status and experience

3 Are you now working?

☐ Yes
☐ full-time
☐ part-time/casual – How many hours? _____
☐ undertaking an apprenticeship
☐ undertaking a traineeship
☐ No, you are unemployed and looking for work
☐ No, you are not working and not looking for work

What is your job?

(Only for those who are not studying and not working full-time) Read and ask the following:

Local Learning and Employment Networks are Victorian state-government funded organisations which can assist you with information about local education, training and employment services and programs. Is it OK if we pass on your name and number to your Local Learning and Employment Network so they can contact you with information regarding work or study opportunities?

☐ Yes ☐ No

We would now like to ask you a couple of background questions to assist in our analysis.

4 In 2002, while at school, did you receive Youth Allowance?

☐ Yes ☐ No

5 And lastly, when you were studying, was the main language spoken at your home:

☐ English?
☐ Other? _____

This concludes the interview. Thank you very much for your time.


ON TRACK 2003