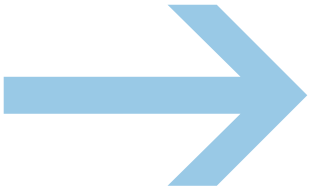
Office of Learning and Teaching
Department of Education

THE *ON TRACK* SURVEY 2006
STATEWIDE REPORT

THE DESTINATIONS OF SCHOOL LEAVERS IN VICTORIA



State Government Victoria

Report of the 2006 *On Track* project

Richard Teese

Tanya Nicholas

John Polesel

Kate Mason

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

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Australian Bureau of Statistics (ABS) Labour Force Region abbreviations used in this report

OW	Outer Western Melbourne
NW	North Western Melbourne
IN	Inner Melbourne
NE	North Eastern Melbourne
IE	Inner Eastern Melbourne
SO	Southern Melbourne
OE	Outer Eastern Melbourne
SE	South Eastern Melbourne
MP	Mornington Peninsula
BA	Barwon-Western District
CE	Central Highlands-Wimmera
LO	Loddon-Mallee
GO	Goulburn-Ovens-Murray
GI	All Gippsland

Acronyms and abbreviations

ABS	Australian Bureau of Statistics
AQF	Australian Qualifications Framework
DOE	Department of Education
GAT	General Achievement Test
LLEN	Local Learning and Employment Network
SES	socioeconomic status
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VETiS	VET in Schools program
VTAC	Victorian Tertiary Admissions Centre

Erratum

The On Track Survey 2005, The Destinations of School Leavers in Victoria. Figure 12. Top table label is 'Indigenous', lower table is 'Non-Indigenous'.

Executive summary

Introduction

Data presented in this report are based on a telephone survey of 32,343 Year 12 completers and 4,783 early leavers from the 2005 school year in Victoria. School leavers were contacted in April-May 2006 and destinations data were collected from them on two basic dimensions – education and training, on the one hand, and employment and occupation, on the other.

The *On Track* survey is designed to provide a valuable tool for guiding program policies both at the government and school level and at a local or regional level. The program enables schools to monitor how their students fare in a context of rapid labour market change and complex educational pathways. It is thus possible for schools to see, for example, how many exiting students are working, but also undertaking training, and how many are in tertiary study, but also have a job.

On Track also collects background information on students, so that the destinations of particular sub-groups can be considered – for example, those of indigenous students. Transition differences between regions in Victoria are also documented in this report. This information is valuable not only for schools, but also for the Local Learning and Employment Networks (LLEN), regions, VET providers, particularly TAFE institutes and for government agencies.

The data collected by this study were 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 (DOE). The data for Year 12 or equivalent completers, broken down by school, were published in the Victorian print media in June 2006 and reports were prepared for schools and Local Learning and Employment Networks (LLENs) in September 2006.

Of the 48,622 Year 12 or equivalent students in 2005, 43,341 students gave permission to be contacted to participate in the 2006 *On Track* survey. From this sample, a total of 32,343 responses (representing a response rate of 66.5 per cent of all Year 12 or equivalent completers) were included in the analysis.

The Year 12 achieved sample for the *On Track* survey has closely resembled the target sample over the past 4 years, in terms of its gender make-up, sector and regional composition. In 2006, the achieved sample comprised of 46.3 per cent males and 53.7 per cent females – only slightly different to that of the target sample which comprised of 46.5 per cent males and 53.5 per cent females. Sector composition was also similar across samples, with the achieved sample consisting of 54.1 per cent from government schools, 23.3 per cent from the Catholic sector and 21.1 per cent from independent schools; the target sample comprised of 54.5 per cent government sector, 23.0 per cent Catholic sector and 20.4 per cent independent. The achieved and target samples also showed little difference in terms of regional distribution, with 73.0 per cent of respondents in the achieved sample from metropolitan localities (compared with 73.7 per cent of the target sample) and 27.0 per cent from non-metropolitan localities (in comparison to 26.3 per cent of the target sample).

The number of early leavers who gave permission to be contacted to participate in the *On Track* survey totalled 10,842. Of this sample, a total of 4,783 responses were included in the early leaver analysis, representing a response rate of 44.1 per cent of the total early leaver sample. The early leaver response rate of 44.1 per cent reflects some difficulties in obtaining accurate contact details for this group of students.

As shown in Table 1 below, the transitions of school completers are more successful than those of early leavers. This is confirmed by trend data collected by the *On Track* survey over the past 4 years which highlights that school completers are much more successful than early leavers in accessing further education or training in the year following their exit from their education provider.

Table 1 *On Track respondents in education or training in the year following their exit from their education provider (Victoria, 2003-2006)*

Respondent cohort	Survey year							
	2003		2004		2005		2006	
	No.	%	No.	%	No.	%	No.	%
Year 12 completers	26,354	73.5	22,331	74.7	25,709	76.5	24,221	75.8
Early Leavers	2,867	57.0	1,570	51.2	2,608	57.6	2,636	57.2

Since the first *On Track* survey in 2003, around 3 in 4 Year 12 exit students have entered education or training destinations, with slightly more than this number commencing in education or training in 2006. Over the same period of time, early leavers on the other hand have entered education or training fields at a rate of just over 1 in 2. These comparisons further support the argument that remaining at school for longer provides more positive transition outcomes, particularly for those students exiting before the completion of year 12.

Overview of education and training destinations of Year 12 completers

Main 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 or equivalent exit students from 2005 were:*

- 46.1 per cent into degree-level programs in university
- 16.3 per cent into Certificate IV, Diploma or Advanced Diploma VET programs
- 4.1 per cent into Certificate I or II (some III) VET programs
- 5.4 per cent into apprenticeships
- 3.8 per cent into traineeships
- 20.1 per cent employed
- 4.1 per cent looking for work.

*Rounding may result in sum total exceeding 100.0 per cent.

Females who completed Year 12 were more likely to enter university than males while males were more likely to commence an apprenticeship or traineeship.

7.9 per cent of post-Year 12 students deferred a tertiary place, with the majority (7.1 per cent) working and 0.8 per cent unemployed.

Year 12 destinations by achievement level

Patterns of destinations also differed according to achievement. Using the General Achievement Test (GAT) as a measure of achievement, post-Year 12 higher achievers were more likely to enrol in university while lower achievers were more likely to enrol in VET programs and in apprenticeships and traineeships.

Achievement also had an impact in the labour market. Lower achievers were more likely to be in the labour market and more likely to be unemployed.

Destinations by Year 12 strand (VCE VET and VCAL)

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 2005 were:

- 31.8 per cent into degree-level programs in university
- 21.3 per cent into Certificate IV, Diploma or Advanced Diploma VET programs
- 4.7 per cent into Certificate I or II (some III) VET programs
- 7.7 per cent into apprenticeships
- 4.9 per cent into traineeships
- 24.6 per cent employed
- 5.0 per cent looking for work.

The destinations of VCAL completers are, as might be expected given the orientation of VCAL towards employment and training, very different from those of the VCE (both VET and non-VET) completers. The results for VCAL students exiting in 2005 were:

- 1.0 per cent into degree-level programs in university
- 9.3 per cent into Certificate IV, Diploma or Advanced Diploma VET programs
- 12.2 per cent into Certificate I or II (some III) VET programs
- 30.4 per cent into apprenticeships
- 7.3 per cent into traineeships
- 28.3 per cent employed
- 11.5 per cent looking for work.

Destinations by Indigenous status

Indigenous Year 12 completers were much less likely to enrol in university than non-Indigenous Year 12 completers, yet more likely to enrol in VET studies and marginally more likely to become apprentices or trainees. They were also much more likely to be employed or seeking work.

Socioeconomic status and student destinations

There was a strong correlation between socioeconomic status (SES) and achievement. Almost two-thirds of all low achievers came from low to very low SES backgrounds. Post-Year 12 students from high SES backgrounds were more likely to continue to build on their Year 12 achievement through further education and training, while those from lower SES backgrounds were more likely than their peers to enter the workforce.

→ Year 12 completers entering university or TAFE/VET study

The majority of respondents in education or training were in university degree programs (46.1 per cent) with VET diploma programs the next most popular study level (8.7 per cent). Female respondents were more likely to enter university courses than male respondents, although overall males and females were approximately equally likely to be in a study or training destination. The proportions of males and females by study level are shown in Table 2.

Table 2 *Study award levels of Year 12 or equivalent completers in education or training, by gender (%)*

Study award level	Males %	Females %	Total %
University (degree)	42.7	49.1	46.1
VET Advanced Diploma	5.8	4.1	4.9
VET Diploma	7.4	9.8	8.7
VET Cert IV	5.0	4.1	4.5
VET Cert III	6.3	5.6	5.9
VET Cert II	2.1	1.3	1.7
VET Cert I	1.3	0.3	0.8
VET Cert (level unspecified)	3.1	1.6	2.3
Unknown study level	1.5	0.3	0.9
In study/training (sub-total)	75.2	76.3	75.8
Not studying	24.8	23.7	24.2
Total	100.0	100.0	100.0

Year 12 GAT achievement and study destinations

This study found that achievement and study level were highly correlated. As achievement rises, so too does the proportion of students entering degree-level studies. Conversely, as achievement falls, participation in other award levels rises.

Socioeconomic status of Year 12 completers in study

Students in the highest socioeconomic bracket were far more likely to enter degree-level study compared with their peers in the lowest socioeconomic band (79.5 per cent compared to 60.2 per cent). Conversely, participation in award levels other than degree courses (including Certificates I-IV, Diplomas and Advanced Diplomas) displayed a reverse trend, with participation at all these award levels increasing with each regression in SES.

Course of study

At least one in four students (25.3 per cent) enrolled in one of the three most frequently cited course fields – general Arts, Business and Management, or other Management and Commerce studies. General Science and Nursing fields attracted 8.3 per cent of course enrolments (4.5 per cent and 3.7 per cent respectively), while Graphic and Design Studies (3.4 per cent), other Health Studies (3.3 per cent), Food and Hospitality and Sport and Recreation (3.0 per cent each), and Communication and Media Studies (2.9 per cent) accounted for 15.5 per cent of students.

Labour force characteristics of students

Well over half of all university and TAFE/VET enrolled students reported that they were engaged in employment whilst also in study. Fifty-nine per cent of all students were employed in either full-time (1.1 per cent) or part-time (57.7 per cent) work, and almost one in every four students (24.0 per cent) reported that they were looking for a job. Slightly less than one fifth (17.2 per cent) of students were neither employed nor looking for work while studying.

Apprentices and Trainees

Male school completers were much more likely than females to commence an apprenticeship (9.9 per cent compared with 1.5 per cent), whereas young women were more likely to enter a traineeship than young men (4.5 per cent compared with 3.1 per cent).

Apprentices were mostly likely to take up occupations in the building and automotive trades, mainly male-dominated occupations, and to a lesser extent food/hospitality and health/beauty, while traineeships recruited across a broader range of occupations, many of which have more balanced gender compositions.

Year 12 completers not continuing in education or training

Labour force destinations

Of the respondents entering the labour force, 37.1 per cent were working full-time, 45.8 per cent were engaged in part-time work, and 17.1 per cent were unemployed and looking for work.

Overall, the proportions of males and females who are not in education or training are very similar (24.8 per cent of males and 23.7 per cent of females). However, males were more likely to be either employed full-time (38.9 per cent compared to 35.7 per cent), or unemployed and looking for work (19.1 per cent compared to 15.2 per cent), while females are more likely to engage in part-time employment (49.1 per cent compared to 42.0 per cent of males).

Jobs of respondents in the labour force

More than half of all school completers who ended study upon completion of Year 12 and entered the work force were employed as either Sales Assistants (36.5 per cent) or in Food and Hospitality (21.8 per cent). A further 24.4 per cent of employed school leavers were working either as Labourers (9.7 per cent), in Administration (6.4 per cent), in Teaching and Child Care related fields (4.4 per cent), or working in Gardening and Farming related occupations (3.8 per cent).

Respondents in study, training and the labour force

The achievement profile of school completers continuing in study or training was much stronger than that of respondents who ceased to study and entered the labour force. Almost two-thirds of young men (60.5 per cent) who were not in any form of education or training (including apprenticeship or traineeship) were drawn from the lower two bands of the GAT, in comparison to 42.2 per cent of respondents in study or training. Similarly, 59.9 per cent of young women who entered the workforce came from the lower two quartiles of GAT achievement compared with 42.4 per cent of school leavers continuing as students, apprentices or trainees.

Reasons for Year 12 completers not continuing in education and training

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 two-thirds of females (63.1 per cent) and only marginally fewer males (61.7 per cent). The costs of study and the difficulty of supporting oneself while studying are the two most important economic impediments. These factors were cited by 37.1 per cent and 37.2 per cent respectively. Smaller proportions of respondents cited excessive travel and the associated costs of this travel (28.5 and 31.6 per cent respectively), and the need to move out of home in order to study (22.6 per cent)

Year 12 completers not in study and not in the labour force

Of the respondents neither in study nor the labour force, just under half of all males (47.7 per cent) and females (48.3 per cent) cited lack of readiness as a reason. Economic hindrances also influenced their decisions to cease study in much the same way as for Year 12 completers who entered the labour market without further education, with costs of study being the most frequently cited financial barrier for Inactive respondents (26.4 per cent).

Regional differences in post-Year 12 destinations

Regional differences in destinations

Patterns of destinations differed among regions, particularly metropolitan and non-metropolitan regions. The patterns for the Mornington Peninsula more closely 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 regional differences are even more marked when achievement is considered. Only the highest achievers from country Victoria enter tertiary study at higher rates than the statewide average, while in metropolitan areas only the lowest achievers do not exceed this statewide average.

Regional differences in reasons for not being in education or training

School completers living in non-metropolitan regions and in the south-eastern suburbs of Melbourne and Mornington Peninsula were more likely to identify the costs of travel or the need to travel long distances in order to reach education providers as a reason for them no longer being in study or training. The need to move away from home was also more likely to be nominated by school leavers living in most of the areas mentioned (except south east Melbourne). Similarly, the costs associated with study were more likely to be nominated by young people living in the non-metropolitan regions (although not all of them), the Mornington Peninsula and in the south-east of Melbourne, and to a lesser extent the outer-east of Melbourne.

Early Leavers

Early leaver destinations

The destinations of early leavers from 2005 were:

- 14.6 per cent into VET
- 35.5 per cent into apprenticeships
- 7.1 per cent into traineeships
- 15.2 per cent employed full-time
- 12.7 per cent employed part-time
- 14.8 per cent looking for work.

Almost twice as many males left school early compared with females but their destination patterns differed significantly. The most frequent destination for young women was a basic VET course (20.1 per cent) while young men were most likely to be in an apprenticeship (45.9 per

cent). Females who left school early were less likely to continue in further education and training and more likely to be looking for work.

Regional differences in early leaver destinations

Unlike the previous *On Track* study (2005), the lowest rates of transition to education and training for male early leavers were not restricted to areas of predominantly low SES. Instead, for males, the metropolitan regions exhibiting the lowest rates of transition to education and training included the south-eastern, inner-eastern and southern suburbs of the city, while education transition was at higher levels in both working and middle-class areas of the city such as the outer-western and outer-eastern suburbs. For younger men, transition to further education and training, especially apprenticeships, tended to be higher in country regions than in the city, thus offsetting comparatively lower retention rates.

Young women's transition to further education also displayed marked regional patterns, though from a generally lower base than males. Transition depended heavily on basic VET courses, while apprenticeships played a much smaller role. In some regions, such as the north-western, outer-western and southern suburbs, the proportion of young women either working or looking for work was very high.

Reasons for leaving school early

Three-quarters of early leavers cited a lack of interest in schoolwork and general dislike of school as having played a role in their decision to leave school. Over half of all early leavers agreed that 'school didn't offer subjects/courses that interested me' was a factor behind their early leaving.

The desire or opportunity to work, find an apprenticeship, or generally to earn money, was a 'pull' factor contributing to the majority of early departures from school.

Student perspectives on school and post-school destinations

Satisfaction with key aspects of the senior study program

The vast majority of respondents (94.0 per cent) agreed that their Year 12 or equivalent program had given them the 'opportunity to study at university or TAFE' or had given them 'a useful certificate' (91.0 per cent), while marginally fewer respondents (89.3 per cent) agreed that their study program had 'improved their chances of getting a good job'.

Respondents were also asked to comment on the quality of work skills and training delivered through the senior study program, and although they were somewhat less approving of this aspect of their course than other aspects, a substantial majority (74.5 per cent) agreed that their Year 12 or equivalent program had given them important skills and training for work.

Satisfaction by achievement

As achievement rises, so does the students' assessment of the perceived benefits of the senior study program. The highest achieving students were more likely than the lowest achieving students to agree that their Year 12 or equivalent course had given them an 'opportunity to study at university or TAFE' (98.6 per cent compared with 88.4 per cent) or had given them 'a useful certificate' (94.8 per cent as against 86.8 per cent).

In contrast, the attainment of important work skills or training through the course of study, received the highest level of approval by the lowest achieving students (75.6 per cent), which is also the group most likely to enter the labour market directly upon completing school.

While the potential benefits of the senior curriculum are rated highly by students across all levels of achievement, the highest achievers appeared to gain the most benefits, translating into greater post-school opportunities for this group. While lower achieving students were also very likely to regard their Year 12 or equivalent program as having provided the same benefits, they did so at a consistently lower level – except with respect to the attainment of important employment skills or training.

Satisfaction by Year 12 study strand

Students, who had attained a VCAL certificate were the least likely to report that their course offered them benefits in terms of opportunities for further study, reflecting less academic and more vocational aspirations. On the other hand, the perception of having gained important employment skills and training through the senior years of schooling was strongest amongst VCAL completers (90.6 per cent), whose subject choices allowed them to focus largely on studies related to vocational pathways, such as employment and employment-based training through apprenticeships and traineeships. By comparison, respondents who had attained the VCE with a VET component, while still positive about the vocational skills and training they had attained (76.9 per cent), were less so than their VCAL contemporaries, and students who had attained the VCE without any VET subjects were less approving still (72.7 per cent).

Although graduates from all of the three study strands were likely to agree that participation in the senior curriculum improves the self-confidence of young people, those respondents who participated in VCAL are even more likely to agree with this view than those who participated in VCE (VET or non-VET) programs (87.8 per cent of VCAL graduates, compared with 78.6 per cent of VCE VET in schools graduates and 80.2 per cent of VCE non-VET in schools graduates). Additionally, some 86.4 per cent of VCAL students agreed or strongly agreed that the opportunity to enrol in VCAL was an important factor in their staying on at school.

These findings demonstrate the value of an alternative senior certificate to young people who might otherwise be at risk of leaving school early. It clearly provides these students with a desirable alternative to the VCE, one which they perceive as better able to equip them for the workforce or further training.

Students requesting referrals

Year 12 respondents

In all, there were 4,630 respondents from the Year 12 cohort who were not in education or training and were unemployed or working part-time – a total of 14.5 per cent who were invited to receive further assistance or advice. These were then divided into those who accepted the offer of a referral (5.6 per cent) and those refusing it (9.0 per cent). There were only minor differences between male and female respondents in their response behaviours.

Early leaver respondents

Among early leavers, there were 1,210 respondents who were not in study and unemployed or working part-time – a total of 26.3 per cent of the early leavers cohort. These were then divided into those who accepted the offer of a referral (14.6 per cent) and those refusing it (11.6 per cent). As expected, given the greater vulnerability of early leavers, these rates were higher than those of the Year 12 cohort.

Unlike the Year 12 sample, where there were only mild differences between male and female respondents, there was 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 the overall proportion of young women accepting the offer was higher than for young men (20.6 per cent of females compared with 11.6 per cent of males).

Year level

There were also differences according to the year level in which the respondents had left school. Year 12 early leavers were the group most likely to request a referral, with 19.3 per cent wanting to be followed up. In comparison, lower proportions of Year 11 early leavers (13.8 per cent), and Year 10 or below early leavers (13.3 per cent) wanted to be followed up.

Introduction

Aims

Since the first large-scale study in 2003, more than 150,000 post-compulsory school leavers have participated in the *On Track* survey, providing valuable insight into their post-schooling destinations and pathways the year following their exit from their education provider. Through their participation in this survey, respondents have facilitated our understanding of the many factors which today play a role in navigating young individuals towards a range of post-compulsory outcomes, and which lend assistance to successful transitions into education, training and employment pathways.

Since its inception, the *On Track* survey has sought to:

- Offer a consistent and comprehensive approach to monitoring the transitions of school leavers following their exit from compulsory schooling, in a manner that can be usefully reported to education representatives and providers as well as the wider public, including parents and students.
- Provide a detailed analysis of the destinations of school leavers in order to address the broader issues and implications associated with post-compulsory transitions for particular subgroups in relation to their longer-term success in specific pathways.
- Enable education providers to interpret the analyses in a way which allows them to better meet the needs of all school leavers.

Survey administration

The telephone survey was conducted by Field Works Market Research firm. This involved a telephone survey of school leavers who agreed to participate in the *On Track* survey.

Data collected by the market research firm 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, Post Compulsory Division, Office of Learning and Teaching.

Reporting

From the *On Track* survey, several levels of analysis and reporting of destinations data occur and these data are presented in a number of formats, including charts and tables for schools and other education providers, charts and tables for the system (including LLENs, governmental regions and TAFE study areas), 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 2006.

Sample

This study aimed to track all school leavers enrolled in Years 10, 11 and 12 during 2005. In keeping with the requirements of privacy legislation, permission to obtain names and contact details of school completers and early leavers enrolled in either VCE or VCAL, from the VCAA, was sought through a question on the VCE/VCAL enrolment form. The survey targeted all those who agreed to allow the VCAA to release their contact details. Additionally, those who did not complete this question were sent a letter giving them the opportunity to be added to the target sample. Those who did not wish to be added to the sample were asked to provide basic destination data. The contact details of the target sample were released only to the University of Melbourne research team and to Field Works Market Research company after this process

had been completed. In addition, schools were requested to supply data on early leavers from Year 10 from their own records and these contact details were also supplied to the University of Melbourne.

Year 12 sample

Of the 48,622 Year 12 or equivalent[1] completers in 2005, 43,341 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 32,343 (66.5 per cent) of all Year 12 or equivalent completers. Of these, 31,959 school leavers (excluding students who were inactive in the labour market and not studying – n=384) were included in the analysis – a total of 65.7 per cent of all Year 12 or equivalent completers (and 73.7 per cent of the sample supplied). The sources of non-response among students in the contact list may be divided into two broad categories.

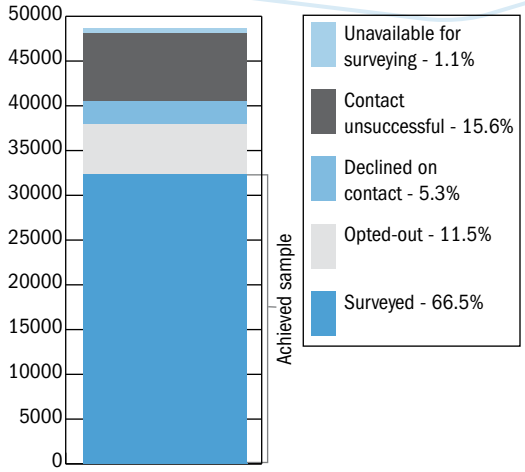
The first broad category of non-response comprised those individuals who declined to participate. A total of 5,583 school leavers refused to release their contact details at the time of completing their VCE/IB enrolment form (11.5 per cent) and were excluded immediately. A further 2,572 individuals who had supplied their contact details (5.3 per cent) declined to participate when contacted by Field Works, the market research company used to conduct the survey. In combination, these figures provide the largest source of sample loss, adding up to a refusal rate of 16.8 per cent of all Year 12 or equivalent completers.

The second broad category comprised those school leavers who, for one reason or another, could not be successfully contacted. Most of these were due to missing, incomplete or obsolete contact details on the source VCAA file, disconnected or invalid phone numbers, or the individual not being known at the number provided. A small number also experienced language difficulties when contacted and were unable to participate. In total, 7,597 individuals (15.6 per cent) could not be contacted. The other main reason for non-contact related to poor availability, resulting in unsuccessful contacts with 527 respondents – all of whom had correct contact details – but who were unavailable at the time of surveying (overseas, inaccessible, etc.). This group represented 1.1 per cent of all Year 12 or equivalent completers.

[1] Year 12 or equivalent completion is defined as completing a VCE, IB or VCAL (intermediate and above).

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

Figure 1 *Year 12 or equivalent completers: target sample and achieved sample*



How representative is the sample of Year 12 completers reached by the *On Track* survey? Three important elements of the sample structure are its gender balance, sector composition and regional distribution.

The target sample for the 2006 *On Track* survey comprised the segment of Year 12 completers who had released details for contact (n=43,341 or 89.1 per cent of the defined population). The gender make-up of the achieved sample (n=32,343) was only marginally different to that of the target sample (males: 46.3 and 46.5 per cent respectively; females: 53.7 per cent and 53.5 per cent respectively). Sector composition was also similar between the achieved and target samples (government sector: 54.1 per cent and 54.5 per cent respectively; Catholic sector: 23.3 per cent and 23.0 per cent respectively; independent sector: 21.1 per cent and 20.4 per cent respectively; adult Sector: 1.5 per cent and 2.1 per cent respectively). The regional distribution of school completers in the achieved sample also showed little deviation from those in the target sample (metropolitan localities: 73.0 per cent and 73.7 per cent respectively; non-metropolitan localities: 27.0 per cent and 26.3 per cent respectively).

Excluding students who were inactive (neither in education or training, nor in the labour force), the achieved sample numbered 31,959. These 31,959 school leavers formed the basis of the analyses presented in this report. It should be noted that some cross-tabulations may sum to a figure slightly lower than this, due to missing data on one or more variables.

Early leaver sample

In 2006, the early leaver sample provided by the VCAA included 10,842 individuals – up from 9,429 early school leavers the previous year. The breakdown of this sample by year level of exit is outlined in Table 3.

Table 3 *Early leavers, by year level of exit*

Year level of exit	No.	%
Year 7–8	122	1.1
Year 9	45	0.4
Year 10	1980	18.3
Year 11	4613	42.5
Year 12	4082	37.6
Total	10,842	100.0

A total of 4,783 early school leavers were successfully contacted and surveyed through *On Track*, yielding a response rate of 44.1 per cent from the initial contact sample (n=10,842). Early leavers who indicated that they were neither in education or training, nor in the labour force (inactive, n=177) were excluded from all early leaver analyses, resulting in an achieved sample of 4606 young people (42.5 per cent on the initial contact sample).

Sources of non-response amongst the early leavers were similar to those reported for the school completers. Of the 10,842 young people on the contact list who exited school before completing Year 10, Year 11 or Year 12, 6,059 were not surveyed. More than one quarter of these losses (25.2 per cent) were due to incorrect, missing or incomplete contact details supplied on the source file. A further 7.2 per cent of this group declined to participate when contacted and a smaller proportion (2.1 per cent) was unavailable at the time of surveying. In total, 35.0 per cent of the initial sample could not be contacted or successfully surveyed.

The remaining 20.9 per cent of the starting sample was comprised of individuals who appeared on the contact list, but who were either still at school at the time of surveying (10.7 per cent), had completed their VCE and were not early school leavers (3.6 per cent), or who had not studied in 2005 (6.6 per cent) and were subsequently ineligible to participate in the survey.

chapter 1

Overview of education and training destinations of Year 12 or equivalent completers

Each year, the *On Track* survey provides a point-in-time snap-shot of the destinations of school leavers in Victoria. In 2006, 32,343 young people who had completed Year 12 or the equivalent (VCE, IB, VCAL Intermediate, VCAL Senior or Senior Extension) in 2005, and who had granted permission to be contacted, participated in the telephone survey in April-May of 2006. The results of this survey form the basis of this report.

Main destinations

The 2006 *On Track* survey showed that just over 3 in 4 young people who completed Year 12 or equivalent in 2005, continued in some recognised form of education or training in the year following their exit from school or other education provider. Transition to degree-level programs at university accounted for just under half of all respondents (46.1 per cent), followed by entry into advanced diploma, diploma or certificate IV level programs in TAFE/VET (16.3 per cent). A smaller proportion of respondents commenced basic or skilled VET programs which were either campus-based (4.1 per cent), or employment-based as an apprentice or trainee (9.2 per cent). Slightly less than one quarter (24.3 per cent) of Year 12 or equivalent completers entered the labour market directly without any further education or training, and were either employed (20.1 per cent) or looking for work (4.1 per cent). See.Figure 2.

Figure 2 *Main destinations of Year 12 or equivalent completers (including deferrers), April-May 2006*

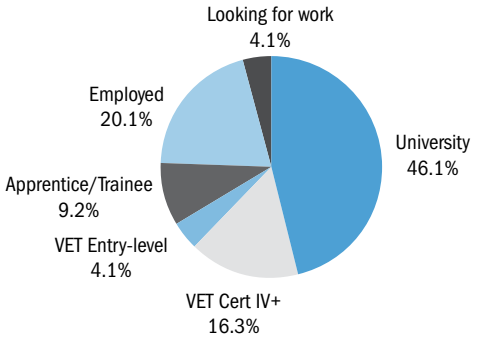


Figure 2 assigns deferrers to their actual labour market destination (employment or looking for work), however it is also possible to illustrate the destinations of school completers with deferrers identified separately. Figure 3 shows that 7.1 per cent of Year 12 or equivalent completers had deferred a tertiary place and entered employment while 0.8 per cent of deferrers were looking for work.

Figure 3 *Main destinations of Year 12 or equivalent completers, showing deferrers as separate categories, April-May 2006*

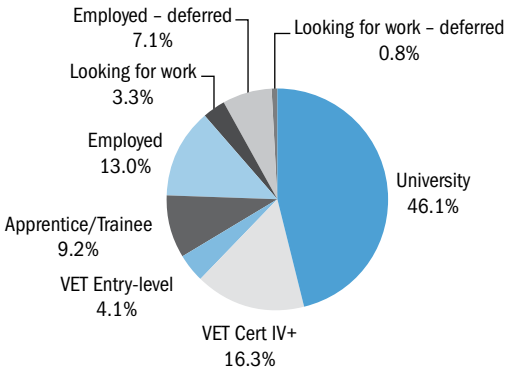


Figure 4 presents yet another perspective, showing apprentices and trainees separately. It can be seen that apprenticeships made up 5.4 per cent of the destinations of Year 12 or equivalent completers (accounting for 1724 respondents), while traineeships made up 3.8 per cent of their destinations (accounting for 1219 respondents).

Figure 4 *Main destinations of Year 12 or equivalent completers, showing apprentices and trainees separately (and including deferrers), April–May 2006*

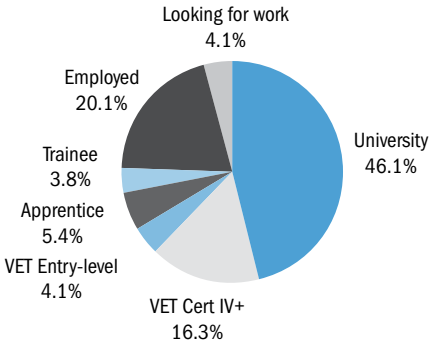
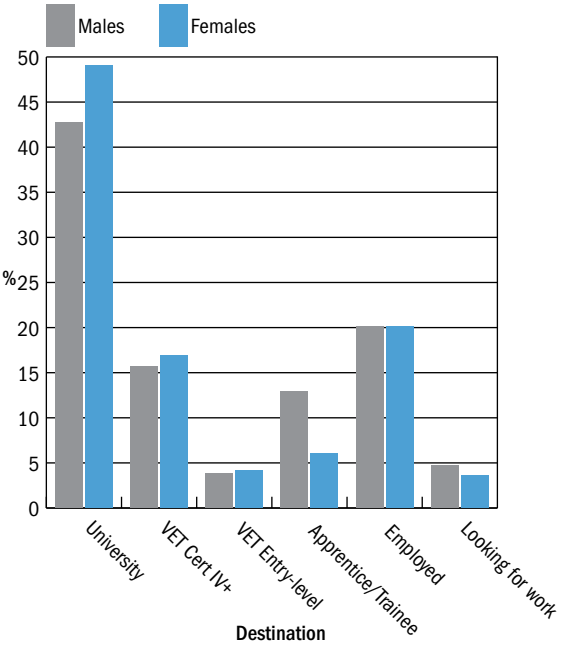


Figure 5 *Main destinations of Year 12 or equivalent completers, by gender*



Differences in education and training destinations were also drawn according to gender (see Table 4 and Figure 5). Young women were more likely than young men to enter university (49.1 per cent compared to 42.7 per cent) or higher-level VET programs (16.9 per cent compared to 15.7 per cent). Males on the other hand, were more likely than females to enter into a contract of training (apprenticeship or traineeship – 12.9 per cent compared to 6.0 per cent), and were just as likely as their female counterparts to be employed and not in education or training (20.1 per cent). These numbers mask more subtle (and not so subtle) differences in tertiary courses, fields of study and industry sectors of training.

Since the first *On Track* survey in 2003, the destination profile of Victorian school leavers has undergone a slight transformation. Although the proportions of school leavers entering each destination category have varied only slightly from year to year, greater differences are apparent when the proportions of young people making the transition to education, training and the labour market are compared across non-successive years; in particular, reasonable differences exist when the current cohort is examined in comparison to the first cohort of 2002.

Table 4 *Main destinations of school completers (including deferrers), by gender*

Destination	Males		Females		Total	
	No.	%	No.	%	No.	%
University	6,307	42.7	8,398	49.1	14,705	46.1
VET Certificate IV+	2,315	15.7	2,897	16.9	5,212	16.4
Entry-level VET	567	3.8	726	4.2	1,293	4.1
Apprentice/Trainee	1,911	12.9	1,025	6.0	2,936	9.2
Employed	2,961	20.1	3,440	20.1	6,401	20.1
Unemployed	700	4.7	618	3.6	1,318	4.1
Total	**14,761**	**100.0**	**17,104**	**100.0**	**31,865**	**100.0**

Table 5 *Destinations of Year 12 completers1, by cohort year and gender, 2002–2005 (%)*

Destination	2002 cohort			2003 cohort			2004 cohort			2005 cohort		
	M	F	All	M	F	All	M	F	All	M	F	All
University	36.7	44.3	40.8	39.5	45.4	42.7	39.9	45.8	43.1	42.7	49.1	46.1
VET Certificate IV+	20.5	19.2	19.8	20.0	19.7	19.8	17.7	18.4	18.1	15.7	16.9	16.4
Entry-level VET	6.9	7.0	7.0	5.6	6.2	5.9	5.4	5.3	5.3	3.8	4.2	4.1
Apprentice/Trainee	8.3	3.9	6.0	8.6	4.3	6.3	13.5	7.1	10.1	12.9	6.0	9.2
Education & training (sub-total)	72.4	74.4	73.6	73.7	75.6	74.7	76.5	76.6	76.6	75.2	76.3	75.7
Employed	21.9	20.2	21.0	21.2	20.1	20.6	19.0	19.1	19.0	20.1	20.1	20.1
Looking for work	5.7	5.5	5.6	5.1	4.3	4.7	4.6	4.3	4.4	4.7	3.6	4.1
Not in education or training (sub-total)	27.6	25.6	26.4	26.3	24.4	25.3	23.5	23.4	23.4	24.8	23.7	24.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Notes: 1. Figures reported for 2002-2004 include Year 12 completers only; figures reported for 2005 include Year 12 **or equivalent** completers which include VCE, VCAL Senior (and Senior Extension) and VCAL Intermediate completers.

As Table 5 shows, overall entry to university (degree-level) programs increased from 40.8 per cent in 2003 to 46.1 per cent in 2006 (an increase of 5.3 percentage points). Entry to VET programs showed a reversal of this trend with enrolment in both Entry-level and Certificate IV+-level programs decreasing from 7.0 per cent to 4.1 per cent and from 19.8 per cent to 16.4 per cent, respectively, from 2003 to 2006. Take-up of apprenticeships and traineeships has trended mostly upwards over the last 4 years, increasing from 6.0 per cent in 2003, to 9.2 per cent in 2006. The number of young people entering employment in 2006 has changed very little since 2003, with only a marginal reduction of 0.9 per cent across the years (from 21.0 per cent to 20.1 per cent). The proportion of Year 12 or equivalent completers looking for work also decreased since 2002, from 5.6 per cent to 4.1 per cent.

In total, the proportion of Year 12 graduates continuing in education or training has increased from 73.6 per cent to 75.8 per cent since 2003 and conversely, the proportion of *On Track* survey respondents entering the labour market without any further education or training has declined from 27.6 per cent to 24.2 per cent.

Year 12 destinations by achievement level

Achievement in Year 12 exercises a very large influence on post-Year 12 destinations. As achievement level rises, aspirations for tertiary study also rise. So too, does transition from school to tertiary study, especially entry to university (see Figure 6). Of the highest achievers as measured by the GAT in 2005, about 76.1 per cent of females and 76.0 per cent of males enrolled in university. Only 18.6 per cent and 14.3 per cent of the lowest achieving females and males respectively, enrolled in university (see Table 6 and Figure 7).

Figure 6 *Destinations of Year 12 or equivalent completers, by quartiles of GAT achievement*

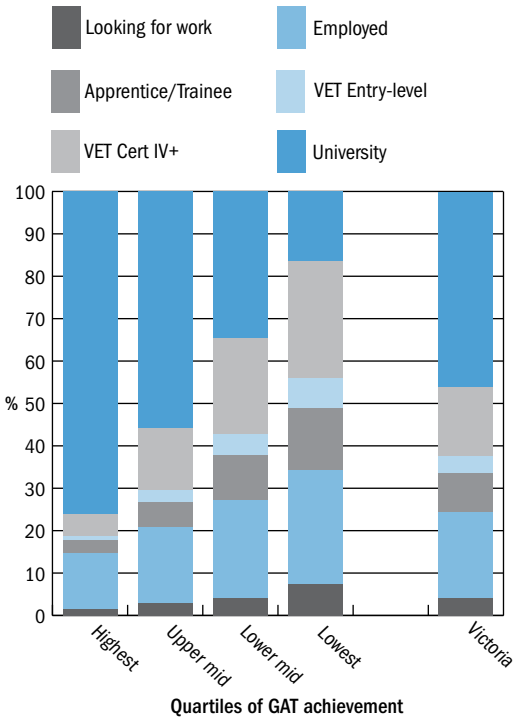
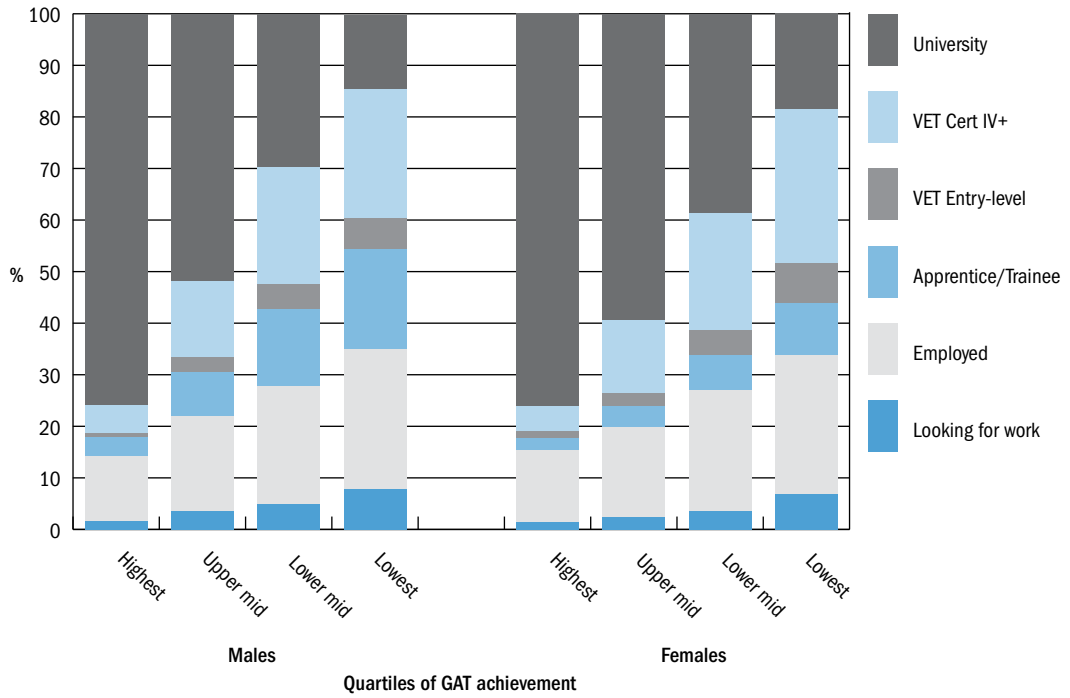


Table 6 *Destinations of Year 12 or equivalent completers, by quartiles of GAT achievement and gender (%)*

	Destination	Quartiles of GAT achievement				
		Highest	Upper mid	Lower mid	Lowest	Total
Males	University	76.0	51.7	29.8	14.3	45.1
	VET Certificate IV+	5.3	14.9	22.5	25.2	16.3
	Entry-level VET	0.9	2.8	5.0	5.9	3.5
	Apprentice/Trainee	3.5	8.6	14.8	19.5	11.1
	Employed	12.6	18.3	22.9	27.0	19.7
	Looking for work	1.7	3.6	4.9	7.9	4.3
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females	University	76.1	59.4	38.6	18.6	50.4
	VET Certificate IV+	5.0	14.1	22.6	29.9	17.0
	Entry-level VET	1.3	2.6	4.9	7.7	3.9
	Apprentice/Trainee	2.4	4.1	6.9	10.2	5.6
	Employed	13.8	17.3	23.3	26.8	19.8
	Looking for work	1.5	2.4	3.6	6.9	3.4
	Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 7 *Destinations of Year 12 or equivalent completers, by quartiles of GAT achievement and gender*



The degree to which young people achieve in secondary school has a large bearing, not only on whether they will continue in some form of education or training on completing their Year 12, but also on the likelihood of being unemployed and looking for work in the event that they choose to enter the labour market without any further study or training. Among both young men and women, 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 2006, only 15.3 per cent of females who placed in the highest quarter of GAT scores ended education or training on completion of their Year 12, compared with 33.7 per cent of females in the lowest quarter of achievement in GAT. The range was very similar for males (14.3 per cent compared with 35.0 per cent respectively).

In summary, as achievement falls, Year 12 completers find themselves progressively excluded from higher education, and counterbalance 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 and breadth of programs 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 further education and training must also be given priority in these schools.

Destinations by senior certificate and study strand

The 2006 sample of Year 12 or equivalent completers in the *On Track* survey included 9,310 students who had undertaken nationally accredited vocational studies as part of their senior secondary certificate (7,881 as VCE VET students and 1,429 as Victorian Certificate of Applied Learning – VCAL – students). 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, Teese, O'Brien and Unger 1998; Polesel, Teese and O'Brien 1999a; Polesel, Teese and O'Brien 1999b; Polesel, Teese and O'Brien 2001; Polesel and Teese 2002). A report on the destinations of the 2005 VET in Schools cohort has also been prepared, based on data from the *On Track* survey (see Polesel, 2007).

In 2006, sufficient numbers of VCAL students were also captured in the study to allow a separate analysis for this group. The following analysis, therefore, reports the destinations of three distinct groups – VCE non-VET completers, VCE VET completers and VCAL completers.

As in previous years, results from the survey show that students undertaking VET as part of their 2005 Year 12 or equivalent study program had positive transition outcomes, even in comparison with their more academically oriented non-VET peers. The majority of VET respondents, just over three in ten, entered university (31.8 per cent), while just over one in five (21.3 per cent) began an Advanced Diploma, Diploma or Certificate IV program in the VET sector. A small proportion of VCE VET school completers (4.7 per cent) undertook an on-campus basic or skilled VET course, while 12.6 per cent entered a contract of training (7.7 per cent apprentices and 4.9 per cent trainees). The second-largest group (24.6 per cent) took up employment with no further education and training, while a further 5.0 per cent were looking for work (full details are set out in Table 7 and Figure 8).

How do the destinations of VET students compare with those of students who were not undertaking VET as part of their Year 12 or equivalent study program? While VET students generally qualify for entry to higher education, in 2006 they were much less likely to enrol in university than their non-VET peers (31.8 per cent compared to 54.0 per cent of the non-VET cohort). Despite this gap in university transition, however, the proportion of VET participants entering higher education has steadily increased since the first *On Track* survey, increasing from 18.1 per cent in 2003 to 26.4 per cent in 2005, reaching a new high of 31.8 per cent in 2006 – an overall increase of 13.7 percentage points in participation in higher education. Although this may in part be driven by the rise in the total number of students undertaking VET at the senior level of school (2004, n=4187; 2005, n=8106; 2006, n=9310), the surge in transition to university degree-level programs may be an indication that students are attracted to the more hands-on and learner-centred pedagogies employed in VET, as well as its vocational benefits.

Analysis of other destinations reveals that VET students were more likely to enrol in VET

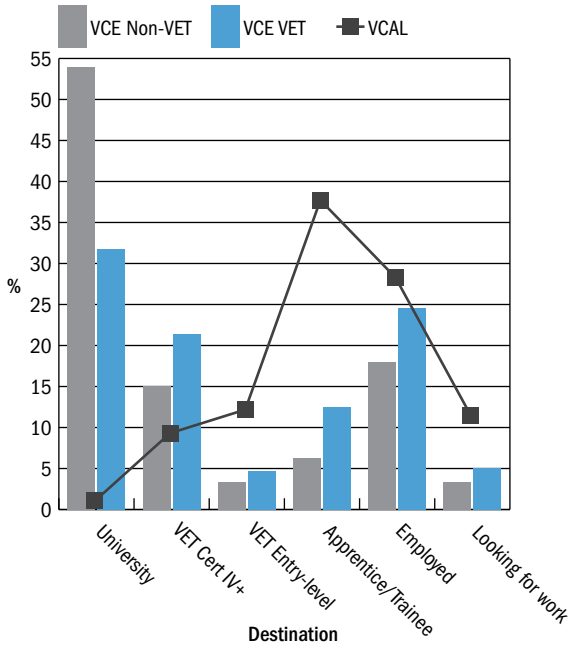
programs at Certificate IV-level or above (21.3 per cent compared to 15.1 per cent of non-VET students), slightly more likely to enrol in on-campus basic or skilled VET courses (4.7 per cent compared to 3.3 per cent), and approximately twice as likely to start an apprenticeship or traineeship (12.6 per cent compared to 6.2 per cent). More VET students entered the workforce with no further education or training (24.6 per cent as against 18.0 per cent), and as a group they were marginally more likely to be looking for work (5.0 per cent compared to 3.4 per cent) (see Figure 8).

The destinations of VCAL completers are, as might be expected, very different from those of the VCE (both VET and non-VET) completers (see Table 7and Figure 8). This is not surprising, given the very different orientation of the VCAL group – one which leans towards employment and training rather than higher education. The single largest destination for the VCAL respondents is employment-based training (37.7 per cent), with 30.4 per cent entering apprenticeships and 7.3 per cent entering traineeships. The second-largest group (28.3 per cent) took up employment with no further education and training, while a further 11.5 per cent were looking for work. Campus-based study destinations, on the other hand, attracted only a small proportion of VCAL graduates, with most going into basic VET courses (12.2 per cent) or higher level VET courses, i.e. Advanced Diploma, Diploma or Certificate IV programs (9.3 per cent).

Table 7 *Destinations of Year 12 or equivalent completers, by senior certificate, study strand and gender*

Destination	VCE Non-VET		VCE VET		VCAL		All certificates/ study strands	
	No.	%	No.	%	No.	%	No.	%
Males								
University	5,106	51.7	1,193	29.8	8	0.9	6,307	42.7
VET Cert IV+	1,464	14.8	797	19.9	54	6.0	2,315	15.7
VET Entry-level	306	3.1	177	4.4	84	9.4	567	3.8
Apprentice	579	5.9	504	12.6	373	41.6	1,456	9.9
Trainee	252	2.6	154	3.9	49	5.5	455	3.1
Employed	1,789	18.1	946	23.7	226	25.2	2,961	20.1
Looking for work	372	3.8	226	5.7	102	11.4	700	4.7
Total	**9,868**	**100.0**	**3,997**	**100.0**	**896**	**100.0**	**14,761**	**100.0**
Females								
University	7,077	55.8	1,314	33.8	7	1.3	8,398	49.1
VET Cert IV+	1,933	15.2	885	22.8	79	14.8	2,897	16.9
VET Entry-level	443	3.5	193	5.0	90	16.9	726	4.2
Apprentice	99	0.8	100	2.6	62	11.6	261	1.5
Trainee	480	3.8	229	5.9	55	10.3	764	4.5
Employed	2,267	17.9	995	25.6	178	33.4	3,440	20.1
Looking for work	388	3.1	168	4.3	62	11.6	618	3.6
Total	**12,687**	**100.0**	**3,884**	**100.0**	**533**	**100.0**	**17,104**	**100.0**
All								
University	12,183	54.0	2,507	31.8	15	1.0	14,705	46.1
VET Cert IV+	3,397	15.1	1,682	21.3	133	9.3	5,212	16.4
VET Entry-level	749	3.3	370	4.7	174	12.2	1,293	4.1
Apprentice	678	3.0	604	7.7	435	30.4	1,717	5.4
Trainee	732	3.2	383	4.9	104	7.3	1,219	3.8
Employed	4,056	18.0	1,941	24.6	404	28.3	6,401	20.1
Looking for work	760	3.4	394	5.0	164	11.5	1,318	4.1
Total	**22,555**	**100**	**7,881**	**100**	**1,429**	**100**	**31,865**	**100.0**

Figure 8 *Destinations of Year 12 or equivalent completers, by Year 12 strand*



In 2006, gender differences in the destinations of VCE VET students were similar to the findings reported in the 2005 *On Track* report — once again, young women undertaking VET in their VCE study program were more likely than their male counterparts to enter tertiary study. Young women were more likely to enter university (33.8 per cent compared to 29.8 per cent of males) or higher-level VET programs (22.8 per cent compared to 19.9 per cent) than males who had also undertaken VET as part of their VCE study program. Males, however, were more than twice as likely as females to enter employment-based training (16.5 per cent compared to 8.5 per cent), with young men more likely to enter apprenticeships but females more likely to enter traineeships (see Table 7 and Figure 9).

Gender differences were also pronounced among the VCAL graduates (see Table 7 and Figure 10). Male school completers, for example, were much more likely to enter apprenticeships and traineeships (47.1 per cent, compared with 21.9 per cent of females), while females were more likely to make a transition to campus-based VET studies (31.7 per cent, compared with 15.4 per cent of males) and to employment with no further education or training (33.4 per cent, compared with 25.2 per cent of males). Although VCAL does not normally qualify young people for entry to university, a small proportion from each gender grouping also gained entry to higher education (1.3 per cent of females and 0.9 per cent of males). The proportions from each group seeking work were almost identical (11.4 per cent of males and 11.6 per cent of females).

Figure 9 *Destinations of students undertaking VET in their VCE, by gender*

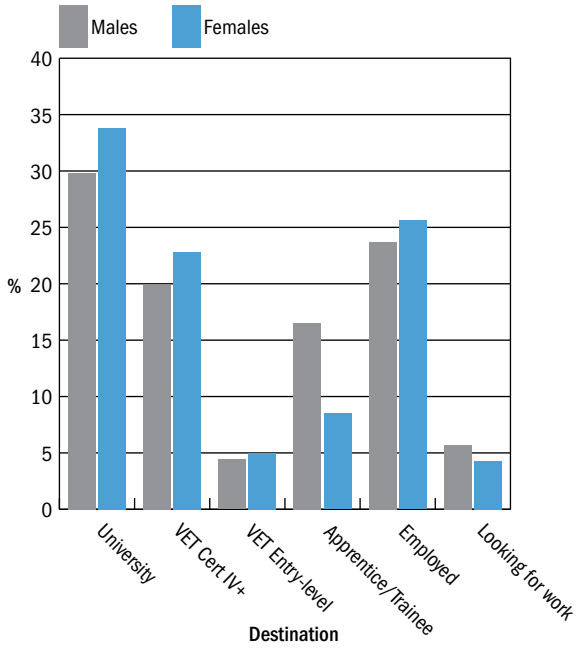
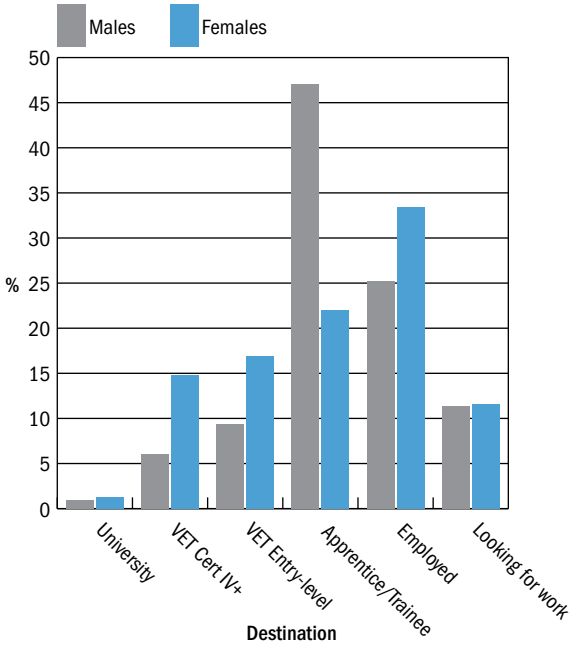


Figure 10 *Destinations of VCAL students, by gender*



The VET program reached a large range of Year 12 students in terms of measured achievement. Figure 11 and Figure 12 report the destinations of the highest and lowest achievers, broken out by participation in VET or non-VET programs (N.B. VCAL graduates are excluded as most VCAL students do not do the GAT test). Figure 11 below shows that low achievers who graduated from VET programs were less likely than non-VET students at the same achievement level to enter university or higher-level VET programs, but almost equally likely to enrol in Entry-level VET programs. VCE VET students were also more likely to begin an apprenticeship or traineeship, or to enter employment, and were slightly more likely to be looking for work.

Figure 11 *Destinations of Year 12 completers (VCE VET and non-VET students): low achievers*

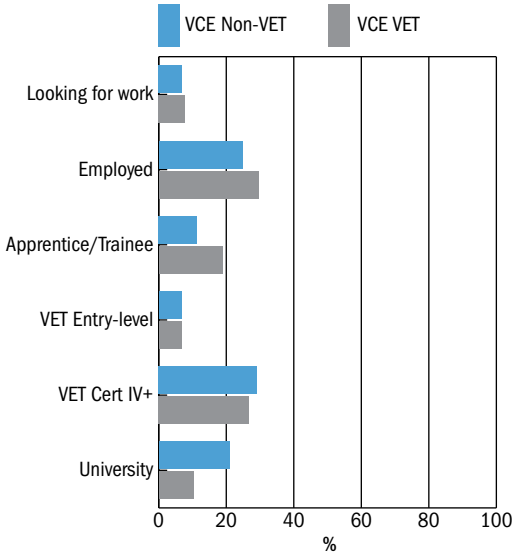
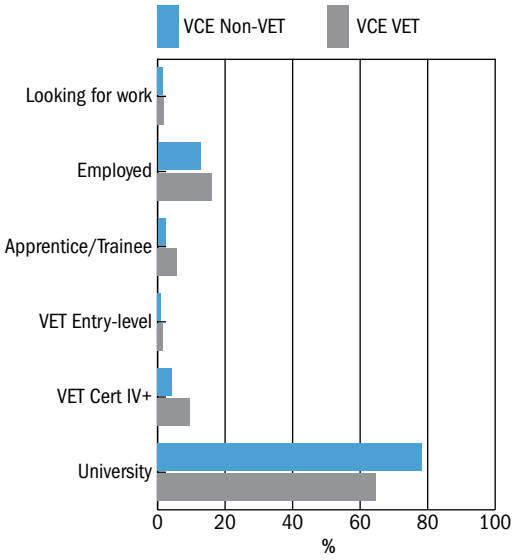


Figure 12 shows that amongst the highest achievers, those who had come from VCE VET programs tended to balance lower transition to university with higher transition to VET programs at all levels, and were also more likely to begin a contract of training as an apprentice or trainee or to be working than their VCE non-VET peers. As with the lowest achievers, high achieving VET students were also marginally more likely than non-VET students at the same level of achievement to be unemployed and looking for work.

Figure 12 *Destinations of Year 12 completers (VCE VET and non-VET students): high achievers*



Destinations by Indigenous status

In 2006, 187 individuals who identified as being either Aboriginal or Torres Strait Islander participated in the *On Track* survey. The destinations of this small group compared with the rest of the sample are shown in Figure 13.

In comparison with non-Indigenous respondents, Indigenous Year 12 or equivalent completers were much less likely to enrol in university programs (27.8 per cent compared with 47.8 per cent), yet they were more likely to engage in VET programs at both Entry-level (7.0 per cent compared to 3.9 per cent) and Certificate IV-level or higher (18.7 per cent in comparison to 16.6 per cent). Indigenous school leavers were also marginally more likely to enter a contract of training either as an apprentice or trainee (11.2 per cent compared to 9.2 per cent). They were also far more likely to be employed (27.8 per cent as against 19.5 per cent of non-Indigenous respondents) or looking for work (7.5 per cent compared with 4.1 per cent).

Figure 13 *Destinations of Year 12 completers, by Indigenous status*

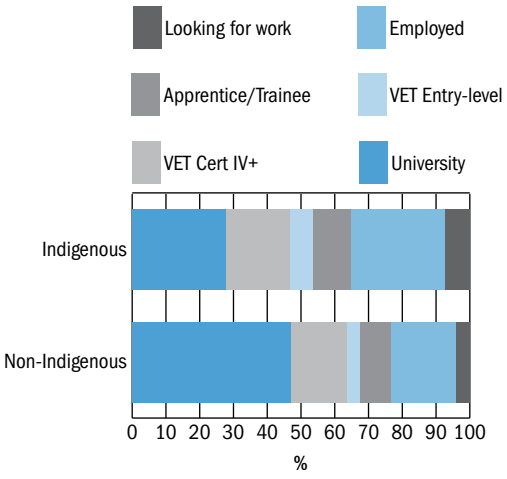
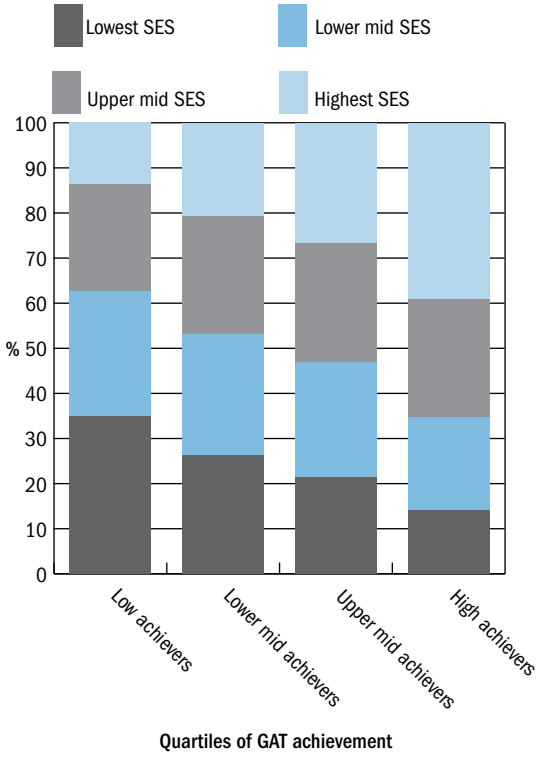


Figure 14 *Social background of Year 12 or equivalent completers at by quartiles of GAT achievement*



Socioeconomic status and student destinations

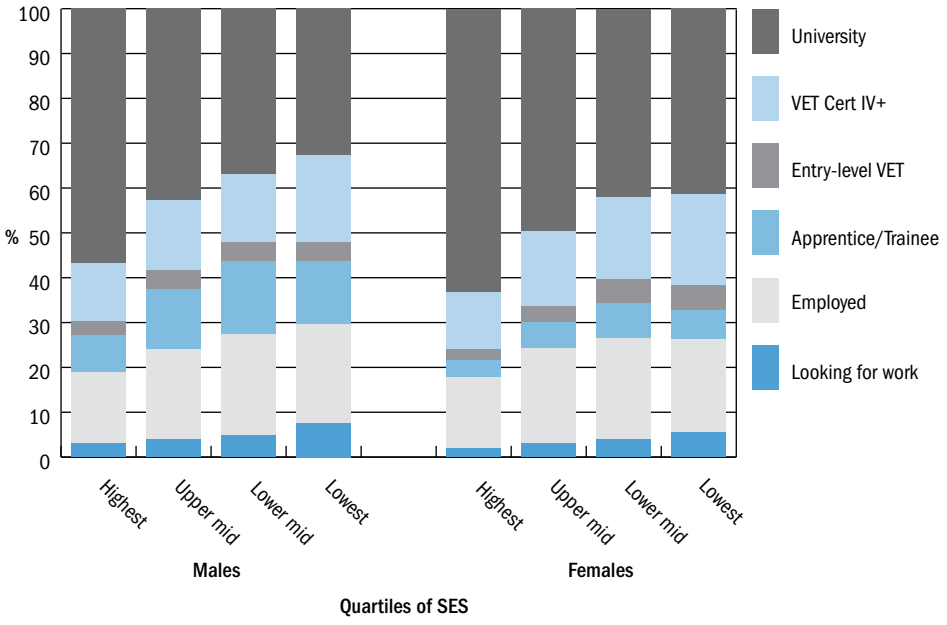
As in past years, the 2006 survey found a strong correlation between the socioeconomic status (SES, based on residential address) of respondents and their post-schooling destinations. Again, it can be seen that achievement differences are the means through which social disadvantage is relayed. Just below two-thirds of all low achievers in Year 12 (61.3 per cent) come from low to very low SES backgrounds. The reverse is found among high achievers – two-thirds of them (65.7 per cent) are drawn from high to very high SES backgrounds (see Figure 14).

The combined effect of differential achievement and sociocultural factors is a pattern of marked social inequality in post-Year 12 destinations. Table 8 and Figure 15 report destinations by SES and gender, with SES based on ABS Census Collection District values of the home addresses of the students when in Year 12 (ABS 2001).

Table 8 *Destinations of Year 12 or equivalent completers, by SES and gender (%)*

Destination	Quartiles of SES				
	Lowest	Lower mid	Upper mid	Highest	Total
Males					
University	32.9	36.9	42.8	56.9	42.8
VET Certificate IV+	19.2	15.3	15.7	13.0	15.7
VET Entry-level	4.4	4.1	4.1	2.9	3.9
Apprentice/Trainee	14.0	16.2	13.5	8.4	12.9
Employed	22.0	22.7	20.1	15.8	20.0
Looking for work	7.6	4.8	3.9	3.1	4.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females					
University	41.5	42.1	49.7	63.3	49.1
VET Certificate IV+	20.3	18.3	16.7	12.6	17.0
VET Entry-level	5.6	5.3	3.6	2.6	4.2
Apprentice/Trainee	6.5	7.8	5.8	3.8	6.0
Employed	20.8	22.5	21.2	15.7	20.1
Looking for work	5.4	4.0	3.1	2.0	3.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
All					
University	37.6	39.7	46.5	60.2	46.2
VET Certificate IV+	19.8	16.9	16.2	12.8	16.4
VET Entry-level	5.0	4.7	3.8	2.7	4.1
Apprentice/Trainee	9.9	11.6	9.4	6.0	9.2
Employed	21.3	22.6	20.6	15.7	20.0
Looking for work	6.3	4.4	3.5	2.5	4.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

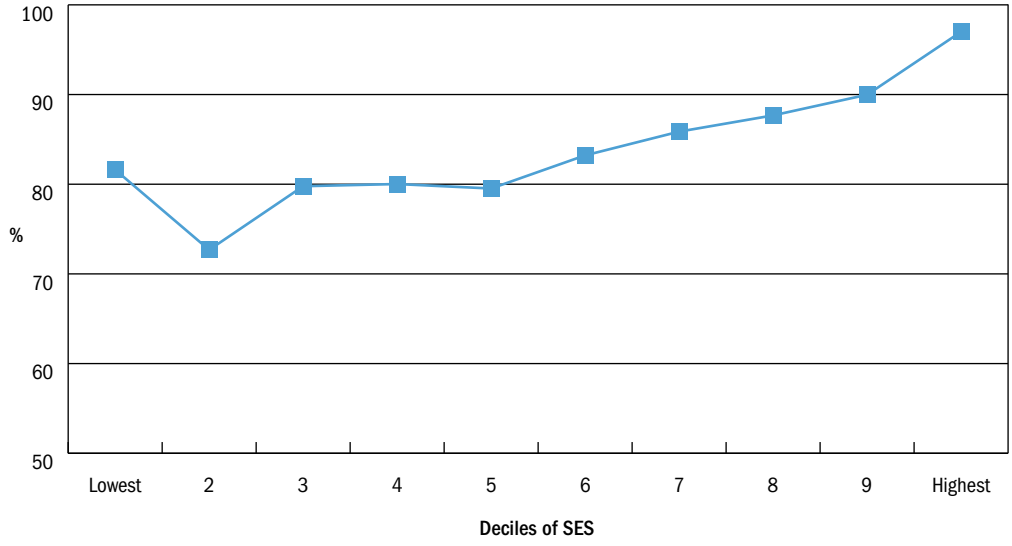
Figure 15 *Destinations of Year 12 or equivalent completers, by SES and gender*



Moreover, transition to entry-level VET and to apprenticeships and traineeships does not fully compensate for social inequalities in entry to tertiary education. Even after all forms of education and training are taken into account, transition still displays a strong social trend – in 2006, only 70.5 per cent of males and 73.9 per cent of females from the poorest backgrounds, compared to 81.2 per cent and 82.3 per cent (respectively) from the most advantaged homes, built on their Year 12 through further education and training – and they studied at less advanced levels.

The destinations of Year 12 or equivalent completers also need to be seen in the context of aspirations for tertiary study. Figure 16 illustrates the effects of socioeconomic background on tertiary aspirations (based on VTAC application rates for schools). As the SES of Year 12 students falls so too does their application rates for tertiary study. For more data on the relationship between achievement, SES and tertiary application rates and offers, see Appendix 3.

Figure 16 *Mean tertiary application rates in schools, grouped by SES*



chapter 2

Year 12 or equivalent completers entering university or TAFE/VET study

More than three quarters (75.8 per cent) of the young people who completed their Year 12 or equivalent in 2005 and participated in the *On Track* survey, continued in some form of education or training in 2006. University entry accounted for the largest proportion of respondents, with just under half of the survey sample (46.1 per cent) commencing higher education. Enrolment in university was followed by entry into campus-based VET programs, with the majority of VET students entering programs at Certificate IV level or higher (16.3 per cent) and the remaining VET participants commencing studies at Certificate III level or below (4.1 per cent). A further 9.2 per cent of young people commenced a contract of training either as an apprentice (5.4 per cent) or trainee (3.8 per cent).

Respondents in university or TAFE/VET study

Table 9 and Figure 17 detail the study award levels taken up by individuals reporting a study or training destination, broken out by gender (note that these data include apprentices and trainees dispersed throughout study award levels). Overall, the proportions of males and females commencing study or training were very similar – 75.2 per cent compared to 76.3 per cent respectively. However, differences in participation at specific award levels were evident.

Table 9 *Level of study of Year 12 completers (in study or training), by gender*

Study award level	Males		Females		Total	
	No.	%	No.	%	No.	%
University (degree)	6,307	42.7	8,398	49.1	14,705	46.1
VET Advanced Diploma	861	5.8	705	4.1	1,566	4.9
VET Diploma	1,092	7.4	1,678	9.8	2,770	8.7
VET Cert IV	731	5.0	709	4.1	1,440	4.5
VET Cert III	923	6.3	952	5.6	1,875	5.9
VET Cert II	313	2.1	223	1.3	536	1.7
VET Cert I	193	1.3	47	0.3	240	0.8
VET Cert (level unspecified)	453	3.1	282	1.6	735	2.3
Unknown study level	227	1.5	52	0.3	279	0.9
In study/training (sub-total)	11,100	75.2	13,046	76.3	24,146	75.7
Not studying	3,661	24.8	4,058	23.7	7,719	24.3
Total	**14,761**	**100.0**	**17,104**	**100.0**	**31,865**	**100.0**

*The 'unknown study level' category includes all respondents in study or training who did not identify their level of study at the time they were surveyed.

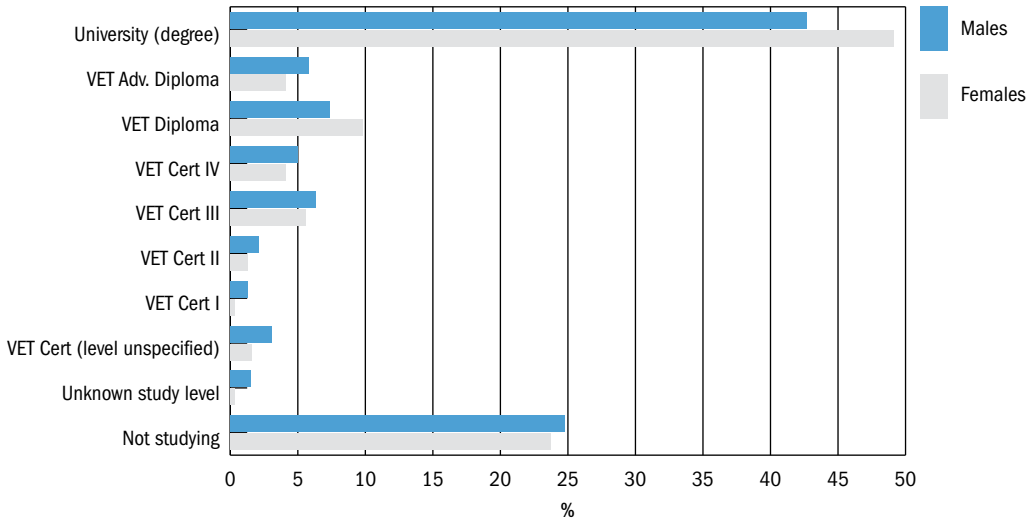
Females, who were more likely to take up university degree-level study compared with males (49.1 per cent compared to 42.7 per cent), also tended to enter Diploma level courses more frequently than males (9.8 per cent compared to 7.4 per cent). Other higher-level VET programs, on the other hand, saw greater male than female participation, with males somewhat more likely to be studying an Advanced Diploma (5.8 per cent compared to 4.1 per cent), or undertaking Certificate IV level study (5.0 per cent as against 4.1 per cent). Overall, young men and women were equally likely to enter higher-level VET programs (18.2 per cent compared to 18.1 per cent).

The pattern of intake for lower (Certificates I and II) to middle-level (Certificate III) VET programs was also similar to that of the more advanced courses, with young men enrolling more frequently than young women at all certificate levels. Programs at Certificate I level accounted for 1.3 per cent of males (compared to 0.3 per cent of females), and Certificate II level courses were taken up by 2.1 per cent of male school completers (as against 1.3 per cent of their female counterparts). A higher proportion of young women enrolled in Certificate III level VET study (5.6 per cent) but males still enrolled at a higher rate in comparison (6.3 per cent).

The remaining 1,014 respondents in study or training were either engaged in a course of study and could not identify their level of study ('VET Cert (level unspecified)'), or did not recognise that they were undertaking study of any kind ('unknown study level'). The majority of individuals in these categories (618 respondents) were apprentices or trainees who did not consider themselves to be undertaking a study component within their contract of training and so failed to acknowledge any study at all (further discussion on the study award levels of apprentices and trainees is presented in Chapter 3).

A further 396 individuals who did not report their level of study were all derived from the 'VET Cert (level unspecified)' category, and acknowledged their engagement in a course of study, but could not identify the level at which they were studying. No further information on the study award level of these individuals was available.

Figure 17 *Level of study of Year 12 or equivalent completers (in study or training), by gender*



Year 12 GAT achievement and study destinations

The post-school destinations of Year 12 or equivalent completers are largely influenced by achievement in Year 12. Study award levels disaggregated by quartiles of achievement on the GAT are shown in Table 10 and Figure 18.

Figure 18 illustrates the effect of GAT achievement in Year 12 on the study award level undertaken by students in the year following their exit from school. Evidently, as GAT achievement diminishes, so too does the proportion of students commencing degree-level study. Conversely, as achievement level rises, participation in study awards other than degrees (Advanced Diplomas, Diplomas, VET Certificate courses) lessens.

Taking into consideration all respondents who entered a study destination (excluding apprentices and trainees), the survey revealed that at least 9 in ten (92.4 per cent) of the highest achievers, compared with only one third (32.5 per cent) of the lowest achievers, accessed degree-level courses. Although this disparity decreased slightly between the middle bands of achievement, upper-middle achievers were still almost one and a half times more likely to enrol in a degree-level course than lower-middle achievers (76.6 per cent compared to 55.8 per cent).

Figure 18 *Study award level by quartiles of GAT achievement: respondents in university or TAFE/VET study (excludes apprentices and trainees)*

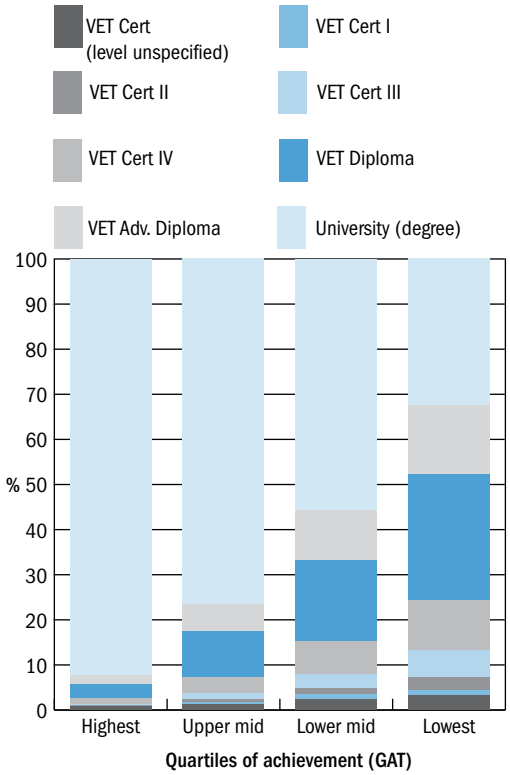


Table 10 *Study award level by quartiles of GAT achievement: respondents in university or TAFE/VET study (excludes apprentices and trainees)*

	Quartiles of GAT achievement					
Study award level	**Lowest (%)**	**Lower mid (%)**	**(Total lower) (%)**	**Upper mid (%)**	**Highest (%)**	**(Total higher) (%)**
University (degree)	32.5	55.8	46.4	76.6	92.4	85.5
VET Adv. Diploma	15.3	11.0	12.7	6.1	1.8	3.6
VET Diploma	28.0	18.1	22.1	10.0	3.1	6.1
VET Cert IV	10.9	7.1	8.7	3.7	1.4	2.4
VET Cert III	6.2	3.2	4.4	1.3	0.3	0.7
VET Cert II	2.8	1.4	1.9	0.6	0.1	0.3
VET Cert I	1.2	1.0	1.1	0.5	0.1	0.3
VET Cert (level unspecified)	3.2	2.4	2.8	1.3	0.8	1.0
Total (%)	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Advanced Diploma level studies drew 12.7 per cent of students from the lower two bands of achievement, whereas only 3.6 per cent of the upper middle and highest achievers were engaged at this level. Diploma level studies, which attracted the second largest proportion of lowest achievers (second to degree-level courses), engaged respondents from the lower two achievement bands at almost four times the rate of higher achieving students (22.1 per cent compared to 6.1 per cent). Lower achievers also entered Certificate IV level programs at almost four times the rate, and Certificate III level studies at nearly six times the rate of higher achievers (respectively).

Patterns of participation in lower-level VET programs were also similar, with the lowest achievers significantly more likely to enrol in Certificate I level (1.2 per cent compared to 0.1 per cent) or Certificate II level studies (2.8 per cent compared to 0.1 per cent), in comparison to students in the highest band of achievement.

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 lower 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.

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 or equivalent completers who enrol in higher-level VET programs. Exploring entry to university or higher-level VET (as destinations rather than study award levels) further highlights the divergence across achievement levels in relation to post-school destinations (see Figure 19 and Figure 20).

Figure 19 *Enrolment in university, by quartiles of GAT achievement and gender (excludes apprentices and trainees)*

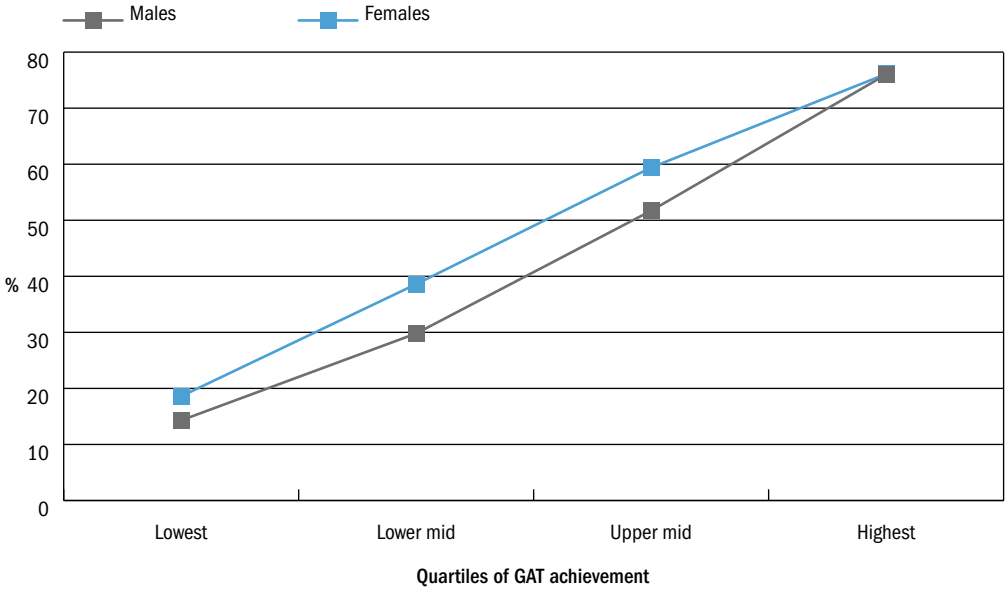
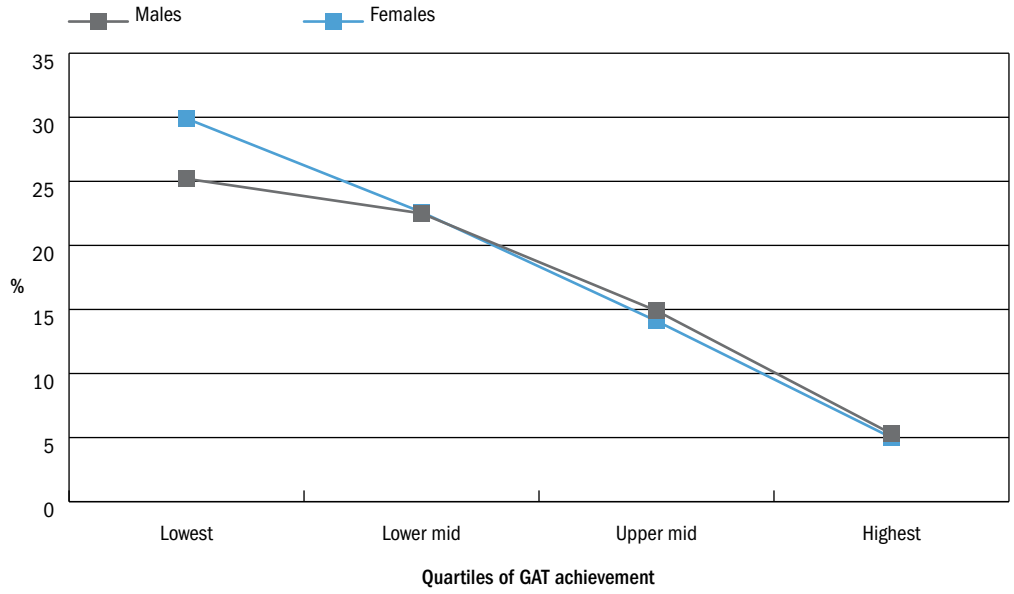


Figure 20 *Enrolment in higher-level VET programs (Certificate IV+), by quartiles of GAT achievement and gender (excludes apprentices and trainees)*



A number of processes underlie the tendency for VET aspirations and destinations to rise as achievement falls. 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. In general, each fall in achievement also represents a fall in SES, and this brings with it a growing economic emphasis in the direction 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 higher-level programs, but to higher rates of transition into on-campus skilled or basic VET programs (see Figure 21).

Socioeconomic status of Year 12 or equivalent completers in ongoing study

Although achievement in Year 12 exercises a strong influence over post-school destinations, other dynamics also play a part in the success of students in their final year of secondary school and beyond. Among these are economic stability, as well as social, cultural and knowledge capital. While individuals are not defined solely by any or all of these attributes, these factors undoubtedly exert pressures and influences on the capacity of students to meet or even exceed their own expectations of achievement.

Figure 22 presents the study award levels of university or TAFE/VET enrolled students, broken out by SES.

Apart from the connection between study award level (or study destination) and GAT achievement, Figure 22 illustrates the close association between study award level and the social and economic affluence of an individual. Students in the highest socioeconomic bracket were far more likely to enter degree-level study compared with their peers in the lowest socioeconomic band (79.5 per cent compared to 60.2 per cent). Conversely, participation in award levels other than degree courses (including Certificates I–IV, Diplomas and Advanced Diplomas) displayed a reverse trend, with participation at all these award levels increasing with each regression in SES.

Figure 21 *Enrolment in TAFE/VET study, by quartiles of GAT achievement and gender (excludes apprentices and trainees)*

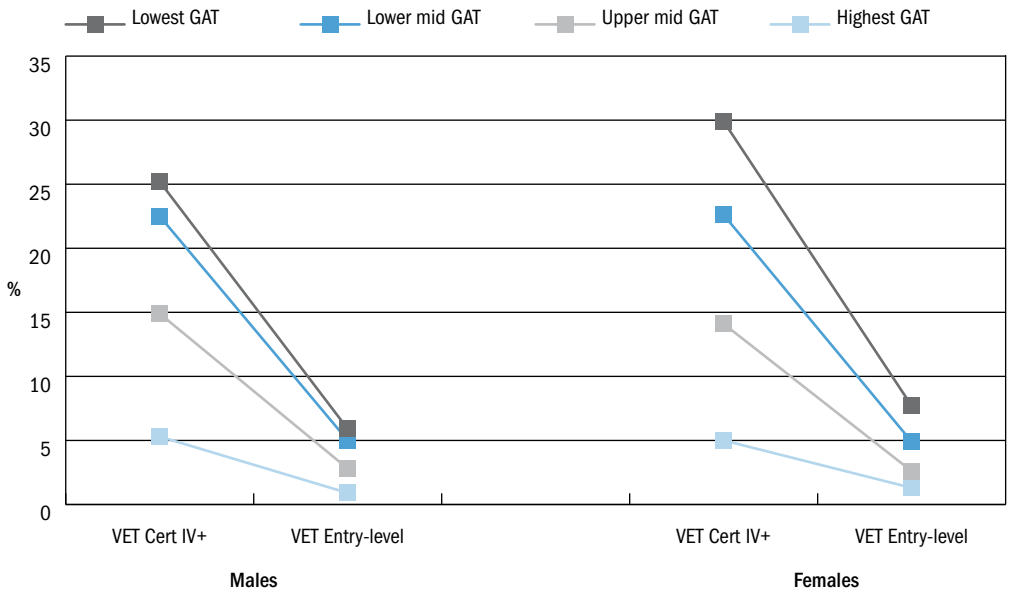
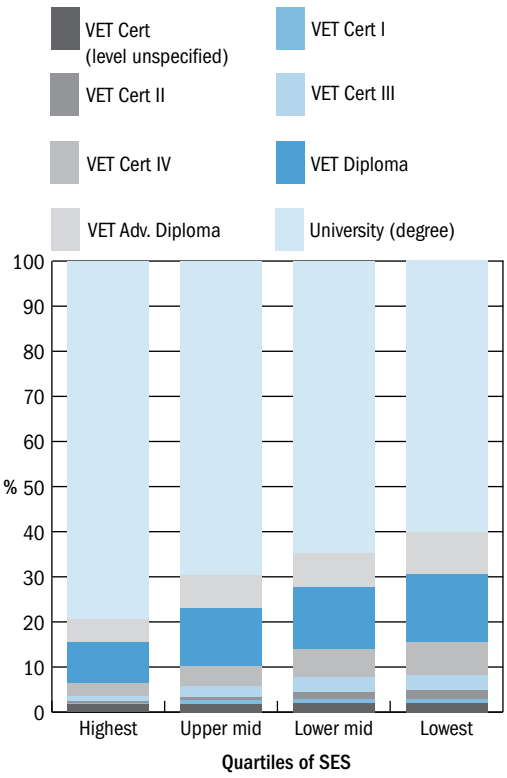


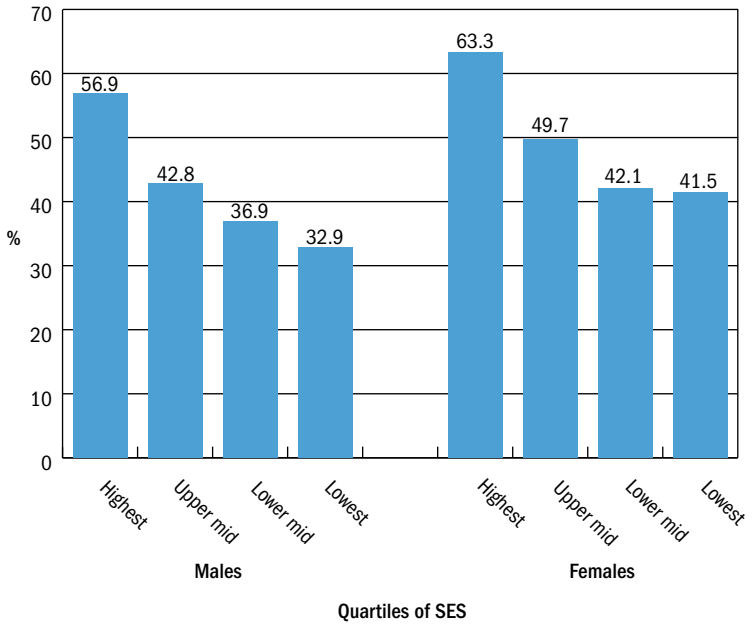
Figure 22 *Post-school study award level, by quartiles of SES (excludes apprentices and trainees)*



Students from the lowest SES group were almost twice as likely to be in Advanced Diploma or Diploma level courses (9.4 per cent compared to 5.0 per cent and 15.1 per cent compared to 9.1 per cent, respectively), and likely to take up Certificate IV level programs at almost three times the rate of students in the highest band of SES (7.2 per cent compared to 2.8 per cent). The proportions taking up lower to middle-level VET programs also showed similar patterns, with students from the lowest SES background commencing Certificate I and Certificate III level programs at almost three times the rate, and Certificate II level programs at nearly five times the rate of school completers in the highest band of SES.

Exploring the education destinations of school leavers rather than their study award level (broken out by SES and gender) further emphasises the sharp social trends influencing post-school transition. Of the Year 12 or equivalent completers enrolled at university, young women from the highest SES families were much more likely than those from the lowest to choose this destination (63.3 per cent compared to 41.5 per cent). Similarly, young men from the most advantaged households were almost twice as likely as those from the least advantaged to

Figure 23 *Enrolment at university, by quartiles of SES and gender*



proceed directly from school to university (these estimates exclude deferrers, who are classified according to their actual status in education, training or the workforce) (see Figure 23).

Enrolment in higher-level or entry-level TAFE/VET displayed a reverse trend – enrolment rates in VET destinations generally improved as SES dropped (see Figure 24). Both males and females from lower working-class families were more likely than their peers from upper middle-class families to enrol in on-campus basic or skilled VET courses. However, the social trend in higher-level and entry-level VET enrolment was mild compared with that of higher education. Moreover, it failed to balance out chances of entering *any form of tertiary education*. While Year 12 graduates from upper SES homes used diploma programs in TAFE/VET to add to already high levels of tertiary education based on university, graduates from lower SES homes failed even to catch up to these levels through their greater relative use of diploma programs (see Figure 25).

Figure 24 *Higher-level and entry-level VET enrolment, by quartiles of SES and gender (excludes apprentices and trainees)*

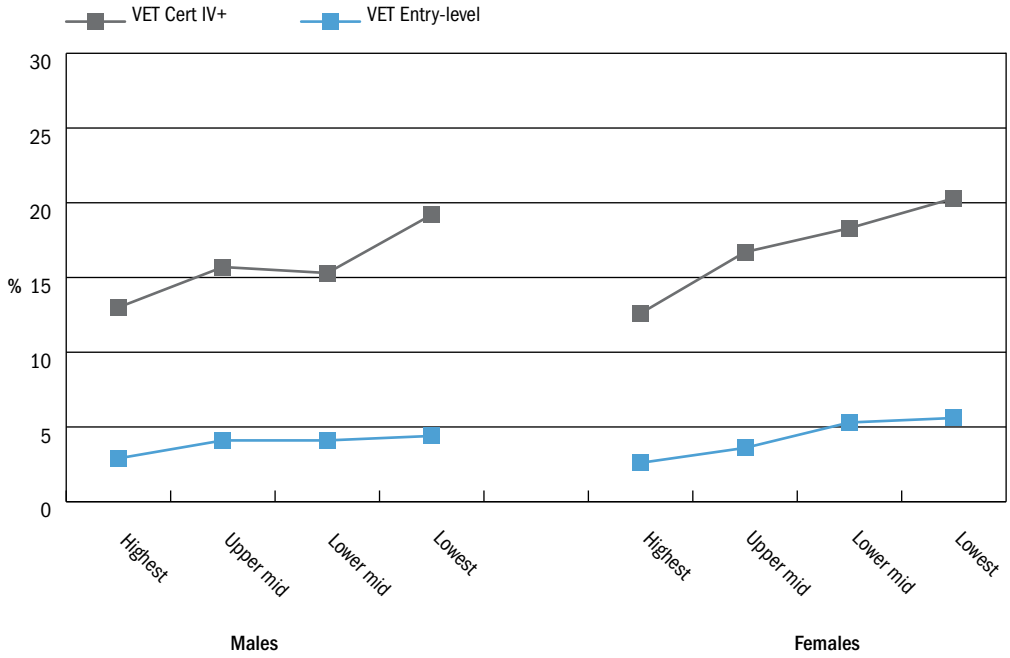
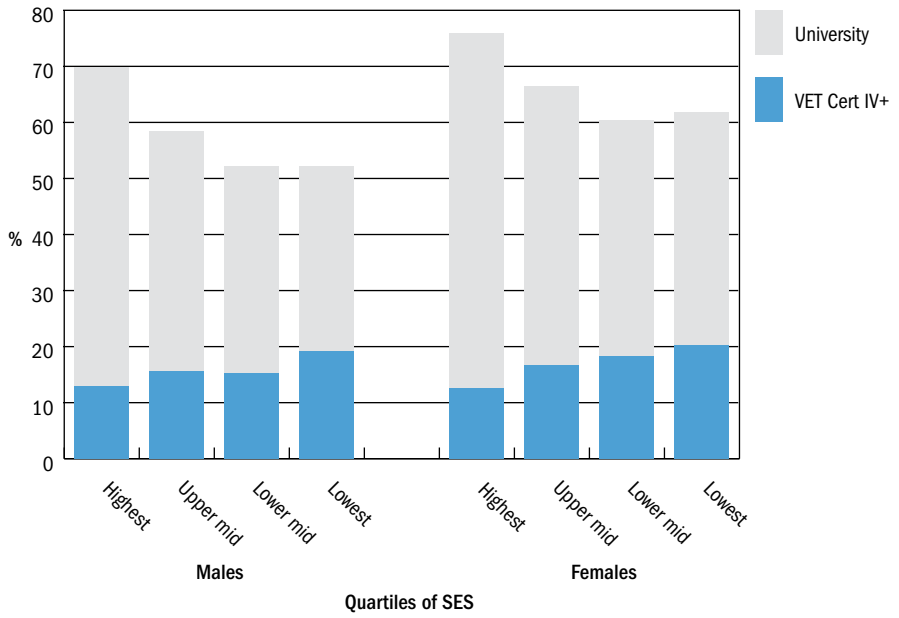


Figure 25 *Tertiary entrance, by quartiles of SES and gender*



Course of study

For the group of school leavers who made the transition to university or TAFE/VET study (excluding apprentices and trainees) in 2006, the range of courses undertaken by these individuals was fairly broad. Figure 26 shows the fifteen most frequently nominated course categories.

One in four students (25.3 per cent) enrolled in one of the three most frequently cited course fields – general Arts (11.4 per cent), Business and Management (8.1 per cent), or other Management and Commerce studies (5.8 per cent). General Science and Nursing attracted 8.3 per cent of course enrolments (4.5 per cent and 3.7 per cent respectively), while Graphic and Design Studies (3.4 per cent), other Health studies (3.3 per cent), Sport and Recreation and Food and Hospitality (both at 3.0 per cent), and Communication and Media Studies (2.9 per cent) accounted for 15.5 per cent of students.

The proportions of individuals entering other courses were slightly lower, with a further 12.2 per cent of students commencing either a Natural and Physical Sciences course (2.6 per cent), Accounting or Human and Welfare Studies & Services programs (2.5 per cent each), other Engineering and Related Technology fields (2.4 per cent) or Teacher Education (2.2 per cent).

Further analyses in Table 11 and Figure 27 show the proportions of students entering the fifteen most common courses of study (discussed above), broken out by gender.

Young men and women were equally likely to commence study in general Science courses (4.4 per cent compared with 4.6 per cent respectively) or Graphic and Design Studies (3.2 per cent as against 3.5 per cent respectively) and were also closely matched for participation in Communication and Media Studies (3.0 per cent compared to 2.8 per cent compared) and other Natural and Physical Science programs (2.5 per cent in comparison to 2.7 per cent).

Females commenced general Arts courses at almost twice the frequency of males, dominating with 14.1 per cent (compared to 7.8 per cent for males), and were more than ten times as likely as young men, to engage in a course related to either Nursing (6.2 per cent compared to 0.5 per cent) or Human Welfare Studies and Services (4.1 per cent as against 0.4 per cent). Young women were at least three times more likely than their male peers to commence in Teacher Education courses (3.2 per cent compared to 0.9 per cent), and engaged in Health related courses at a similar rate (4.5 per cent as against 1.6 per cent); they were also twice as likely to take up studies in Food and Hospitality (4.0 per cent compared to 1.7 per cent) in comparison to males.

Males, on the other hand, engaged more frequently in Engineering and Related Technology fields with enrolments in this area of study more than six times that of females (4.5 per cent compared to 0.7 per cent). Young men were also more likely to enrol in Sport and Recreation (4.0 per cent as against 2.3 per cent) or other Management and Commerce fields (7.6 per cent in comparison to 4.4 per cent), and marginally more likely to commence a course in either Accounting (3.2 per cent compared to 2.0 per cent) or Business and Management (9.3 per cent as against 7.2 per cent).

Figure 26 *Courses undertaken by Year 12 or equivalent completers engaged in university or TAFE/VET study*

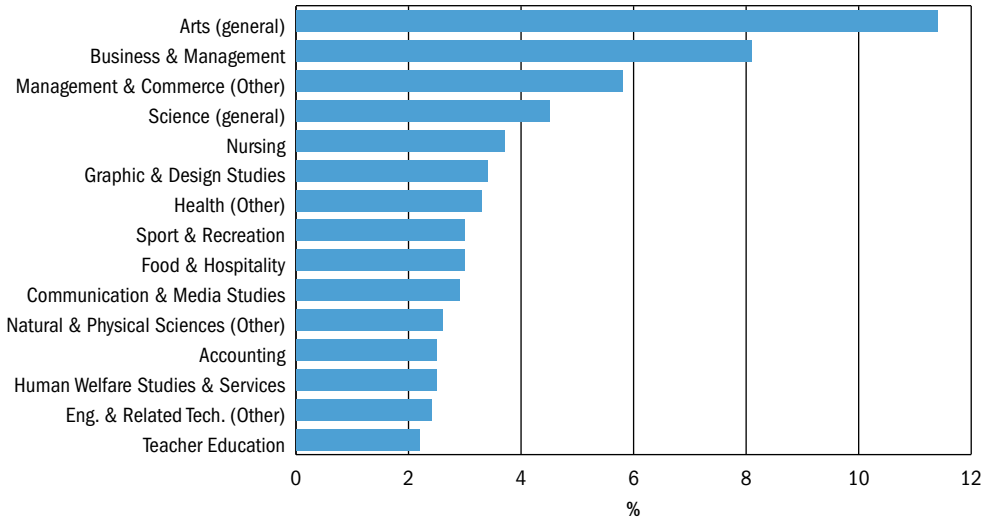
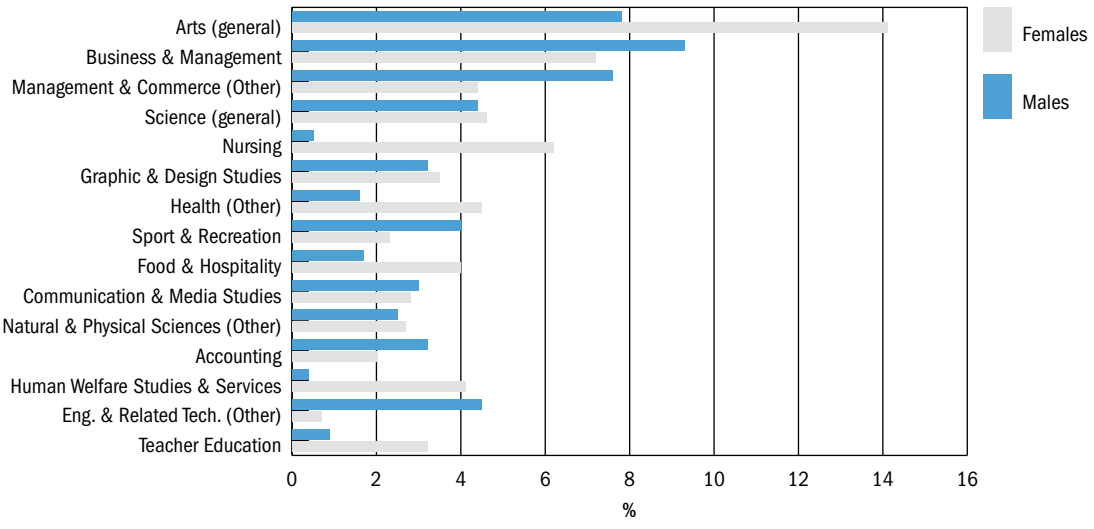


Table 11 *Year 12 or equivalent completers in university or TAFE/VET study: course of study, by gender*

Course of study	Males (%)	Females (%)	Total (%)
Arts (general)	7.8	14.1	**11.4**
Business & Management	9.3	7.2	**8.1**
Management & Commerce (Other)	7.6	4.4	**5.8**
Science (general)	4.4	4.6	**4.5**
Nursing	0.5	6.2	**3.7**
Graphic & Design Studies	3.2	3.5	**3.4**
Health (Other)	1.6	4.5	**3.3**
Sport & Recreation	4.0	2.3	**3.0**
Food & Hospitality	1.7	4.0	**3.0**
Communication & Media Studies	3.0	2.8	**2.9**
Natural & Physical Sciences (Other)	2.5	2.7	**2.6**
Accounting	3.2	2.0	**2.5**
Human Welfare Studies & Services	0.4	4.1	**2.5**
Engineering & Related Technologies (Other)	4.5	0.7	**2.4**
Teacher Education	0.9	3.2	**2.2**

Figure 27 *Year 12 or equivalent completers in university or TAFE/VET study: course of study by gender*



Labour force characteristics of students

As well as being in study, today's Year 12 school completers are more frequently in need of financial means to sustain their post-school studies as well as their regular daily expenses. This need for financial support is driven by several factors, the largest of which seems to be centred around re-location from home in order take up a study offer, but which also include costs of transport, little (or no) financial aid from parents or guardians and importantly, the costs of the course of study itself.

Well over half of all university and TAFE/VET enrolled students reported that they were engaged in employment while also in study. Fifty-nine per cent of all students were employed in either full-time (1.1 per cent) or part-time (57.7 per cent) work and almost 1 in every 4 students (24.0 per cent) also reported that they were looking for a job. Slightly less than one fifth (17.2 per cent) of students were neither employed nor looking for work (not in the workforce) while studying (see Figure 28).

Figure 28 *Workforce status of university and TAFE/VET enrolled students (excludes apprentices and trainees)*

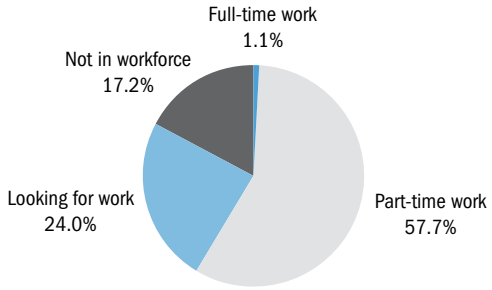
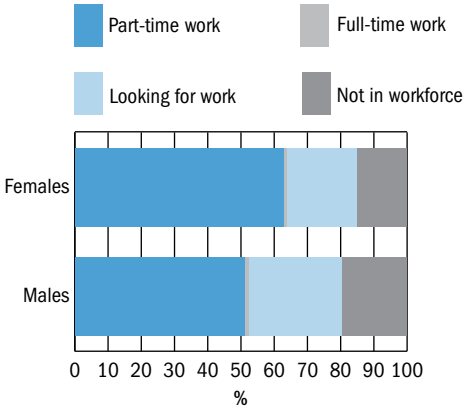


Figure 29, which examines the gender breakdown of students in the labour force (regardless of the study destination they entered in 2006), reveals that young men and women engage somewhat unequally in different employment types. While they are almost equally likely to be in full-time work while studying (1.3 per cent of males compared to 1.0 per cent of females), females are far more likely to be employed on a part-time basis compared with male students (62.8 per cent compared to 51.0 per cent), and, conversely, less likely to be looking for work (20.9 per cent compared to 28.0 per cent), or not in the labour force at all (15.3 per cent as against 19.6 per cent).

Figure 29 *Workforce status of university and TAFE/VET enrolled students, by gender (excludes apprentices and trainees)*

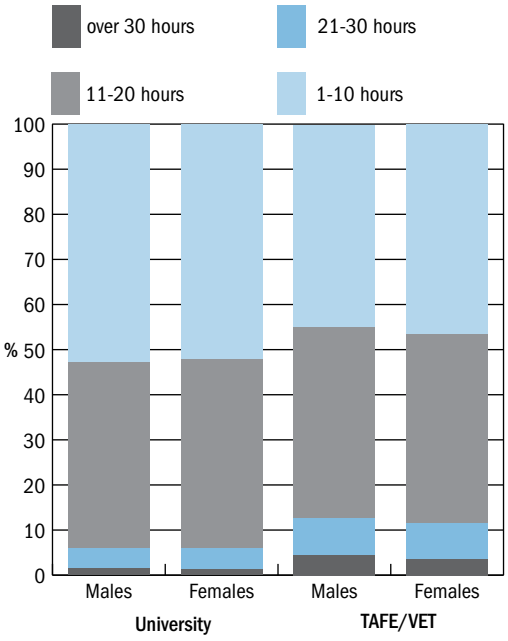


Upon examining study destinations alongside the number of hours students have committed to employment each week, differences in student participation in the labour force relative to their study demands become more distinct (see Table 12 and Figure 30). In general, males and females who were enrolled in either university study or TAFE/VET study and were also engaged in the labour market appeared to spend similar proportions of time working each week. Males and females in their respective study pathways were equally likely to be working between 1 and 10 hours, or 11 and 20 hours per week; this pattern was similar for young men and women employed for 21 hours or more each week. Across study destinations however, students were committed to employment in considerably different proportions. In all, 52.3 per cent of university students compared to 45.9 per cent of TAFE/VET students were employed between 1 and 10 hours per week. TAFE/VET students, on the other hand, were more marginally more likely to work between 11 and 20 hours per week (42.2 per cent compared to 41.7 per cent) and almost twice as likely to work 21-30 hours per week (8.0 per cent compared to 4.6 per cent). TAFE/VET enrolled students were also more than three times as likely as their university enrolled peers, to be employed for more than 30 hours per week (4.0 per cent as against 1.3 per cent).

Table 12 *Respondents enrolled in university or TAFE/VET study: number of hours worked per week, by gender (excludes apprentices and trainees)*

	University			TAFE/VET		
	Males	Females	Total	Males	Females	Total
Number of hours	%	%	%	%	%	%
1-10 hours	52.9	52.0	52.3	45.0	46.5	45.9
11-20 hours	41.1	42.1	41.7	42.2	42.1	42.2
21-30 hours	4.5	4.7	4.6	8.2	7.8	8.0
over 30 hours	1.5	1.2	1.3	4.5	3.6	4.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 30 *Respondents in university or TAFE/VET study: number of hours worked per week by gender (excludes apprentices and trainees)*



The sorts of jobs available to students while they study occur largely in occupational areas with low wages, low skill requirements and little opportunity for employment other than on a part-time or casual basis. Almost 8 in every ten students (78.0 per cent) were employed in just two occupational areas – 48.3 per cent of students were working as sales assistants while 29.6 per cent were employed in food and hospitality positions (most likely as waiters or bar staff). A further 11.0 per cent of students were working in teaching, child care or related positions (4.3 per cent), administration (3.7 per cent), or in health and beauty (3.1 per cent) related positions. Labouring occupations accounted for 2.1 per cent of students' jobs, while a further 2.0 per cent were employed in marketing and sales. Smaller proportions of students were employed in accounting services (1.2 per cent) or gardening, and farming (1.0 per cent) and the remaining occupations accounted for only 4.6 per cent of all employed students (see Figure 31).

Figure 31 *Occupation areas of students in university or TAFE/VET study*

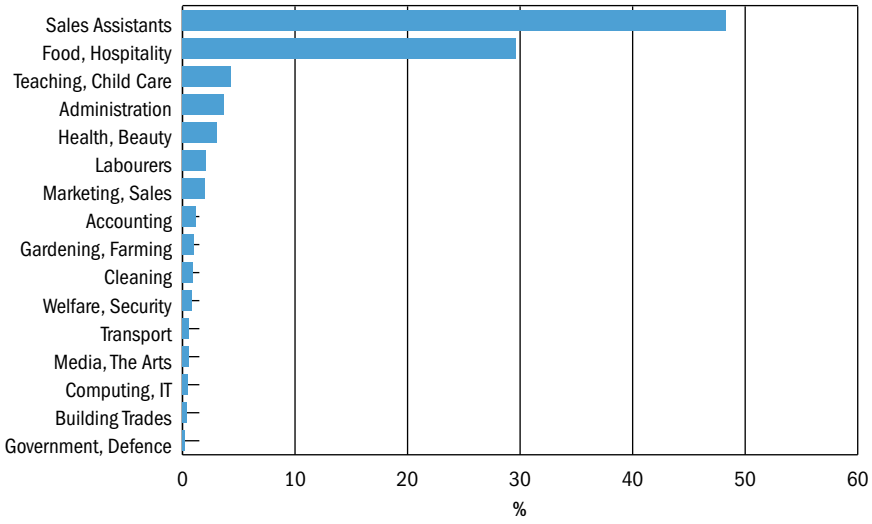
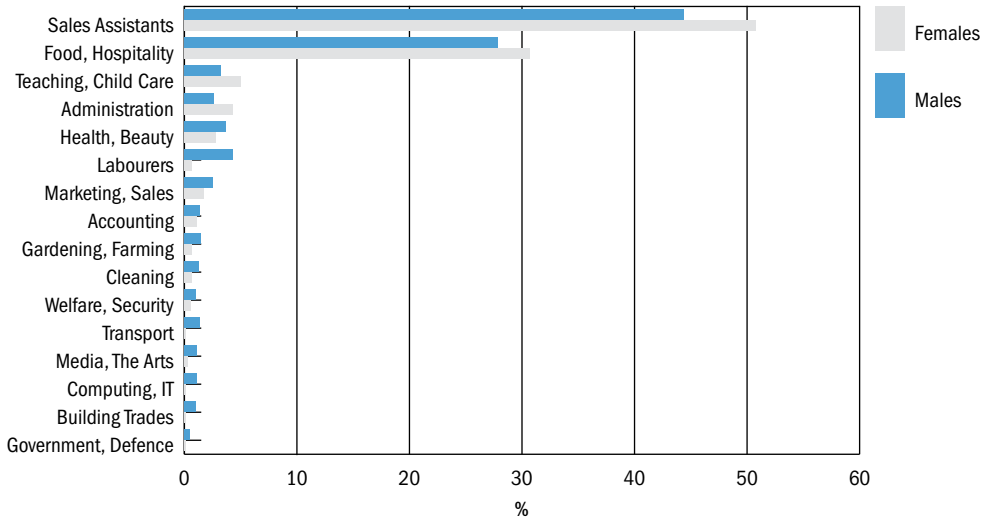


Figure 32 *Occupation areas of students in university or TAFE/VET study, by gender*



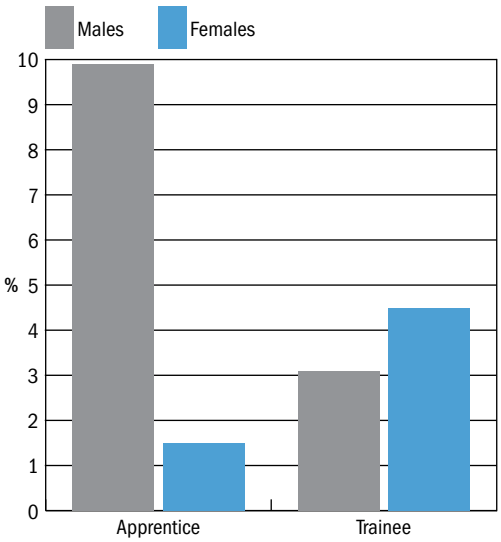
There are also sizeable gender differences in the types of employment taken by school completers in further study. Most noteworthy are the differences in the proportions of males and females working as sales assistants (44.4 per cent compared to 50.8 per cent) or as labourers (4.3 per cent of males compared with 0.7 per cent of females). Female students were more likely than males to be employed in food and hospitality occupations (30.7 per cent compared with 27.9 per cent), teaching and child care related jobs (5.0 per cent compared to 3.2 per cent), or administration positions (4.3 per cent as against 2.6 per cent). Employment in all other occupational groups, however, occurred more frequently with young men than young women (see Figure 32).

chapter 3

Apprentices and trainees

Year 12 or equivalent completers commencing employment-based training comprised 9.2 per cent of individuals participating in the 2006 *On Track* survey; 5.4 per cent entered into an apprenticeship, while 3.8 per cent began a traineeship. The gender breakdown of respondents in apprenticeships and traineeships is given in Figure 33.

Figure 33 *Year 12 or equivalent completers commencing as an apprentice or trainee, by gender*



Overall, the number of apprentices participating in the 2006 *On Track* survey was similar to the number participating in the previous year, while the number of trainees was somewhat lower than the previous year (2005: 1,737 apprentices and 1,645 trainees; 2006: 1,724 apprentices and 1,219 trainees). Despite differences in the overall number of apprentices and trainees taking part in the survey, the rates at which males and females entered these avenues of employment-based training were very similar to previous years and the differences exhibited across genders were also similar to the trends reported in previous years.

Male school completers were much more likely than females to commence an apprenticeship (9.9 per cent compared with 1.5 per cent), whereas young women were more likely to enter a traineeship than young men (4.5 per cent compared with 3.1 per cent).

Table 13 presents the study award levels in which apprentices and trainees were engaged at the time of the survey.

Table 13 *Level of study of Year 12 or equivalent completers in an apprenticeship or traineeship, by gender*

	Males		Females		Total	
Study award level	**No.**	**%**	**No.**	**%**	**No.**	**%**
Apprentices						
VET Advanced Diploma	14	1.0	1	0.4	15	0.9
VET Diploma	37	2.5	18	6.9	55	3.2
VET Cert IV	222	15.2	32	12.3	254	14.8
VET Cert III	598	41.1	143	54.8	741	43.2
VET Cert II	106	7.3	17	6.5	123	7.2
VET Cert I	69	4.7	4	1.5	73	4.3
VET Cert (level unspecified)	244	16.8	24	9.2	268	15.6
Unknown study level*	166	11.4	22	8.4	188	10.9
Total	**1,456**	**100.0**	**261**	**100.0**	**1,717**	**100.0**
Trainees						
VET Advanced Diploma	21	4.6	10	1.3	31	2.5
VET Diploma	32	7.0	48	6.3	80	6.6
VET Cert IV	43	9.5	86	11.3	129	10.6
VET Cert III	179	39.3	435	56.9	614	50.4
VET Cert II	77	16.9	100	13.1	177	14.5
VET Cert I	13	2.9	13	1.7	26	2.1
VET Cert (level unspecified)	29	6.4	42	5.5	71	5.8
Unknown study level*	61	13.4	30	3.9	91	7.5
Total	**455**	**100.0**	**764**	**100.0**	**1,219**	**100.0**
All						
VET Advanced Diploma	35	1.8	11	1.1	46	1.6
VET Diploma	69	3.6	66	6.4	135	4.6
VET Cert IV	265	13.9	118	11.5	383	13.0
VET Cert III	777	40.7	578	56.4	1,355	46.2
VET Cert II	183	9.6	117	11.4	300	10.2
VET Cert I	82	4.3	17	1.7	99	3.4
VET Cert (level unspecified)	273	14.3	66	6.4	339	11.5
Unknown study level*	227	11.9	52	5.1	279	9.5
Total	**1,911**	**100.0**	**1,025**	**100.0**	**2,936**	**100.0**

* The 'unknown study level' category includes all respondents in an apprenticeship or traineeship who did not identify their level of study at the time they were surveyed.

As Table 13 shows, almost half of all apprentices and trainees (46.2 per cent) were undertaking the study component of their employment-based training at Certificate III award level. A smaller proportion was enrolled at Certificate IV award level (13.0 per cent), and just over 1 in ten (10.2 per cent) apprentices and trainees were participating at Certificate II award level through their contract of employment. A further 9.5 per cent of respondents engaged in apprenticeships or traineeships were gaining qualifications towards an Advanced Diploma (1.6 per cent), a Diploma (4.6 per cent) or Certificate I award level (3.4 per cent).

Interestingly, a large proportion of respondents were unable to provide accurate details of their level of study, instead nominating either 'VET Cert (level unspecified)' or 'Unknown study level' categories in place of their award level (21.0 per cent combined). These were in fact apprentices or trainees who did not report their study level – a combined total of 618 respondents (456 apprentices and 162 trainees). The majority, comprising the 'VET Cert (level unspecified)' group, consisted of 268 apprentices and 71 trainees, who acknowledged their engagement in study but could not specify the certificate level at which they were studying. On the other hand, the respondents nominating the 'unknown study level' category comprised a smaller group not reporting a study level. These were the 188 apprentices and 91 trainees (9.5 per cent) who appeared not to distinguish between the compulsory study component of their apprenticeship or traineeship, and the practical aspect of the employment itself. The infrequency with which study level is reported by young people engaged in employment-based training may be based on a perception among apprentices and trainees that they are workers rather than students.

Occupations of apprentices and trainees

Apart from gender differences in the make-up of the apprenticeship and traineeship groups, there are also significant differences in the kinds of occupations apprentices and trainees enter. These, in fact, help to explain the gender differences observed. Apprenticeships have traditionally centred on skilled-trade areas such as building, engineering and construction (for example, plumbing, electrical, carpentry, automotive mechanics), food hospitality (for example, commercial cookery, baking) or heath and beauty (for example, hairdressing), many of which are dominated by male employees, with the exception of hairdressing. Traineeships, on the other hand, recruit across a broader range of occupations, many of which have less differentiated gender compositions, for example, customer service, information technology, administration and retail sales.

These gender-differentiated patterns in the occupational structures of apprenticeships and traineeships may be observed in Table 14 and in Figure 34 and Figure 35. These show the dominance of building trades (30.0 per cent), electrical and electronics trades (15.2 per cent), and automotive trades (11.7 per cent) in the apprenticeship category, as well as food and hospitality (11.5 per cent) and to a lesser extent health and beauty (7.1). On the other hand, traineeships are concentrated in four occupational categories – food and hospitality (17.6 per cent), sales assistants (18.8 per cent), administration workers (16.9 per cent) and health and beauty workers (11.5 per cent). Figure 34 shows the dominance of building and electrical trades, and automotive apprenticeships in the choices of males, although food and hospitality and sales jobs also attract significant numbers of trainees among males. Figure 35 on the other hand, shows females concentrated in traineeships in food and hospitality, administration, health and beauty, sales assistants and teaching and child care positions, with the only significant numbers in apprenticeships confined to food and hospitality or health and beauty.

Table 14 *Occupational categories of apprentices and trainees*

	Apprentices		Trainees	
Occupational category	**No.**	**%**	**No.**	**%**
Building Trades	515	30.0	35	2.9
Food, Hospitality	198	11.5	215	17.6
Sales Assistants	66	3.8	229	18.8
Electrical, Electronics Trades	261	15.2	10	0.8
Health, Beauty	122	7.1	140	11.5
Administration	13	0.8	206	16.9
Automotive Services	201	11.7	9	0.7
Gardening, Farming	80	4.7	44	3.6
Teaching, Child Care	32	1.9	87	7.1
Metal Trades	87	5.1	3	0.2
Labourers	44	2.6	31	2.5
Accounting	10	0.6	62	5.1
Engineering, Science	28	1.6	20	1.6
Marketing, Sales	12	0.7	34	2.8
Computing, IT	4	0.2	30	2.5
Media, The Arts	18	1.0	12	1.0
Other	8	0.5	15	1.2
Welfare, Security	3	0.2	18	1.5
Cleaning	6	0.3	6	0.5
Government, Defence	4	0.2	7	0.6
Transport	5	0.3	6	0.5
Total	**1,717**	**100.0**	**1,219**	**100.0**

Figure 34 *Occupational categories of apprentices and trainees – males*

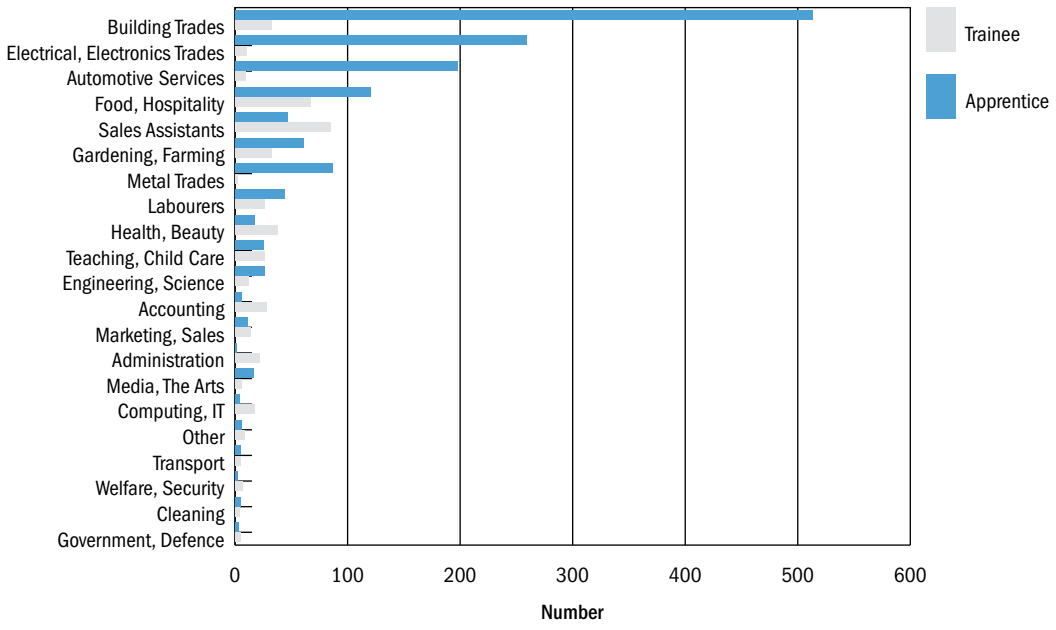
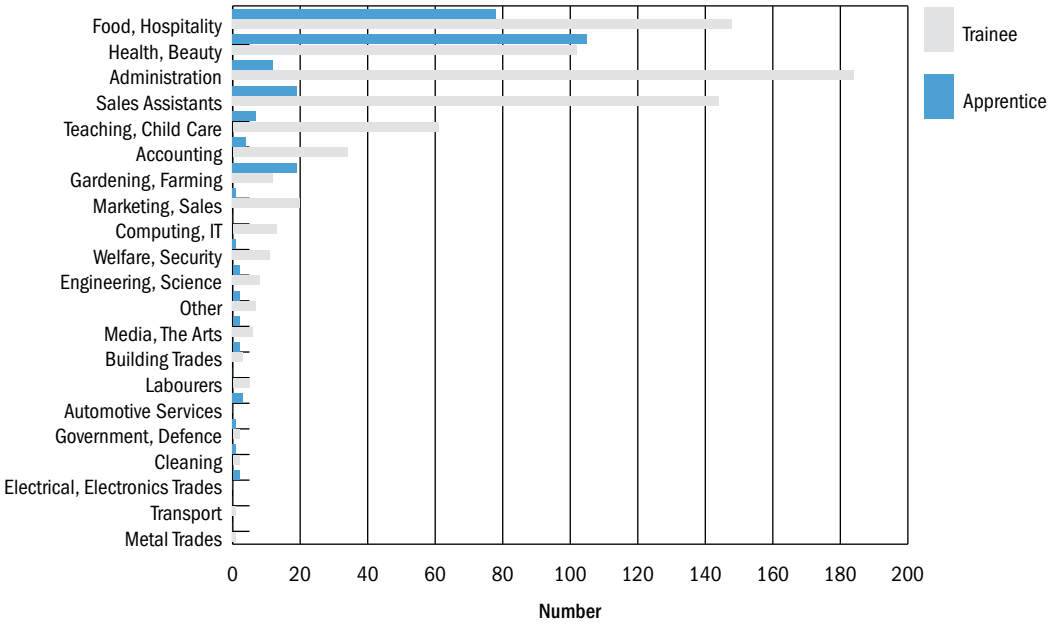


Figure 35 *Occupational categories of apprentices and trainees – females*



chapter 4

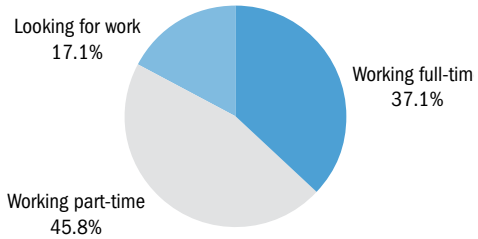
Year 12 or equivalent completers not continuing in education or training

This chapter explores the situation of school completers who did not enter a study or training field in 2006. At the time of the survey (April-May 2006), just under a quarter of all *On Track* respondents (24.2 per cent) had entered the labour force without pursuing any further education or training. Year 12 or equivalent completers who had deferred a tertiary place in 2006 (n=2,549) are also included in this group of school leavers. A further 384 Year 12 completers who were neither in education or training nor in the labour force have been excluded from all analyses to this point. However, a separate discussion on this group of respondents (those who may be deemed to be 'inactive') is presented later in the chapter.

Labour force destinations

Of the respondents entering the labour force, 37.1 per cent were working full-time, 45.8 per cent were engaged in part-time work, and 17.1 per cent were unemployed and looking for work (Figure 36). A more detailed pattern of the labour force destinations can be shown when the deferral status of respondents is also included in the breakdown (see Figure 37).

Figure 36 *Labour force destinations of respondents not in education or training**



* Note: The working full-time, working part-time and looking for work categories include school leavers who indicated they had deferred tertiary study but were in the labour market at the time of the survey (April-May 2006).

Figure 37 *Labour force destinations of respondents not in education or training, showing deferrers as separate categories*

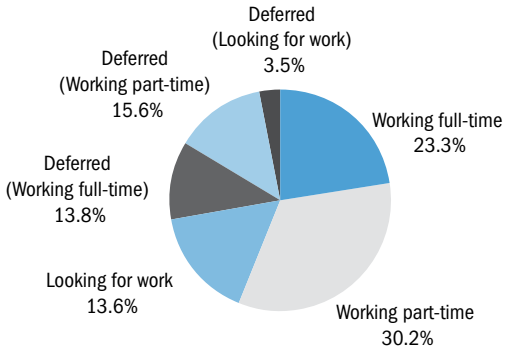
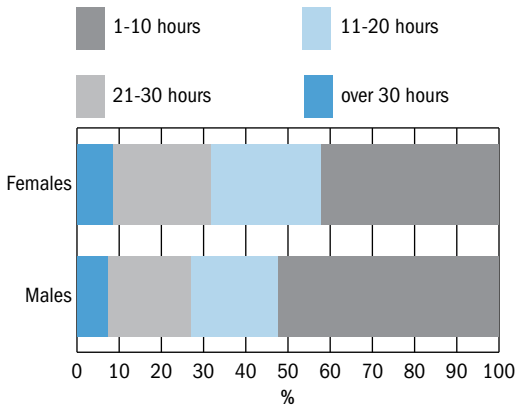


Figure 38 presents the labour force destinations broken out by gender. Overall, the proportions of males and females who were not in education or training were very similar (24.8 per cent of males and 23.7 per cent of females). However, as shown in Figure 38, there were some differences in the proportions of young men and women entering specific destinations within the labour market. In comparison to females, males were more likely to be either employed full-time (38.9 per cent compared to 35.7 per cent), or looking for work (19.1 per cent compared to 15.2 per cent). The tendency for females to engage in part-time employment more frequently than males (49.1 per cent compared to 42.0 per cent) is likely related to long term structural changes in the teenage labour market, which has seen a reduction in full-time employment opportunities for school leavers, particularly for young women. Whereas young people were engaged in full-time work at twice the rate of those in part-time work in the mid-1980s, at the close of the century, proportionally, only half as many school leavers were in full-time jobs as in part-time jobs (Teese and Polesel 2003).

Figure 38 *Labour force destinations of respondents not in education or training, by gender*

A closer look at the number of hours employees work per week emphasises the gap in the types of positions available for male and female school leavers (Figure 39). Females and males were almost equally likely to be working between 1 and 10 hours each week (8.4 per cent compared to 7.3 per cent), but young women were more likely than young men to be working between 11 and 20 hours (23.4 per cent compared to 19.6 per cent), or between 21 and 30 hours (25.9 per cent as against 20.7 per cent) weekly. On the other hand, males were more frequently engaged in employment for more than 30 hours a week compared with female employees (52.4 per cent compared to 42.4 per cent).

Figure 39 *Respondents in the labour force: number of hours worked per week, by gender*



Aside from the long term restructuring of the employment market, and the subsequent increase in the tendency of teenagers – particularly young women – to be employed on a part-time rather than a full-time basis, there are other factors that also contribute to the labour market outcomes of school leavers. For example, academic achievement impacts on the likelihood of school completers being employed, full-time or part-time, or being unemployed and looking for work.

Figure 40, which presents the employment status of school completers in the labour force by quartiles of GAT achievement, demonstrates the strong influence of academic success on the employability of Year 12 completers. Almost 9 out of every ten respondents from the highest band of achievement (89.2 per cent) were employed either full-time (42.8 per cent) or part-time (46.5 per cent). Amongst the lowest achievers, slightly fewer respondents had entered the labour market, and were employed (78.4 per cent). Of the individuals who were unemployed and looking for work, more than two-thirds (68.7 per cent) were drawn from the lower two bands of achievement, and highest achievers were only half as likely as school completers from the lowest achieving band to be looking for work (10.8 per cent compared with 21.6 per cent).

Figure 40 *Employment status of respondents in the labour force, by quartiles of GAT achievement*

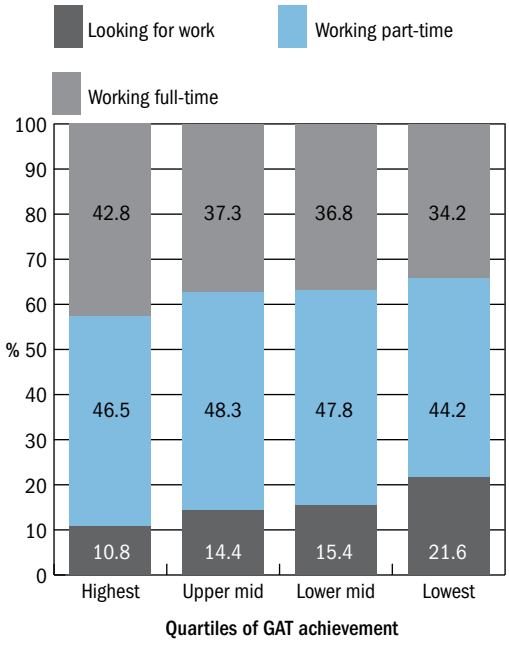


Figure 41 and Figure 42 report the rates of entry to employment and unemployment of young people who did not continue in education or training in 2006. The average rate of employment across all bands of achievement was 20.2 per cent for young men and 20.3 per cent for young women, while the average rate of unemployment (looking for work) was 4.5 per cent and 3.6 per cent for males and females respectively. The rates of entry shown in Figure 41 and Figure 42 are presented as deviations from these averages.

Figure 41 *Workforce status of Year 12 completers not in education or training: deviations by achievement level – males*

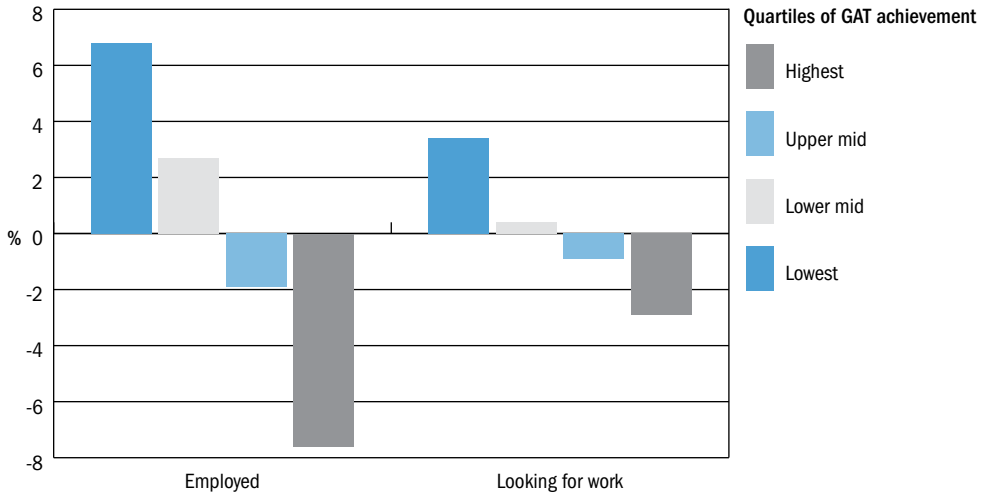


Figure 42 *Workforce status of Year 12 completers not in education or training: deviations by achievement level – females*

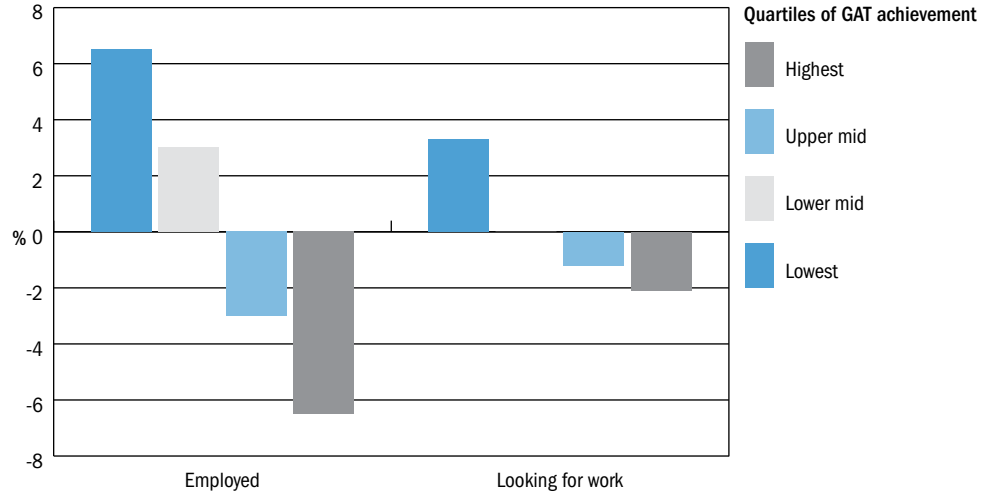


Figure 41 and Figure 42 show that the proportion of Year 12 completers entering the labour market with no further education or training, either as workers or as job seekers, rises as achievement falls. In other words, it is the weakest learners who, having ended education or training, are most likely to enter the labour market and to have the greatest difficulty in establishing themselves in work. Only 1.5 per cent of the highest achieving females who ended education or training on finishing their Year 12 were looking for work in 2006, compared with 6.9 per cent of the lowest achievers. Rates of unemployment for males showed a similar pattern, with 1.7 per cent of the highest achieving males who entered the labour force without any further study or training unable to find work, compared with 7.9 per cent of the lowest achievers.

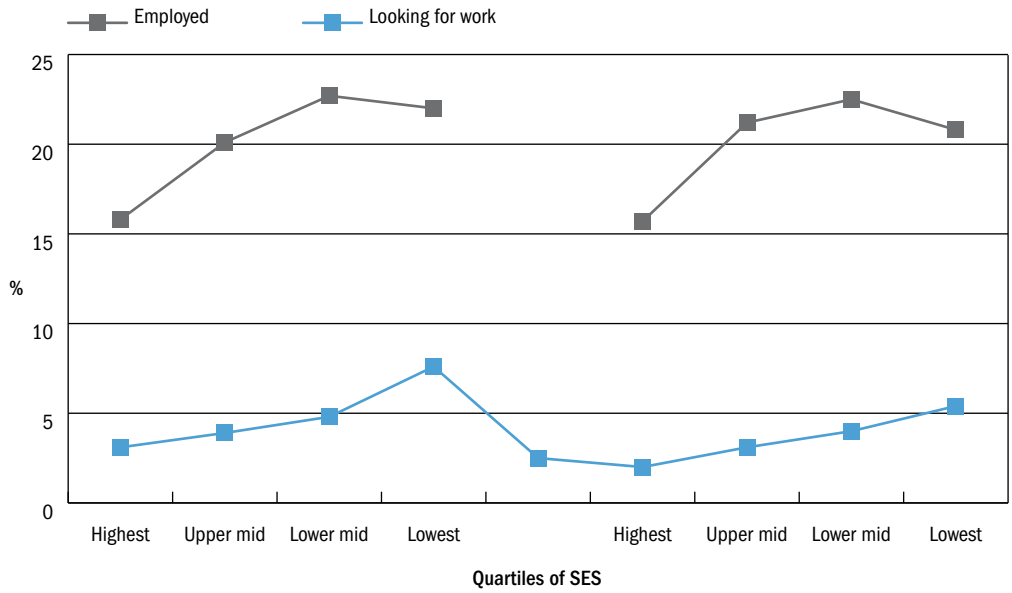
The propensity to end education and enter the workforce was strongly influenced by SES. This trend, as seen in Figure 43, was not entirely linear, either for males or females. However, between those of the highest socioeconomic background and those from the lowest socioeconomic background, there was a sharp difference in the probability of ending education on completion of Year 12 and commencing employment. There was also a marked tendency for unemployment to rise as SES fell. Males from the lowest socioeconomic background were more than twice as likely as their peers from the highest socioeconomic background to end schooling and be looking for work (7.6 per cent compared to 3.1 per cent). Females from the poorest households were also seeking work at more than twice the rate of the most advantaged Year 12 graduates who also entered the labour force (5.4 per cent compared to 2.0 per cent).

Jobs of respondents in the labour force

Although Year 12 graduates entering the labour market without any further education or training are able to select from an assortment of occupational fields, teenage employment is largely concentrated in just a handful of job categories. This is partly reflected by industry demands within particular employment areas, but is mostly due to the changing structure of the teenage labour market, which has seen not only long term contraction of available positions, but also a shift towards fewer full time employment opportunities offset by increased demands for part-time or casual workers.

Figure 44 reports the twelve most frequently cited occupations of school completers who ended study upon completion of Year 12 (or an equivalent qualification) and entered the workforce. More than half of this group were employed as either sales assistants (36.5 per cent) or in food and hospitality (21.8 per cent). A further 24.4 per cent of employed school leavers were working as labourers (9.7 per cent), in administration (6.4 per cent), teaching and child care related fields (4.4 per cent), or working in gardening and farming occupations (3.8 per

Figure 43 *Workforce status of respondents in the labour force, by quartiles of SES and gender*



cent). Another 12.9 per cent of employed Year 12 graduates were working in occupations ranging from building trades (3.1 per cent), marketing and sales (2.9 per cent), health and beauty, and accounting (2.3 per cent each), in transport related occupations (1.3 per cent) and cleaning (1.1 per cent). Other occupations not shown in Figure 44 accounted for an additional 4.4 per cent of school completers in the labour market without further education or training and included jobs in automotive services, metal and electronics trades, computing and IT, welfare and security and government and defence positions.

Figure 44 *Occupational categories of Year 12 or equivalent completers in the labour force without any further education or training*

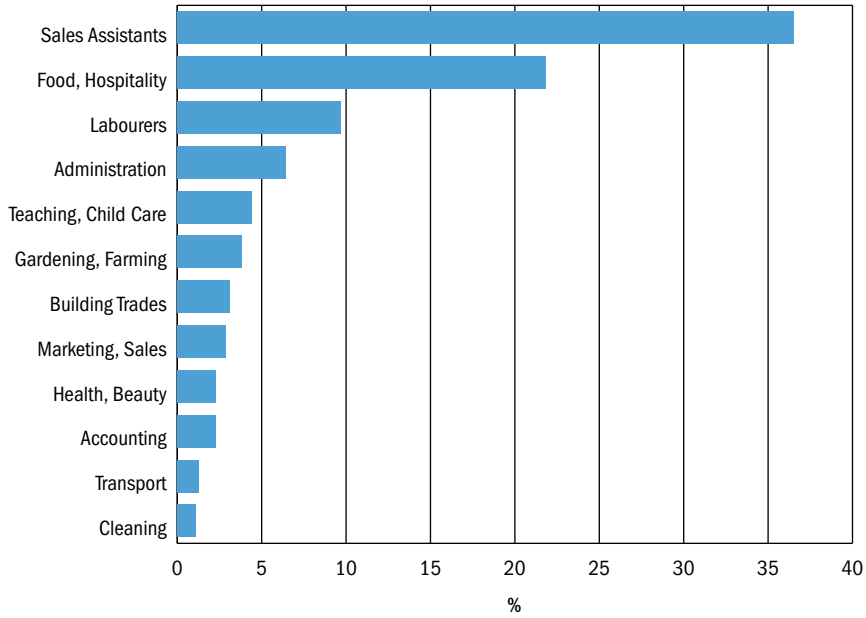
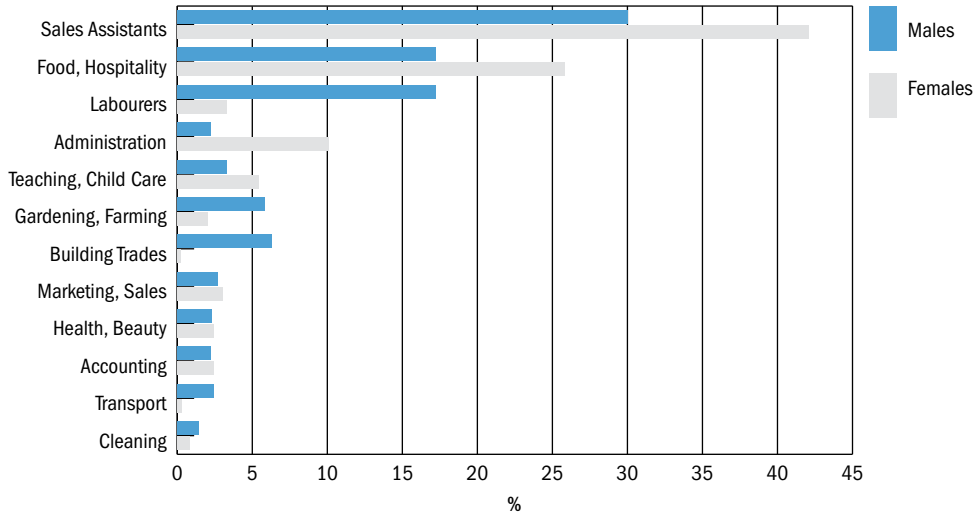


Figure 45 *Occupational categories of Year 12 or equivalent completers in the labour force without any further education or training, by gender*



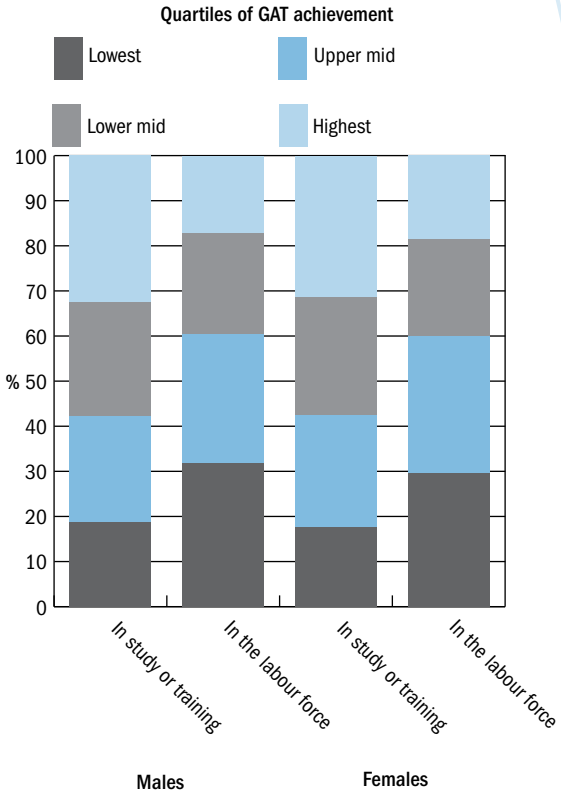
Looking at the same occupational categories by gender (Figure 45) reveals substantial variation in the proportions of young men and women working in particular positions of employment. In comparison to males, young women were far more likely to be employed as sales assistants (42.1 compared to 30.0 per cent), or in food and hospitality (25.8 compared to 17.2 per cent). Females were working in administration roles at more than four times the rate of males (10.1 per cent compared to 2.2 per cent) and took up positions in teaching and child care almost twice as often as young men (5.4 per cent compared to 3.3 per cent). Young women were also marginally more likely than young men to be working in marketing and sales positions (3.0 per cent compared to 2.7 per cent). On the other hand, males were employed in building trades at a significantly greater rate than young women – 6.3 per cent compared to 0.2 per cent. Young men also held positions in transport and related occupations at more than seven times the rate of females (2.4 per cent compared to 0.3 per cent) and were employed as labourers at least five times more frequently than their female peers (17.2 per cent as against 3.3 per cent). They were also more likely to be working in gardening and farming occupations (5.8 per cent compared to 2.0 per cent), or as cleaners (1.4 per cent compared to 0.8 per cent). Similar proportions of males and females were employed in health and beauty (2.3 per cent compared to 2.4 per cent) and accounting positions (2.2 per cent compared to 2.4 per cent). With the exception of accounting, however, the majority of these occupations tend to be characterised by relatively low rates of pay, poor advancement prospects and typically thrive as highly casualised or part-time work environments.

Respondents in study, training and the labour force

The influence of GAT achievement is even stronger when the comparison between the respondents who have entered the labour market with no further education or training, and those respondents in an education or training destination, is made.

Figure 46 shows the breakdown of respondents in study or training (including apprentices and trainees) and those in the labour force, by gender and GAT achievement.

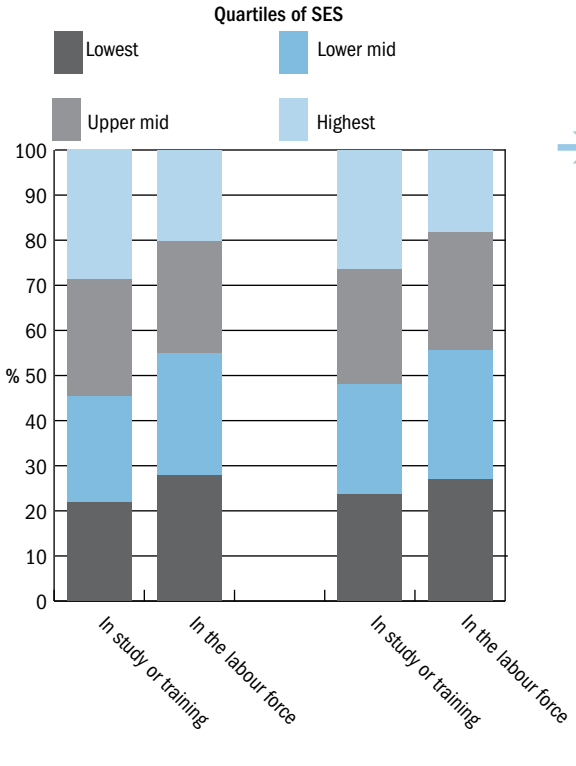
Figure 46 *Comparative academic profile of respondents in education or training, or in the labour force, by gender*



The achievement profile of school completers who continued in study or training was much stronger than that of respondents who ceased to study and entered the labour force. Almost two-thirds of young men (60.5 per cent) who were not in any form of education or training (including apprenticeships or traineeships) were drawn from the lower two bands of the GAT, in comparison to 42.2 per cent of respondents in study or training. Similarly, 59.9 per cent of young women who entered the workforce came from the lower two quartiles of GAT achievement compared with 42.4 per cent of school leavers continuing as students, apprentices or trainees.

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. As discussed earlier, the correlation between academic results and SES means that an 'academic relay' function operates to remove higher proportions of Year 12 completers of lower socioeconomic backgrounds from further education.

Figure 47 *Comparative social profile of respondents in education or training, or in the labour force, by gender*

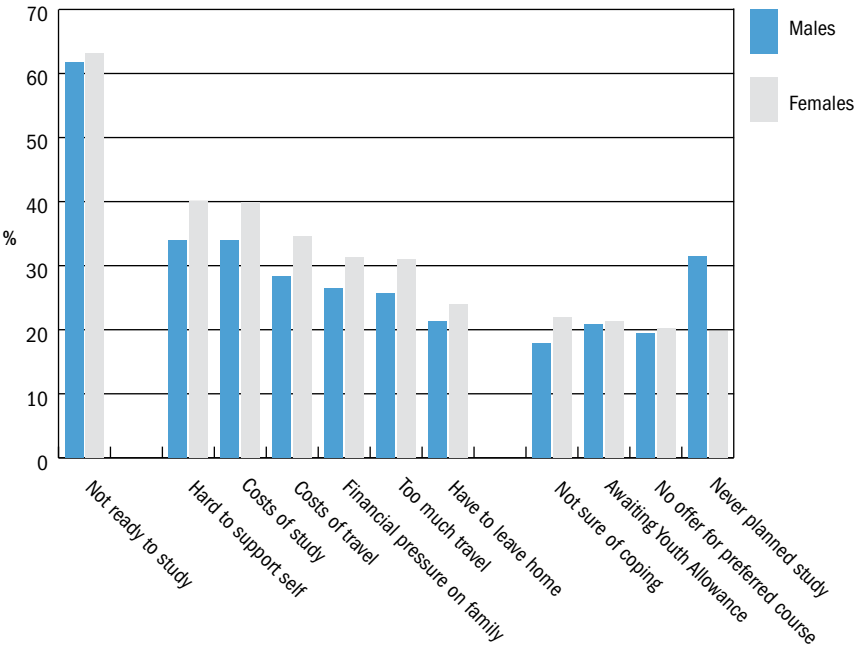


As shown in Figure 47, among females, 55.5 per cent who undertook no further education or training on completing their Year 12 came from the lower two bands of SES, compared to 48.2 per cent of those who continued. With males, a similar proportion of school completers (to females) who entered the labour force were drawn from lower socioeconomic backgrounds (55.0 per cent, compared with 45.4 per cent of those who continued in education or training).

Reasons for Year 12 or equivalent completers not continuing in education and training

While a majority of Year 12 completers seek to build on their schooling through further education or training, many do not. The reasons young people provide for choosing not to further their education are not only as varied as their individual pathways, but reflect the divergent nature of the many groups forming today's secondary school graduates. 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 upon leaving 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 would, over time, benefit from further education, and that they should have access to flexible arrangements to achieve this outcome.

Figure 48 *Reasons for not studying: Year 12 completers by gender*



Through the *On Track* survey, it has become increasingly apparent that there are generally three main categories of reasons for not being in further education or training:

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

The feeling of not being ready for more study was the largest single reason cited by Year 12 or equivalent exit students. It was flagged by nearly two-thirds of females (63.1 per cent) and only marginally fewer males (61.7 per cent) (see Figure 48).

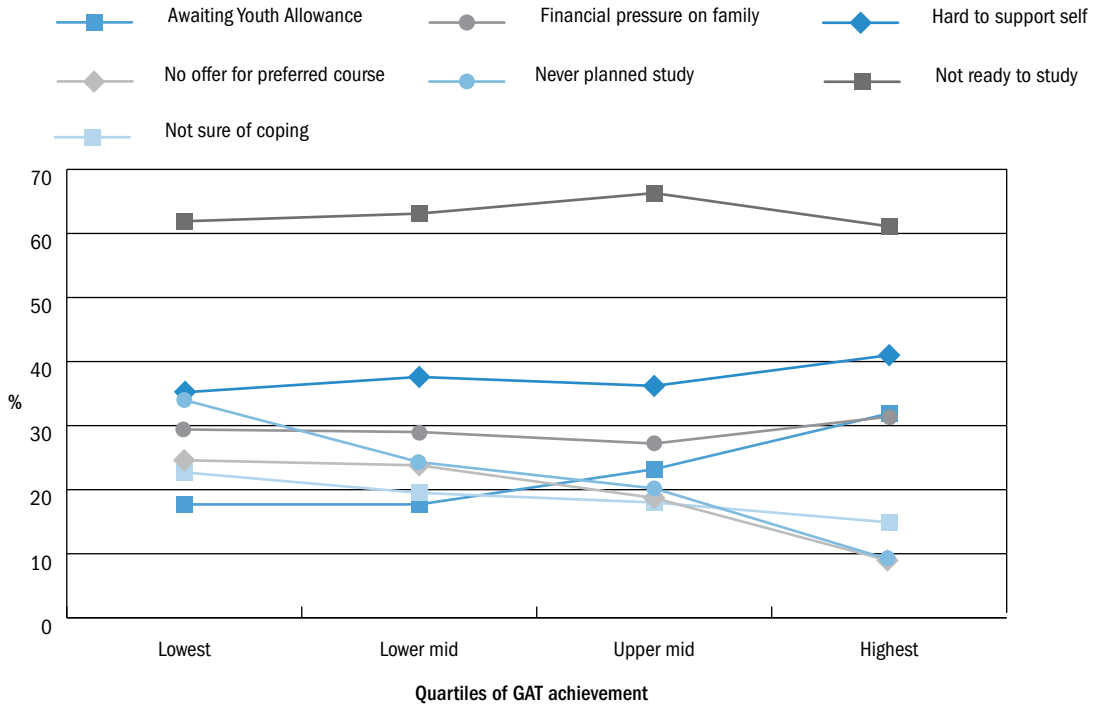
The difficulty supporting oneself while studying and the costs of study were the two most important economic impediments. These factors were cited by 37.2 per cent and 37.1 per cent respectively of all Year 12 or equivalent completers. Smaller proportions of school completers also cited excessive travel and the associated costs of this travel (28.5 and 31.6 per cent respectively), the financial pressure of engaging in study, on the family (29.1 per cent) and the need to move out of home in order to study (22.6 per cent).

One in five Year 12 or equivalent completers was not studying due to a perception that they might not cope with the demands of tertiary study (20.0 per cent) and a similar proportion (21.1 per cent) had entered the labour market in the hope that their earnings would enable them to qualify for independent status allowing them to claim Youth Allowance (and presumably finance study at a later time). Just below one-fifth (19.9 per cent) of Year 12 or equivalent completers who were not in study claimed that this was because they did not receive a tertiary offer for a course with which they were content. Interestingly, 1 in every 4 school completers cited that they had never planned to engage in any further study or training. This reason was cited by almost one-fifth of young women (19.7 per cent) but more than 3 in every ten (31.5 per cent) young men.

Some of the factors associated with the decision not to continue in study seemed to apply broadly to Year 12 completers, whatever their academic or socioeconomic background, for example cost factors and academic impediments.

However, some factors were influenced by academic background or SES (or both). The perception of not being 'ready' for more study – with its implication of a possible return – was strongest among respondents in the two higher bands of achievement, who cited this motive more frequently than school completers in the two lower quartiles of GAT achievement (64.0 per cent compared to 62.5 per cent respectively) (see Figure 49).

Figure 49 *Reasons for not studying: Year 12 or equivalent completers, by quartiles of GAT achievement*

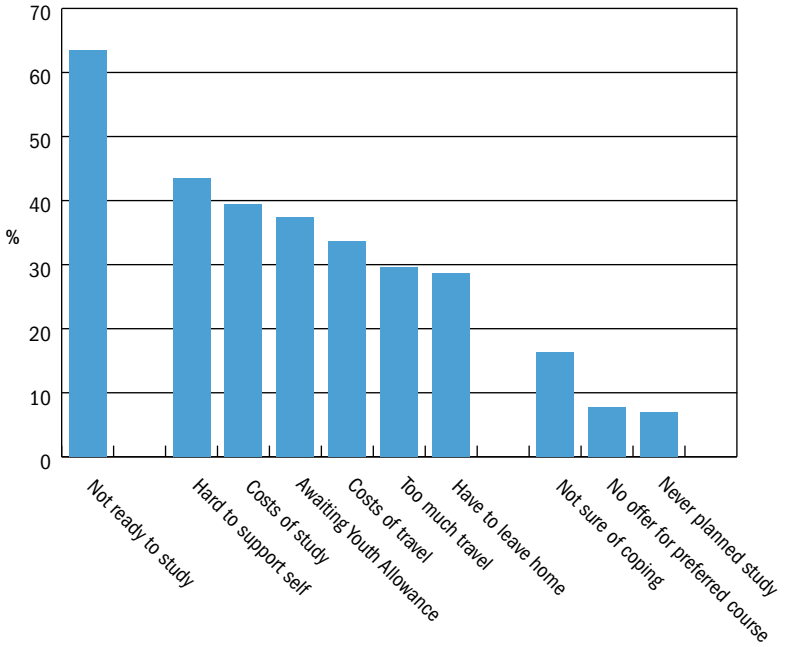


By contrast, low achievement appeared to 'switch off' any potential interest in further study as a route to personal or economic advancement and instead seemed to focus attention on the possibilities of work. Having little or no intention to study concerned more than 3 in every ten of the weakest learners (34.0 per cent) compared with only 9.1 per cent of the highest achievers. Receiving a tertiary offer for a course other than a preferred one, and a concern about an inability to cope with the work involved were also cited more frequently as level of achievement fell (24.6 per cent of lowest achievers compared to 8.9 per cent of highest achievers and 22.7 per cent of lowest achievers as against 14.9 per cent of highest achievers, respectively). The perceived difficulties associated with supporting oneself whilst studying and a reluctance to burden families with the costs of study, increased in terms of the level of concern, the higher the level of achievement. The differences across achievement levels, however, were only marginal, with 38.3 per cent of higher achievers in comparison to 36.4 per cent of lower achievers nominating difficulty in supporting oneself, and 29.0 per cent of higher achievers and 29.2 per cent of lower achievers citing financial pressure on their family.

To this point, the discussion has considered the responses of all Year 12 or equivalent completers who, at the time of the survey, had not been in post-school study since leaving school, or had enrolled but discontinued. Within this broader group, however, are the Year 12 completers who deferred a tertiary place in 2006.

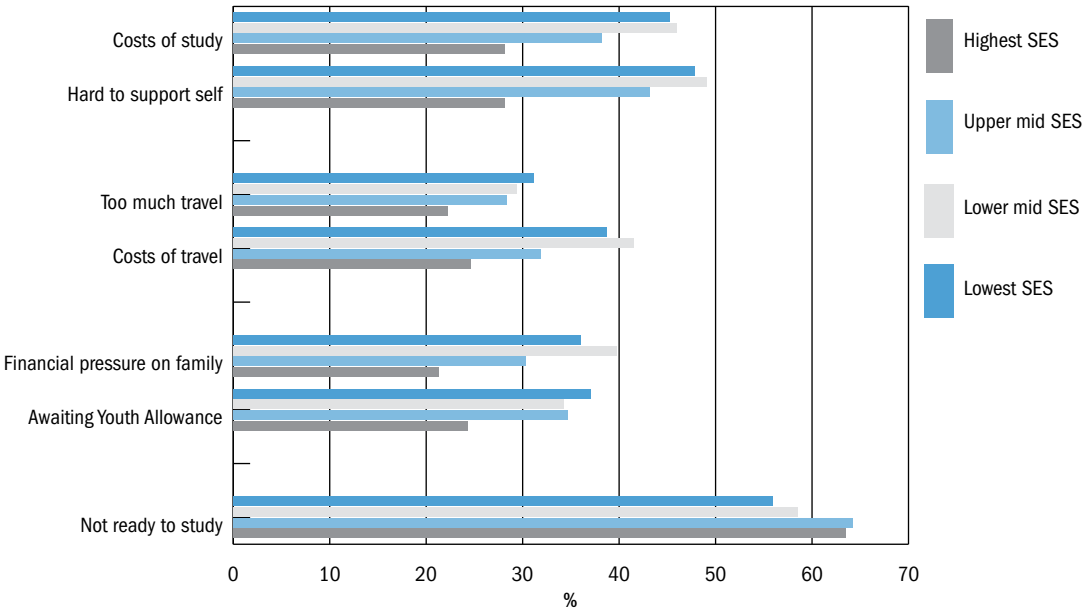
The *On Track* survey contacted 2,549 respondents in this group (8.0 per cent of the overall sample). The motives of deferrers were similar in important respects to other Year 12 completers who did not undertake further study. The difficulty of supporting oneself while studying weighed heavily (43.5 per cent) and the costs of study also deterred 39.4 per cent. Travel, too, was a factor, with 29.6 per cent citing a problem of too much travel, while a further 33.7 per cent agreed that costs of travel were a barrier to taking up their study offer. Academic impediments were also relevant, even though deferrers had already been offered places and had accepted them. For 7.8 per cent of deferrers, the reason given was that they did not get the offer they wanted or failed to get into the course of their choice and a further 16.3 per cent cited the uncertainty of coping with their workload, were they to take up the offer of study. Yet the single biggest motive for Year 12 completers deferring their study offer was the perception of 'readiness', which affected almost two-thirds (63.5 per cent) of the group (see Figure 50).

Figure 50 *Reasons for not studying: Year 12 students who deferred a tertiary place*



When the effect of achievement is excluded, the reasons given by school completers for not entering into tertiary education continued to vary across groups from different socioeconomic backgrounds (Figure 51). In the highest GAT achievement band, the financial considerations associated with further study – not surprisingly – weighed more heavily on Year 12 completers from poorer backgrounds, and, to a lesser extent, travel considerations were more likely to be a factor with these respondents.

Figure 51 *Reasons for not studying: highest achievement group (GAT quartile), by quartiles of SES*



Year 12 completers neither in education or training nor in the labour force

In the 2006 *On Track* survey, 384 Year 12 completers indicated that they were neither in education or training, nor in the labour force. This group of respondents – collectively termed 'inactive' – represents 1.2 per cent of the Year 12 achieved sample (n=32,343).

A comparison of the reasons for not furthering study given by inactive respondents and Year 12 completers in the labour force without further education or training is shown in Figure 52, while Figure 53 presents a gender breakdown of the reasons given by inactive respondents for not continuing in education or training.

Just as the Year 12 graduates who ended their study and entered the workforce cited a lack of preparedness as the main reason for not continuing in education, Inactive respondents also nominated this reason as the chief motivator for discontinuing study (62.5 per cent as against 48.0 per cent). Of the respondents neither in study or training, nor in the labour force, just under half of all males (47.7 per cent) and females (48.3 per cent) agreed that lack of readiness for further education was an issue. Economic hindrances also influenced their decisions to cease study in much the same way as for Year 12 completers who entered the labour market without further education, with costs of study being the most frequently cited financial barrier for Inactive respondents (26.4 per cent).

On the basis of gender, females who were not in study, training or the labour market nominated almost all reasons more frequently than their male peers in the same situation. Some of these differences can be explained by the increased likelihood of young women to respond to each question on the survey and also to nominate more than one reason. Despite this effect though, females were more likely than males to cite costs associated with engaging in study and travelling to study as reasons for not studying, and were more likely to be concerned about the financial pressure exerted on families if they were to study. Males on the other hand, were far less intent than young women on continuing their education (28.4 per cent compared to 17.8 of females).

Overall, the reasons for not continuing in education which related to the perceived relevance of study were similar for both Year 12 graduates in the labour force, and those who were neither studying, nor working, nor seeking work. Within the Inactive group, similar proportions of young men and women showed concern with the need to move away from home (14.7 per cent of males and 13.6 per cent of females) and the need to qualify for Independent status in order to claim Youth Allowance (17.4 per cent of young men compared to 16.9 per cent of young women) as reasons for ending education and not entering the labour market.

Figure 52 *Reasons for not studying: Year 12 or equivalent completers in the labour force and inactive respondents (respondents not in study and not in the labour force)*

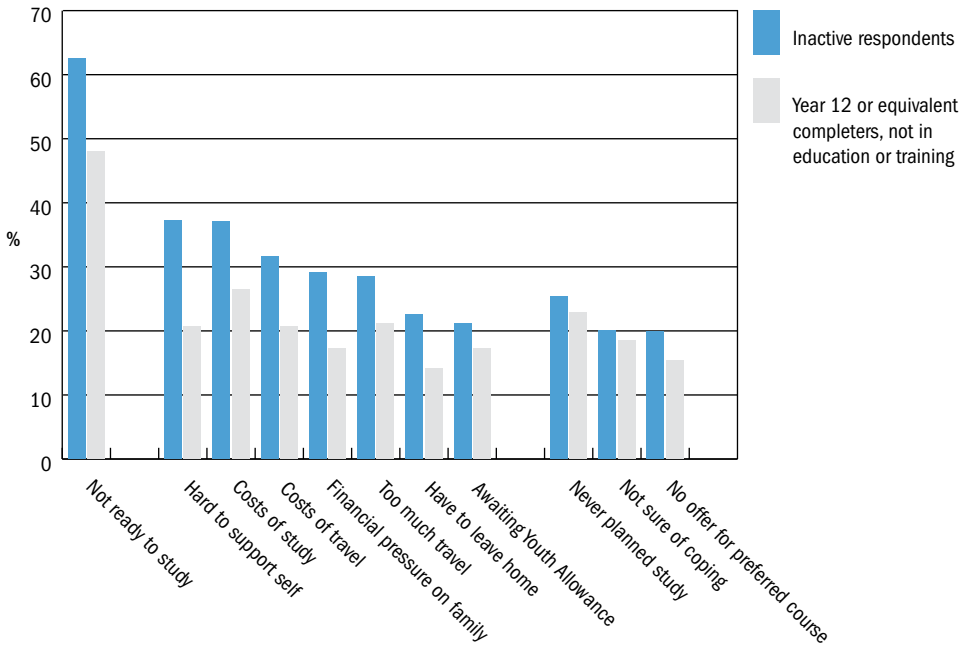
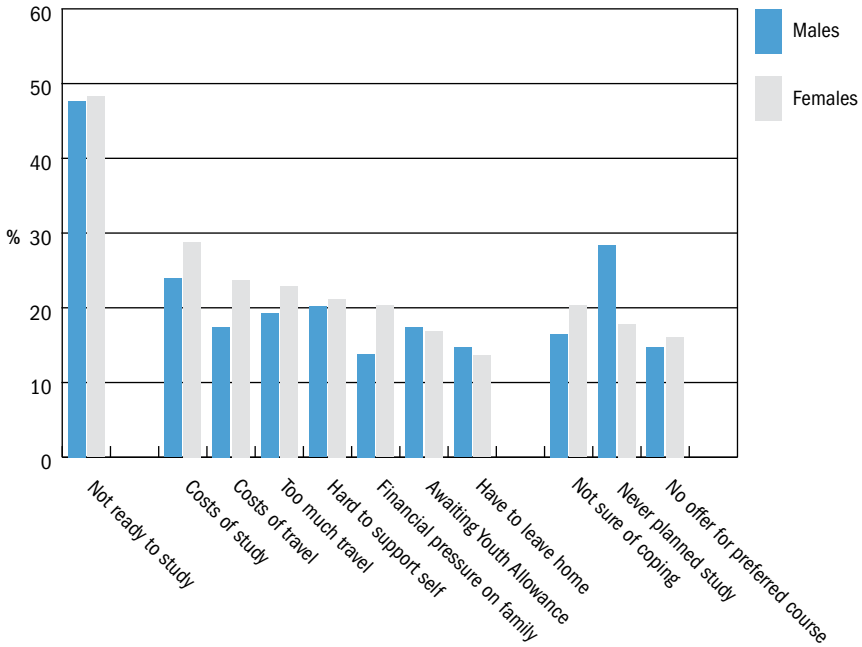


Figure 53 *Reasons for not studying: Inactive respondents (respondents not in study or training or not in the labour force), by gender*



chapter 5

Regional differences in post-Year 12 destinations

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

Figure 54 examines the transition to tertiary education, and shows that the proportion of Year 12 completers entering either university or TAFE/VET programs at Certificate IV level or above ranges from 44.0 per cent in Goulburn to 80.1 per cent in the inner-eastern suburbs of Melbourne. Transition to university ranges from 31.0 per cent in Goulburn to 66.2 per cent in inner-eastern Melbourne. All non-metropolitan regions have comparatively lower rates of tertiary transition. Within Melbourne too, transition to university differs across regions. In inner Melbourne and the southern and inner-eastern suburbs, transition is comparatively higher, while in the outer-west, north-east, north-west, south-east and outer-east of Melbourne the rate of transition to university is below 50 per cent. In the Mornington Peninsula region, transition rates are more similar to those in country areas.

A more detailed analysis of tertiary transition shows that Victoria can be divided into four main regional groupings (Figure 55):

1. Metropolitan regions with *high university plus medium transition to higher-level VET*
2. Metropolitan regions with *medium university but medium-high transition to higher-level VET*
3. Metropolitan regions with *low university but medium transition to higher-level VET*
4. Country regions where *both university and VET transition are low.*

Figure 54 *Tertiary education transition, by labour force region*

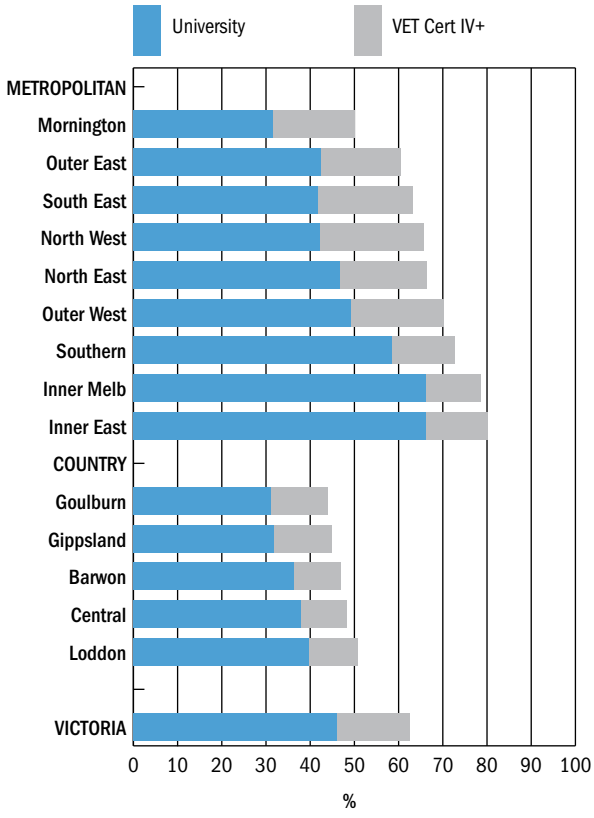
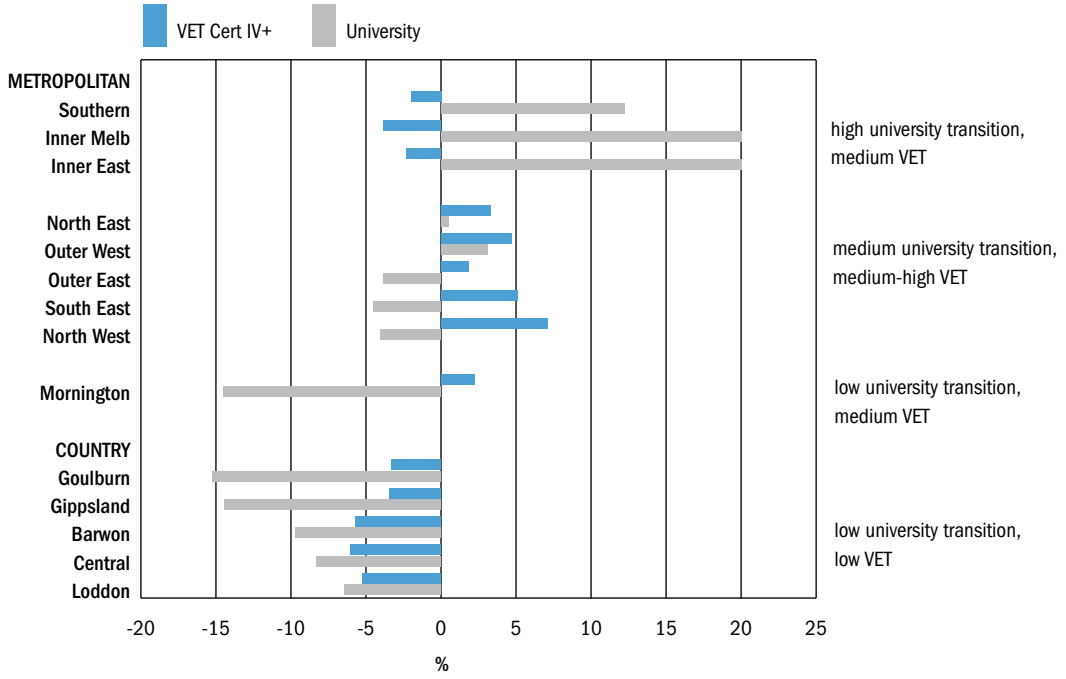


Figure 55 *Differences in tertiary education transition, by labour force region*



In the first grouping of regions – mainly higher SES suburbs of Melbourne – high university transition was *augmented* by medium transition to higher-level VET courses. The second grouping, which included the north-east and outer-western suburbs of Melbourne, came reasonably close to the first in terms of overall transition to tertiary study, due to higher rates of VET transition. However, university transition was lower, which contributed to the lower tertiary transition profile of this group. Alone and differentiated from the above metropolitan groupings is the semi-rural Mornington Peninsula, where the university transition rate was more like that of country Victoria, but transition to VET is higher. Country regions – the fourth grouping – had the lowest rates of tertiary transition, due to *both* low university transfer *and* lower transfer to higher-level VET programs.

Focusing only on the transition to VET, a different regional picture emerges. As shown in Figure 56, in some metropolitan regions, transition from Year 12 to any form of VET (including higher-level programs and apprenticeships and traineeships) involved at least a third of school completers. These regions included the north-west (37.2 per cent), Mornington (35.8 per cent), the south-east (34.4 per cent) and north-east of Melbourne (33.2 per cent). By contrast, the wealthier southern, inner-eastern and inner suburbs of Melbourne had lower rates of VET transition (23.4 per cent, 20.3 per cent and 17.7 per cent respectively). It is notable that while country Victoria had generally lower rates of transfer from secondary school to university, total VET transition across all Australian Qualifications Framework (AQF) levels is also very low, reaching at most one-third of Year 12 completers, in the Gippsland region only.

Country Victoria also had the highest rates of students terminating their education and training upon completion of Year 12. Only the Mornington Peninsula region – which has a large rural component – matched the country regions in terms of the proportion of Year 12 completers who entered the labour market with no further education or training (see Figure 57). Overall, there was a 14.6 per cent gap in the proportion entering the labour market with no further education or training, separating country Victoria from metropolitan Melbourne.

Figure 56 *VET transition, by Australian Qualifications Framework level and labour force region*

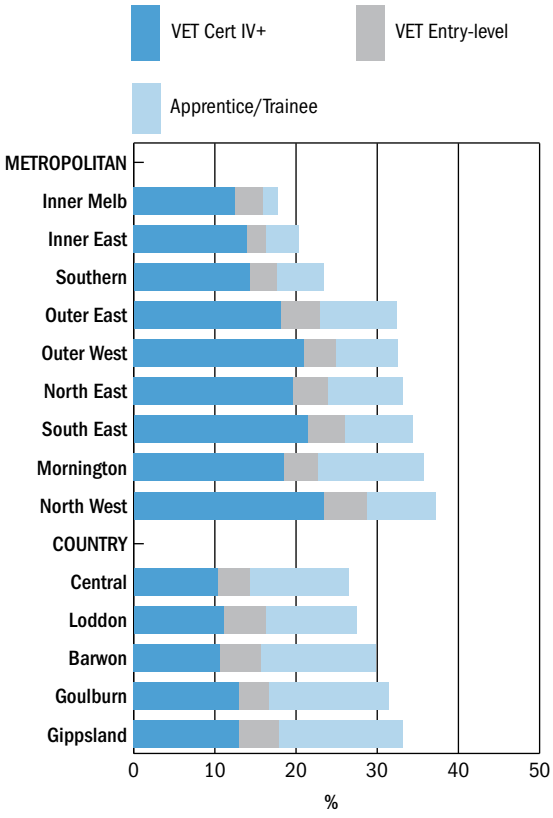
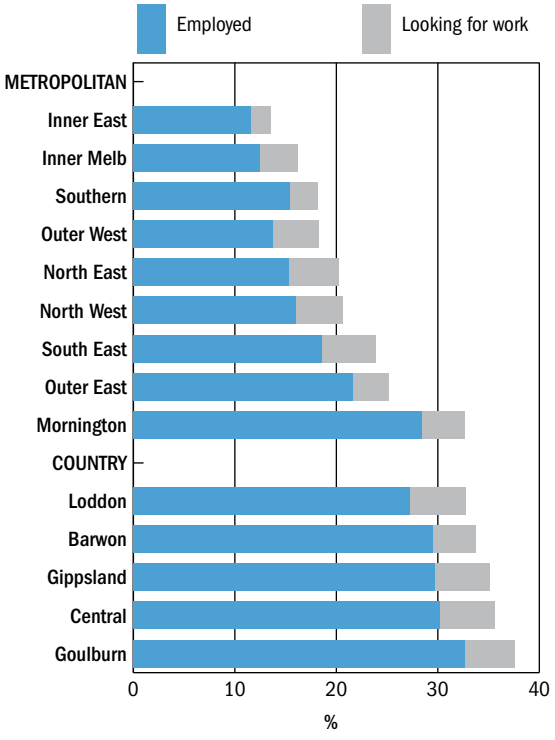


Figure 57 *Respondents ending study and entering the workforce, by region*



A complete picture of education, training and employment destinations is presented in Figure 58. This shows the heavy dependence of Year 12 graduates in country Victoria on employment or employment-based training (apprenticeships and traineeships). At the time of the survey, between 43.9 per cent and 52.4 per cent of Year 12 completers in country Victoria (depending on the region) were either engaged in an apprenticeship or traineeship, were working, or looking for work – an average of 48.5 per cent – compared with an average of 27.8 per cent of Year 12 completers in Melbourne. A complete breakdown of numbers and percentages is presented in Table 15.

Figure 58 *Education, training and workforce destinations post-Year 12, by region*

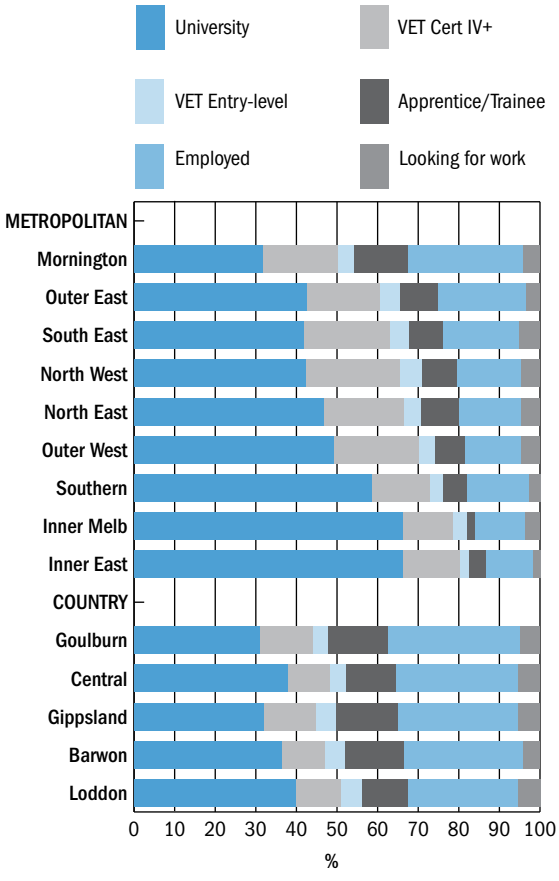
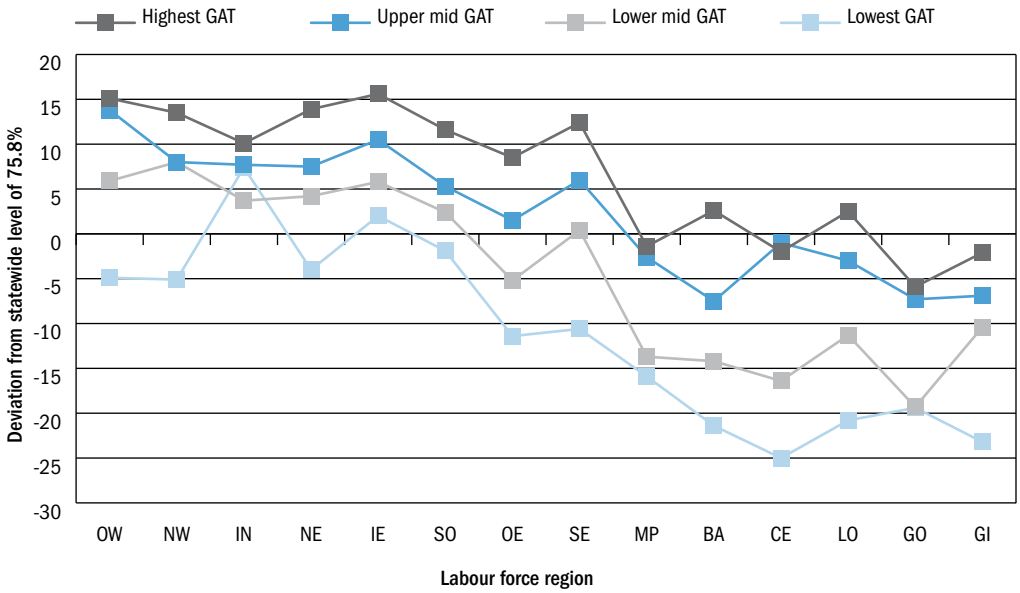


Table 15 *Education, training and workforce destinations of the Year 12 cohort, by labour force region*

Labour Force Region		Destination						
		University	VET Cert IV+	VET Entry-level	Apprentice/ Trainee	Employed	Looking for work	Total
Outer West Melbourne	No.	1,836	782	143	285	509	173	3,728
	%	49.2	21.0	3.8	7.6	13.7	4.6	100.0
North West Melbourne	No.	702	389	90	140	266	77	1,664
	%	42.2	23.4	5.4	8.4	16.0	4.6	100.0
Inner Melbourne	No.	486	92	25	13	92	27	735
	%	66.1	12.5	3.4	1.8	12.5	3.7	100.0
North East Melbourne	No.	1,365	575	125	270	449	142	2,926
	%	46.7	19.7	4.3	9.2	15.3	4.9	100.0
Inner East Melbourne	No.	2,925	617	100	180	514	84	4,420
	%	66.2	14.0	2.3	4.1	11.6	1.9	100.0
Southern Melbourne	No.	1,427	349	82	142	377	68	2,445
	%	58.4	14.3	3.4	5.8	15.4	2.8	100.0
Outer East Melbourne	No.	1,305	557	150	290	666	111	3,079
	%	42.4	18.1	4.9	9.4	21.6	3.6	100.0
South East Melbourne	No.	1,079	554	118	218	482	138	2,589
	%	41.7	21.4	4.6	8.4	18.6	5.3	100.0
Mornington Peninsula	No.	488	286	63	203	438	66	1,544
	%	31.6	18.5	4.1	13.1	28.4	4.3	100.0
Barwon Western District	No.	871	254	120	341	705	101	2,392
	%	36.4	10.6	5.0	14.3	29.5	4.2	100.0
Central Highlands Wimmera	No.	458	125	48	148	366	65	1,210
	%	37.9	10.3	4.0	12.2	30.2	5.4	100.0
Loddon Mallee	No.	665	185	88	186	454	94	1,672
	%	39.8	11.1	5.3	11.1	27.2	5.6	100.0
Goulburn Ovens Murray	No.	541	227	64	257	572	86	1,747
	%	31.0	13.0	3.7	14.7	32.7	4.9	100.0
All Gippsland	No.	486	198	76	233	454	82	1,529
	%	31.8	12.9	5.0	15.2	29.7	5.4	100.0
All Labour Force Regions	**No.**	**14,634**	**5,190**	**1,292**	**2,906**	**6,344**	**1,314**	**31,680**
	%	**46.2**	**16.4**	**4.1**	**9.2**	**20.0**	**4.1**	**100.0**

Figure 59 *Transition of Year 12 or equivalent completers to education or training, by region and quartiles of GAT achievement*



Note: See front of publication for labour force region names and corresponding abbreviations.

Considering regional differences in transition in the light of differential achievement (GAT quartiles), the differences in the destinations of Year 12 completers from the country compared to those from metropolitan areas become even more marked. Figure 59 shows that in country Victoria, only the highest achievers enter into some form of post-school education or training at rates higher than the statewide average for all school leavers. Conversely, in most metropolitan regions, it is only the lowest achievers who do not exceed this statewide average.

Regional differences in reasons for not continuing in education or training

There are also regional differences in the reasons given by school completers for not continuing in education or training. These seem to relate strongly to differential access to education and training institutions, but economic factors associated with isolation and with the socioeconomic profile of different regions also have an impact. Figure 60 and Figure 61 report the regional differences associated with five of the main reasons given for not continuing in education or training.

Figure 60 shows that different levels of access to educational institutions play a key role in the decision of young people to enter into further study or training. School completers living in non-metropolitan regions and in the south-eastern suburbs of Melbourne and the Mornington Peninsula were more likely to identify the costs of travel or the need to travel long distances in order to reach education providers as a reason for no longer being in study or training. The need to move away from home was also more likely to be nominated by school leavers living in most of the areas mentioned (except south-east Melbourne). Similarly, the costs associated with study were more likely to be nominated by young people living in non-metropolitan regions as well as the south-east of Melbourne and the Mornington Peninsula and to a lesser extent, the outer-east of Melbourne, possibly indicating greater financial pressures acting on those who live outside the city (Figure 61). For most of these regions, the necessity of supporting oneself was also more likely to be nominated as a barrier to further study.

This regional perspective indicates that barriers associated with access and socioeconomic pressures tend to affect young people living in the country and more remote urban regions (such as the Mornington Peninsula) more than those living in the remainder of Melbourne. The effect of financial pressures can be seen in the country and also more broadly in other regions of Melbourne, mostly those with a lower socioeconomic profile.

Figure 60 *Travel and distance as barriers to further education and training, by region*

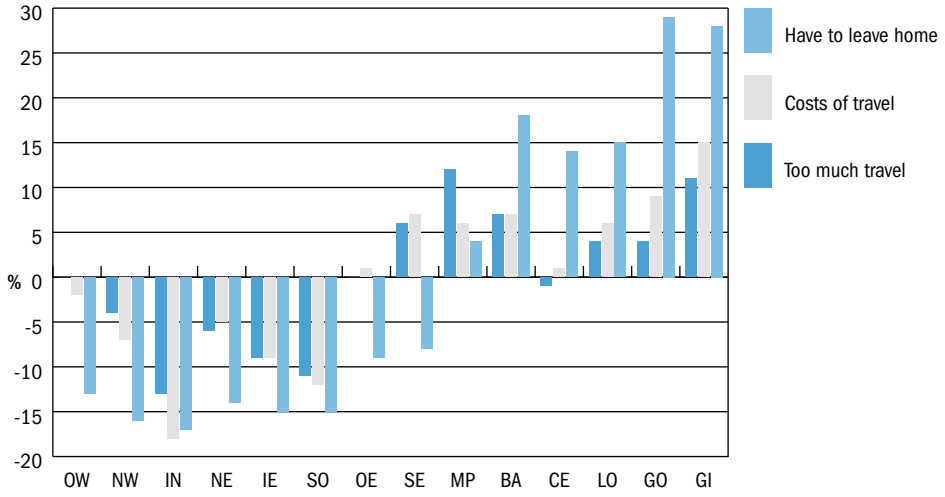
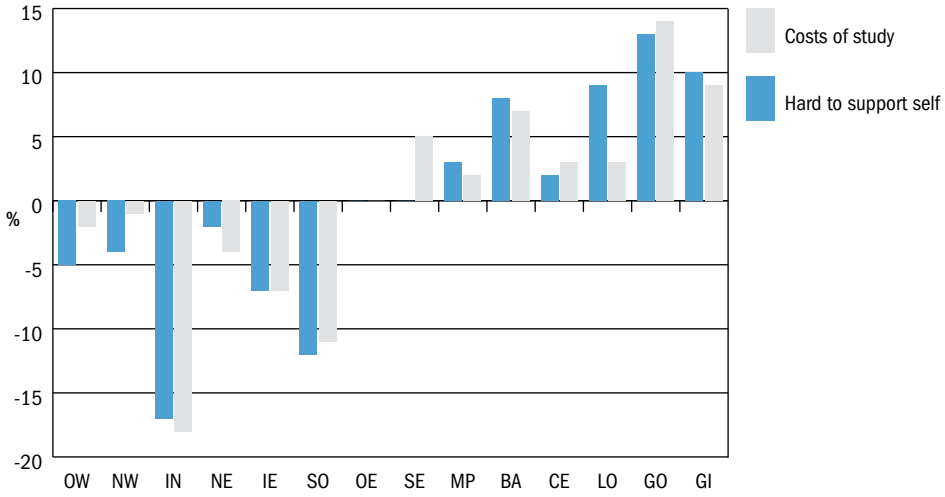


Figure 61 *Financial barriers to further education and training, by region*



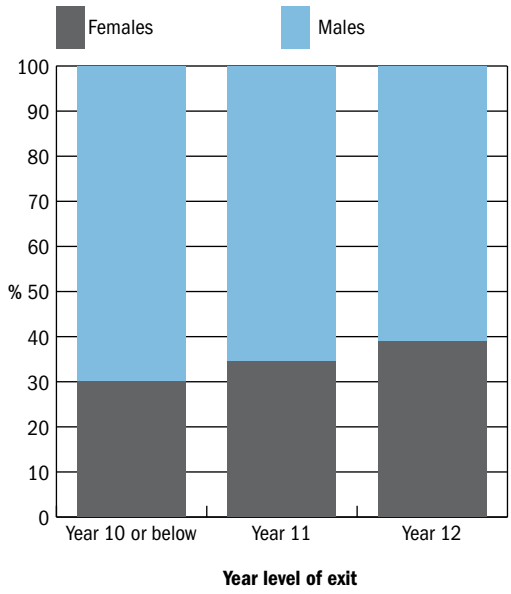
chapter 6

Early school leavers

A total of 4,783 early school leavers participated in the 2006 *On Track* survey. Over half of the achieved sample (56.1 per cent) had attempted or completed Year 11, while 26.6 per cent had been in Year 10 or below in 2005. Students who attempted but did not complete Year 12, make up the remaining 17.4 per cent of the sample.[2*] Almost all early leaver respondents (96.3 per cent) indicated they were in some form of education or training, or had entered the labour market and were either employed or looking for work. The remaining proportion was neither in education or training, nor in the labour force (3.7 per cent). This group of early leavers (n=177) have been excluded from all analyses, but form a separate discussion later in this chapter.

Previous research indicates that approximately two-thirds of early leavers will be males and one-third females. This was found to be the case in the 2006 *On Track* survey, both across and within year levels (although to a marginally lesser extent among Year 12 early leavers) (see Figure 62). The reasons for the higher rates of early leaving among males are complex, but include factors such as a stronger full-time teenage labour market for young men than for young women, and changes in industry and occupational structures resulting in greater apprenticeship opportunities for males. Both factors tend to keep young women at school longer. Under-achievement among males from lower socioeconomic backgrounds, combined with lack of interest in schoolwork, is another factor, as is the greater community acceptance of early entry to work on the part of young men. (For a more complete discussion of trends, and analysis of causes, see Teese 2002).

Figure 62 *Early school leavers, by gender and year level of exit, April-May 2006*



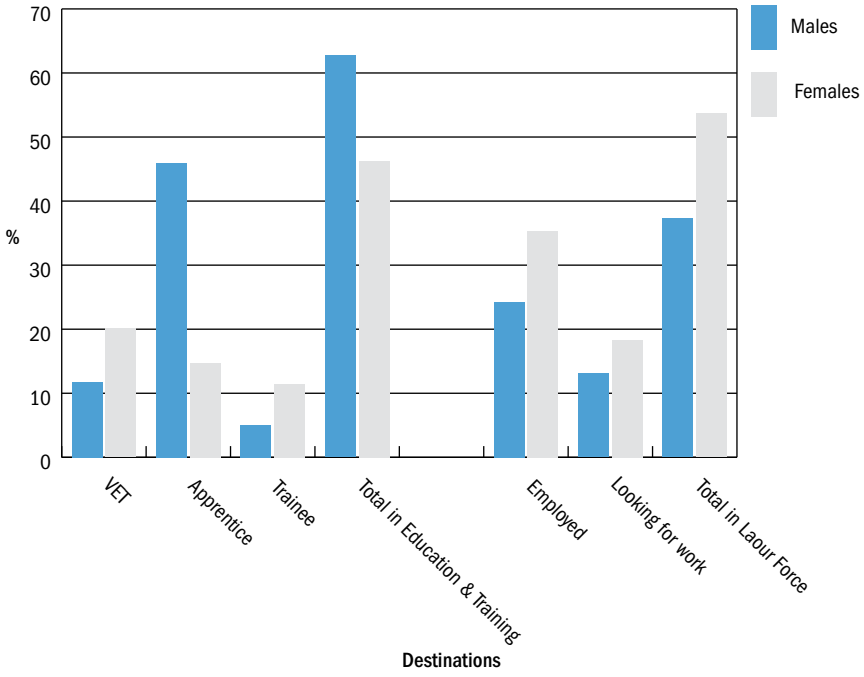
Early leaver destinations

Just over half of the early school leavers in the survey undertook some form of education or training in their first year out from school (55.1 per cent); this means that almost half did not. Main destinations by gender are reported in Figure 63 and Table 16, and indicate that female early leavers were far less likely than their male counterparts to be in education or training. More than half of all female early leavers (53.7 per cent) entered the workforce without undertaking further education or training, compared with just over a third of males (37.3 per cent).

For young women, the most frequent education or training destination was a basic VET course (20.1 per cent), with apprenticeships and traineeships accounting for a further 14.7 per cent and

[2*] Due to the base numbers, care should be exercised in interpolating data trends or extrapolating findings to the wider population.

Figure 63 *Destinations of early leavers, by gender*



11.4 per cent respectively. For young men, apprenticeships dominated, accounting for almost half of this group of early leavers (45.9 per cent), followed by basic VET courses (11.8 per cent) and traineeships (5.0 per cent).

An early exit from school, if it does result in a job, will frequently mean part-time or casual work only. While rates of full-time employment were similar for males and females (14.9 per cent and 15.9 per cent, respectively), female early leavers in employment were more than twice as likely as males to be in part-time work (19.5 per cent compared with 9.4 per cent). This has implications for income, ability to travel, ability to undertake further study or training, and independence, and highlights the disadvantaged labour market position of female early leavers compared with their male counterparts.

Table 16 *Destinations of early leavers, by gender*

Destination	Males		Females		Total	
	No.	%	No.	%	No.	%
VET	362	11.8	310	20.1	672	14.6
Apprentice	1,409	45.9	227	14.7	1,636	35.5
Trainee	152	5.0	176	11.4	328	7.1
Working full-time	456	14.9	244	15.9	700	15.2
Working part-time	287	9.4	300	19.5	587	12.7
Looking for work	401	13.1	282	18.3	683	14.8
Total	**3,067**	**100.0**	**1,539**	**100.0**	**4,606**	**100.0**

Table 17 *Comparison of early leaver destinations, by cohort year and gender, 2002-2005 (%)*

Destination	2002			2003			2004			2005		
	M	F	All	M	F	All	M	F	All	M	F	All
VET	20.1	28.9	23.0	19.2	28.8	22.4	17.6	23.8	19.8	11.8	20.1	14.6
Apprentice	37.3	11.4	28.7	31.7	7.4	23.5	39.4	12.7	29.8	45.9	14.7	35.5
Trainee	4.1	8.0	5.4	3.7	8.4	5.3	5.7	12.0	8.0	5.0	11.4	7.1
Education & training (sub-total)	61.5	48.3	57.1	54.6	44.6	51.2	62.7	48.5	57.6	62.7	46.3	57.2
Employed	24.3	29.0	25.9	27.1	34.5	29.6	23.6	33.2	27.0	24.2	35.3	27.9
Looking for work	14.2	22.6	17.0	18.3	20.9	19.2	13.7	18.3	15.4	13.1	18.3	14.8
Labour force (sub-total)	**38.5**	**51.6**	**42.9**	**45.4**	**55.4**	**48.8**	**37.3**	**51.5**	**42.4**	**37.3**	**53.7**	**42.8**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Table 18 *Destinations of early leavers, by year level of exit*

Destination	Year 10 or below		Year 11		Year 12		Total	
	No.	%	No.	%	No.	%	No.	%
VET	184	15.1	391	15.1	97	12.1	672	14.6
Apprentice	502	41.2	943	36.5	191	23.8	1,636	35.5
Trainee	72	5.9	194	7.5	62	7.7	328	7.1
Working full-time	160	13.1	373	14.4	167	20.8	700	15.2
Working part-time	132	10.8	313	12.1	142	17.7	587	12.7
Looking for work	168	13.8	372	14.4	143	17.8	683	14.8
Total	**1,218**	**100.0**	**2,586**	**100.0**	**802**	**100.0**	**4,606**	**100.0**

Figure 64 *Destinations of early leavers, by year level of exit*

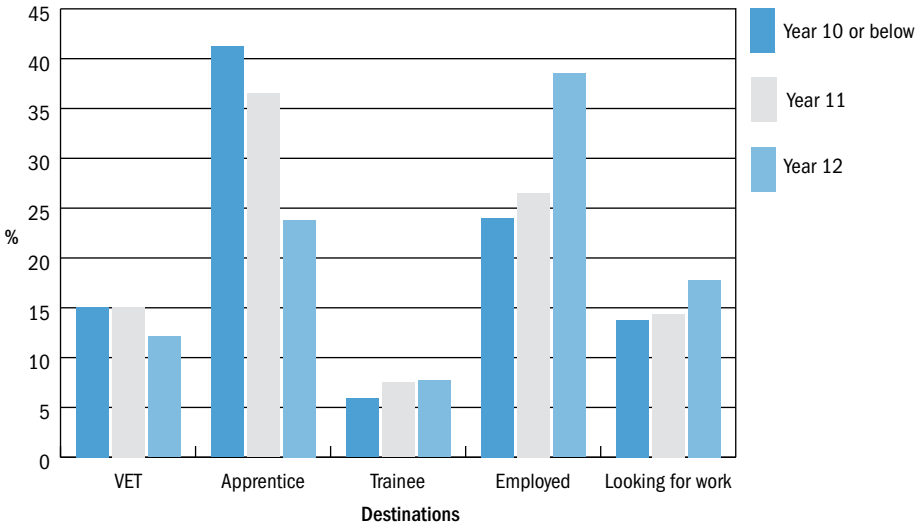


Table 17 shows that the proportions of early leavers in each destination have not changed markedly in the four years of the *On Track* study. The most notable trends are the increase in the proportion of apprentices, which has risen from 28.7 per cent since the cohort of 2002 to 35.5 per cent for the most recent cohort of early leavers. The proportion entering VET programs has steadily decreased since 2002 declining from 23.0 per cent to 14.6 per cent in 2006. The proportion of respondents who exited school early and entered employment without any further education or training has also fluctuated over the 4 years of the survey, showing some increase across the first 2 years, but declining in 2005 (dropping from 29.6 per cent to 27.0 per cent) and remaining at this level in 2006 (27.9 per cent). The proportion of respondents looking for work has also fluctuated in a similar way to the group entering employment, and since 2002 has decreased slightly, currently at 14.8 per cent.

Destinations were strongly associated with the year level at which an early leaver exited from school (see Table 18 and Figure 64). In general, 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 decrease in the likelihood of beginning an apprenticeship – particularly for early leavers exiting at Year 11 or below. It should be noted, however, that, compared with last year's findings there has been an increase in the proportion of Year 11 and 12 early leavers who exit school early to take up an apprenticeship. The higher the year-level of exit, the stronger the chances of being in work in either a full-time or part-time capacity (as high as 38.5 per cent for Year 12 students). The risk of being unemployed and looking for work also rose as the exit year level increased, with students exiting at Year 12 displaying a higher rate of unemployment than students exiting at Year 11 or below. These findings may reflect the fact that an exit during Year 12 (and to a lesser extent during Year 11), which students have presumably entered with hopes of completing their VCE or VCAL, is indicative of a more troubled (or less planned) departure from school.

The precariousness of early leavers as a whole entering the labour market has been further highlighted through longitudinal analyses of school leaver destinations. Another published report which tracked the destinations of school leavers over a two-year period showed that over an extended period of time, the year level at which early leavers exit school influenced the quality of their transition to the labour market as well as the quality of their employment experience (DE&T, 2006). This longitudinal survey of school leavers from the 2003 cohort showed that of those school leavers who were working in 2004 and 2005 and had not undertaken any further education or training since their exit from school, early leavers were more likely than Year 12 completers to be working less than 10 hours per week. This study also showed that only half of the early leavers who exited before completing Year 10 were employed for more than 30 hours per week in 2005 compared with more than two thirds of the Year 11 leavers and Year 12 graduates (Teese ***et al***, 2006).

Early leaver destinations and perceptions of academic achievement

In the 2006 *On Track* survey, early school leavers were given an opportunity to rate their academic performance during their last school year, by nominating a single statement which best reflected their view of their level of achievement. Each statement, listed below, was ranked on a scale of 1 to 4, with 1 being the 'highest' perceived level of achievement and 4 being the 'lowest' self-assessment of performance:

1. Overall very good results

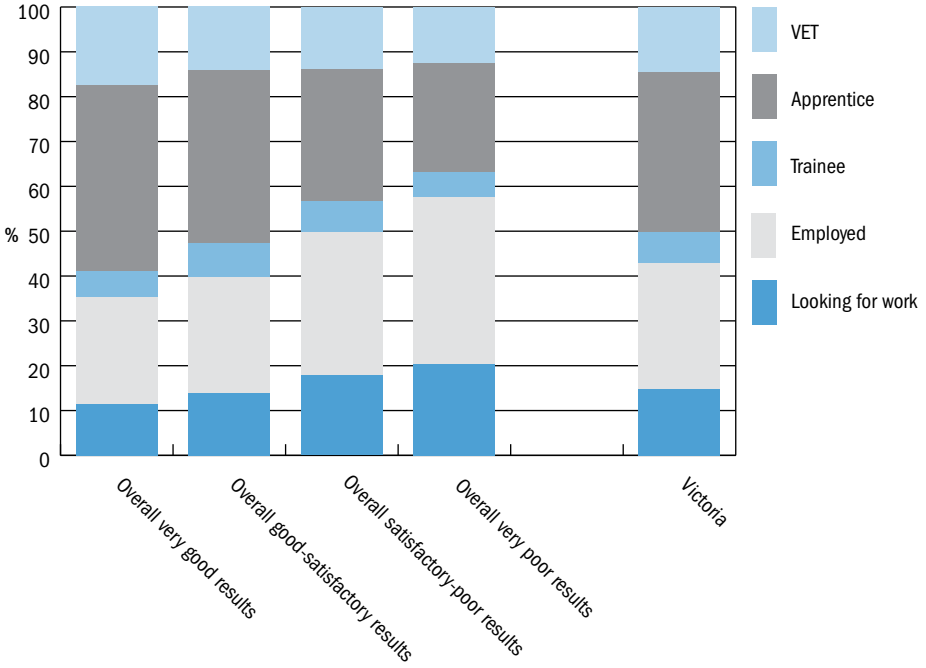
2. Some good results, overall satisfactory

3. Some poor results, overall didn't do well

4. Overall very poor results

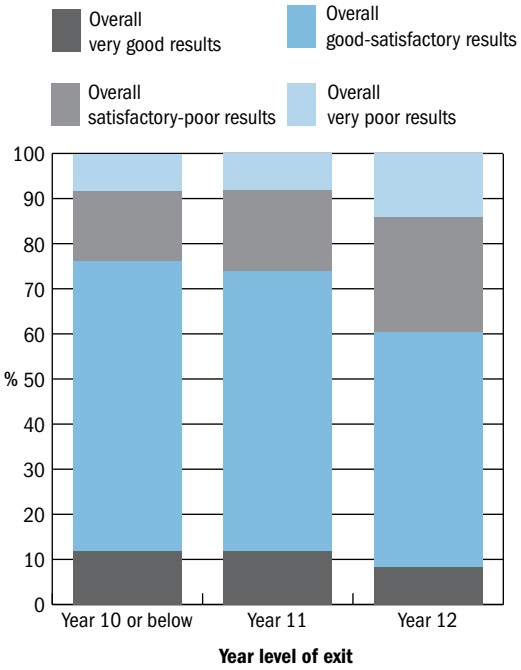
Although this analysis makes use only of a self-reported measure of achievement, early leaver destinations – when presented in terms of perceived levels of achievement – bear striking similarities to the destination profile of school completers when drawn on the basis of GAT achievement (see Chapter 1). As shown in Figure 65, early leavers who claimed to have achieved 'overall very good results' the year before they exited school, were the group most likely to be in education or training (64.8 per cent compared with 42.3 per cent of early leavers who had achieved 'overall very poor results'). Conversely, early leavers who achieved 'overall very poor results' were far more likely than their higher achieving peers to be in employment (37.4 per cent compared to 23.7 per cent) or to be looking for work (20.3 per cent as against 11.5 per cent).

Figure 65 *Destinations of early leavers, by perceived levels of achievement*



Interestingly, analysis of self-reported achievement by year level (see Figure 66 below) shows that young people departing from Year 10 or below display the strongest achievement profile, with the profile weakening as the exit is delayed. As this is a self-reported measure, this may be indicative of weakening confidence as the curriculum demands increase. However, it is also consistent with the weaker outcomes (e.g. lower transition to apprenticeships) displayed by students leaving in the later years and may help to explain why students who presumably have enrolled in the VCE with the intention of completing it, exit school before doing so.

Figure 66 *Perceived levels of achievement, by year level of exit*

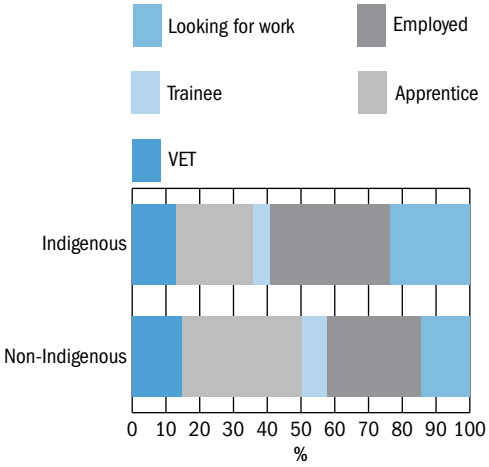


Destinations of early leavers, by Indigenous status

A total of 101 early school leavers identified as Aboriginal or Torres Strait Islander through the 2006 *On Track* survey. The destinations of Indigenous and non-Indigenous respondents are shown in Figure 67.

Entry to VET programs was almost equal across both groups, accounting for 14.6 per cent of Indigenous early school leavers and 12.9 per cent of non-Indigenous respondents. However, Indigenous respondents were far more likely than their non-Indigenous peers to be in the labour market and either employed (35.6 per cent compared with 27.8 per cent, respectively) or looking for work (23.8 per cent as against 14.6 per cent). Conversely, non-Indigenous respondents were far more likely to be engaged in an apprenticeship than Indigenous early leavers (35.8 per cent compared to 22.8 per cent, respectively) and marginally more likely to commence a traineeship (7.2 per cent as against 5.0 per cent).

Figure 67 *Destinations of early leavers, by Indigenous status*



Regional differences in early leaver destinations

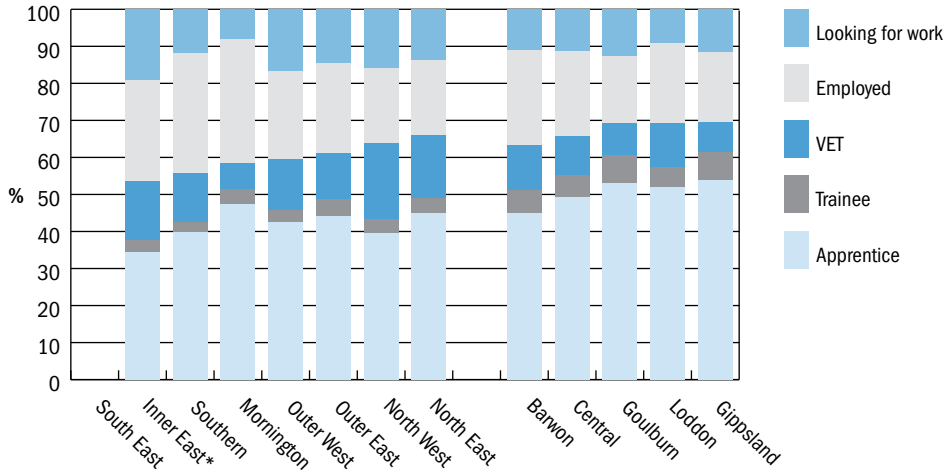
Early leavers were drawn disproportionately from non-metropolitan locations: 41.9 per cent of early leavers were located in non-metropolitan regions, compared to 27.0 per cent of Year 12 completers. These findings are consistent with previous *On Track* data and other research (Teese 2001; Polesel and Helme 2003) and reflect a complex mix of factors including relative proximity to further education institutions, perceptions of the relevance and attainability of further education, and the collective values of the local community culture.

There was considerable regional variation in the post-school destinations of early leavers. While for Victoria as a whole, 62.7 per cent of males entered some recognised form of education or training, this ranged from a low of 53.5 per cent in the south-eastern suburbs of Melbourne to a high of 69.4 per cent in the Gippsland region of country Victoria (see Figure 68).

Unlike the previous *On Track* study, the lowest rates of transition to education and training for male early leavers were not restricted to areas of predominantly low SES. Instead, for males, the metropolitan regions exhibiting the lowest rates of transition to education and training included the south-eastern (53.5 per cent), inner-eastern (including inner Melbourne; 53.6 per cent) and southern suburbs (55.9 per cent) of the city. Education transition was at higher levels in both working and middle-class areas of the city – the outer-western and outer-eastern suburbs attracted at least half of the early leavers from these regions into further study and training (59.5 per cent and 61.1 per cent respectively) and early leavers from the north-western and north-eastern areas of Melbourne also engaged in education and training at higher rates (63.7 per cent and 65.9 per cent respectively).

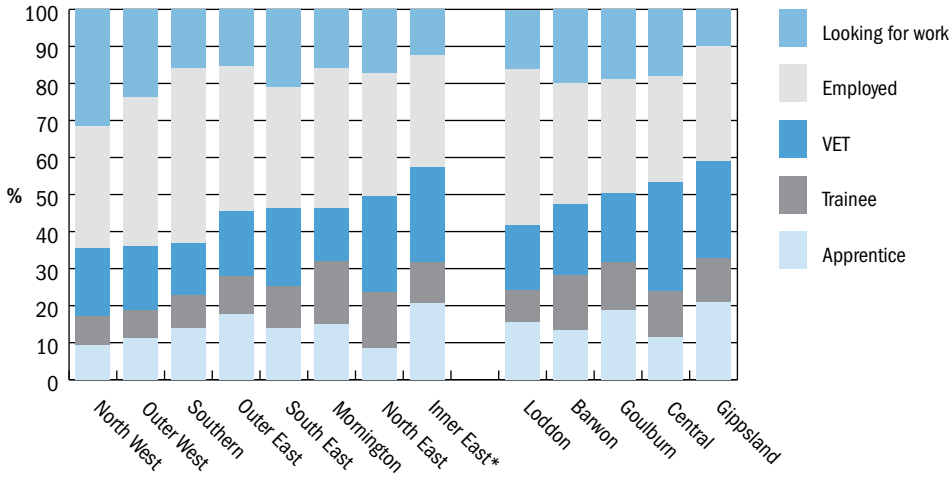
Transition to further education and training for younger men tended to be higher in country regions than in the city, thus offsetting comparatively lower retention rates. Apprenticeships contributed significantly to this overall higher rate of transition to further education and training in country Victoria.

Figure 68 *Regional differences in early leaver destinations – males*



* Inner East labour force region also includes 18 male respondents from the Inner Melbourne labour force region.

Figure 69 *Regional differences in early leaver destinations – females*



* Inner East labour force region also includes 16 female respondents from the Inner Melbourne labour force region.

The transition of young women to further education also displayed marked regional patterns, though from a generally lower base than boys (see Figure 69). There were also important differences. Transition depended heavily on basic VET courses, which played a much larger role than for young men. Apprenticeships, on the other hand, played a much smaller role, and the proportion of females 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 north-western, outer-western and southern suburbs, the proportion of young women either working or looking for work was very high, with around 6 in every ten female early leavers in the labour force without further education or training.

The jobs of early leavers

The jobs most frequently found by early leavers who do not enter further education or training highlight the economic precariousness of early leaving (see Figure 70 and Figure 71). About 5 in every ten males in employment (55.0 per cent) work in the three occupational areas of retail sales (21.4 per cent), labouring (19.0 per cent) and hospitality (14.7 per cent). With females, retail sales (42.5 per cent) and hospitality (27.4 per cent) were the most common jobs, accounting for almost 7 in every ten workers (69.9 per cent). With the exception of labouring (where males are employed at far higher rates than females), these are the occupational groups with a preponderance of part-time work, and where wages and skill requirements are low.

It is also noteworthy that females accessed a narrower range of occupations than did males. While the vast majority of male workers (98.1 per cent) accessed seventeen different occupations, the same proportion of female workers (97.4 per cent) accessed only ten different occupations.

Figure 70 *Most common jobs of male early leavers*

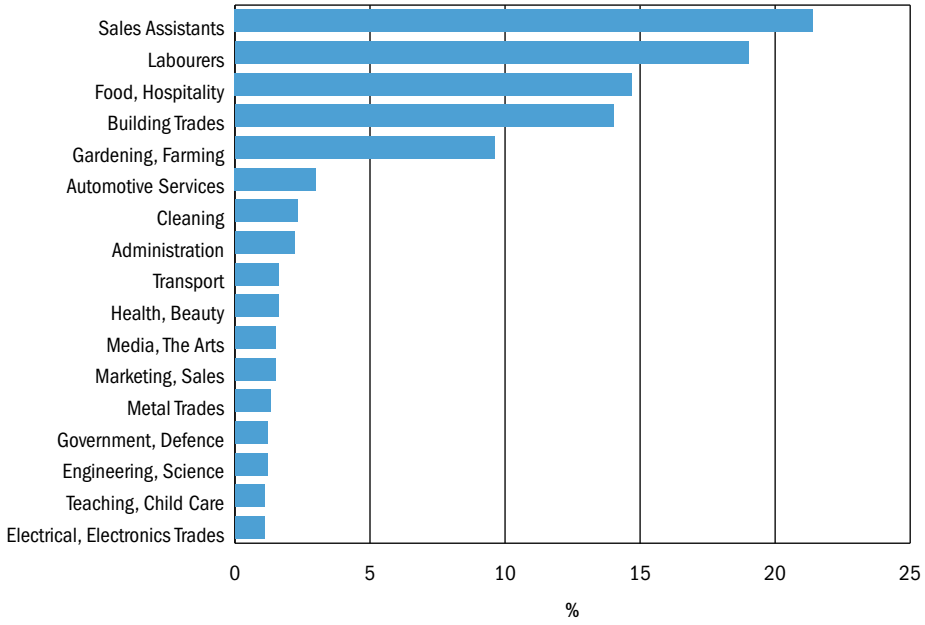
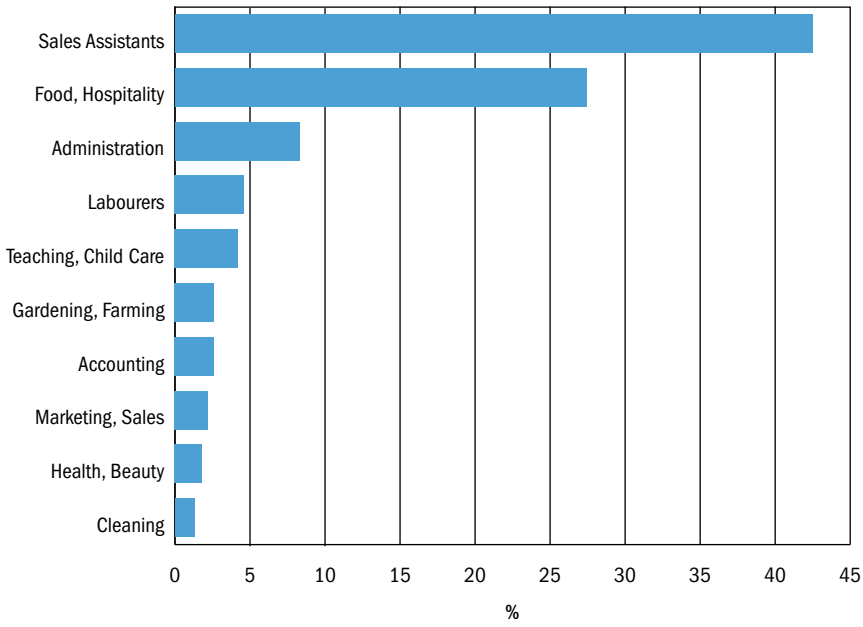


Figure 71 *Most common jobs of female early leavers*



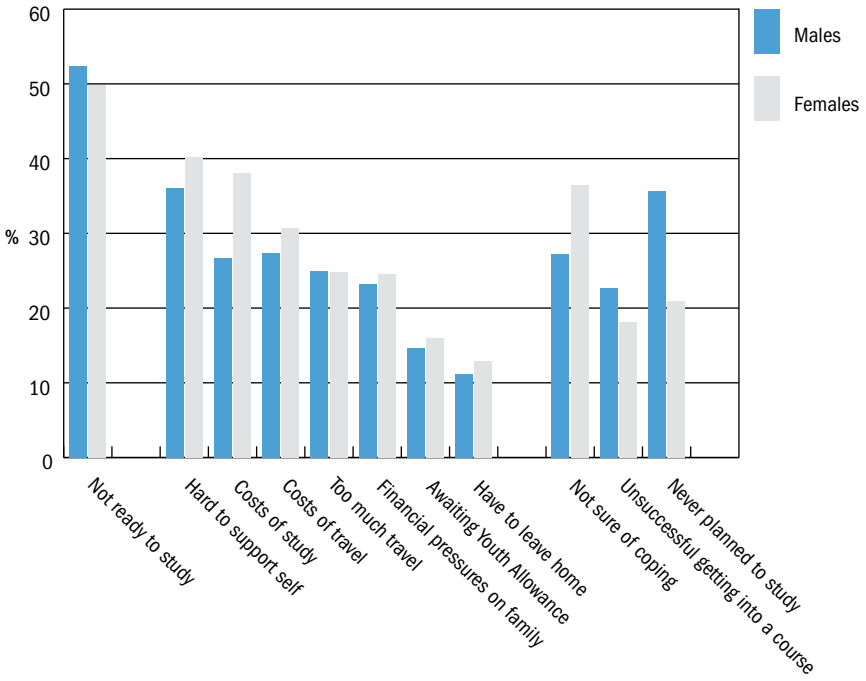
Reasons for early leavers not continuing in education and training

As shown in Figure 1, the reasons given by early leavers for not continuing in study were similar to those given by Year 12 completers. As was the case for the Year 12 or equivalent completers, not being ready for further study was the reason cited most often by early leavers for not continuing in education or training (nominated by 49.8 per cent of females and 52.4 per cent of males). Although this was the main motive for not entering into any further study, the overall proportion of the early leaver sample who cited this reason was somewhat less than that of the Year 12 completer sample (51.3 per cent compared with 62.5 per cent). This may reflect the stronger sense of 'burnout' experienced by many Year 12 graduates who decide to take a break from study before entering further education or training.

Gender differences were evident in the form taken by barriers to further study. While difficulties in supporting oneself while studying and costs of study were cited more frequently by females than males, males were more likely to nominate that they never intended to study or that they did not receive a course offer they wished to take up.

Differences between early leavers and school completers were also evident in the importance of some barriers, and reflect differences in the school experiences and characteristics of these two groups. Early leavers were more likely than school completers to report the uncertainty of being able to cope (31.1 per cent compared with 20.0 per cent), or to say that they tried to get into a course but were unsuccessful (20.8 per cent compared with 19.9 per cent). Conversely, they were less likely than Year 12 completers to nominate the costs of study (31.5 per cent compared with 37.1 per cent), costs of travel (28.7 per cent as against 31.6 per cent) or the need to move away from home (11.9 per cent compared with 22.6 per cent) as reasons for not continuing in education or training.

Figure 72 *Early leavers: reasons for not studying, by gender*



Early leavers neither in education or training nor in the labour force

The early leaver survey sample included 4,606 respondents who had either continued in education or training, or had entered the labour market. A further 177 early leavers indicated that they were neither in study or training, nor in the labour force; they were *Inactive*. A comparison of the reasons for not furthering study given by inactive respondents and early leavers in the labour force without further education or training is shown in Figure 73, while Figure 74 presents a gender breakdown in respect of the reasons given by inactive respondents for not continuing in education or training.

Like the early leavers who did not continue in education or training, and entered the labour market directly upon exiting school, early leavers who were not in a study, training or employment pathway also cited a lack of readiness as the chief reason for not being in study or training (47.3 per cent of inactive respondents compared with 51.3 per cent of early leavers in the labour force). Reasons which centred around financial difficulties in accessing further study or training were nominated by Inactive early leavers in very similar proportions to early leavers not in the labour force, although the costs and distances associated with travelling to a place of study weighed slightly more heavily on early leavers who were employed or looking for work. Inactive respondents on the other hand, were marginally more likely to be waiting to qualify for Youth Allowance. The perceived ability to cope with study was cited almost equally by Inactive early leavers and those in the labour force (32.7 per cent compared with 31.1 per cent respectively), whereas early leavers who had discontinued study and were also not in the labour force were merely half as intent on furthering their study or training than their peers who were employed or seeking work (29.5 per cent compared with 14.0 per cent respectively).

On the basis of gender, inactive male early leavers were much more likely then their inactive female peers to cite costs of study (27.9 per cent compared with 15.9 per cent) and travel (22.1 per cent as against 8.5 per cent), the decision to await Youth Allowance (23.5 per cent in comparison to 13.4 per cent) as well as the need to move away from home (16.2 per cent compared with 6.1 per cent) as reasons for not seeking further education, training or employment opportunities (see Figure 74). Young women on the other hand, were far less certain of their ability to cope with further study (36.6 per cent in comparison to 27.9 per cent), while males were more than twice as likely to cite a lack of intention to continue with study (20.6 per cent as against 8.5 per cent of females).

Figure 73 *Reasons for not studying: early leavers in the labour force and inactive respondents (respondents neither in study or training, nor in the labour force)*

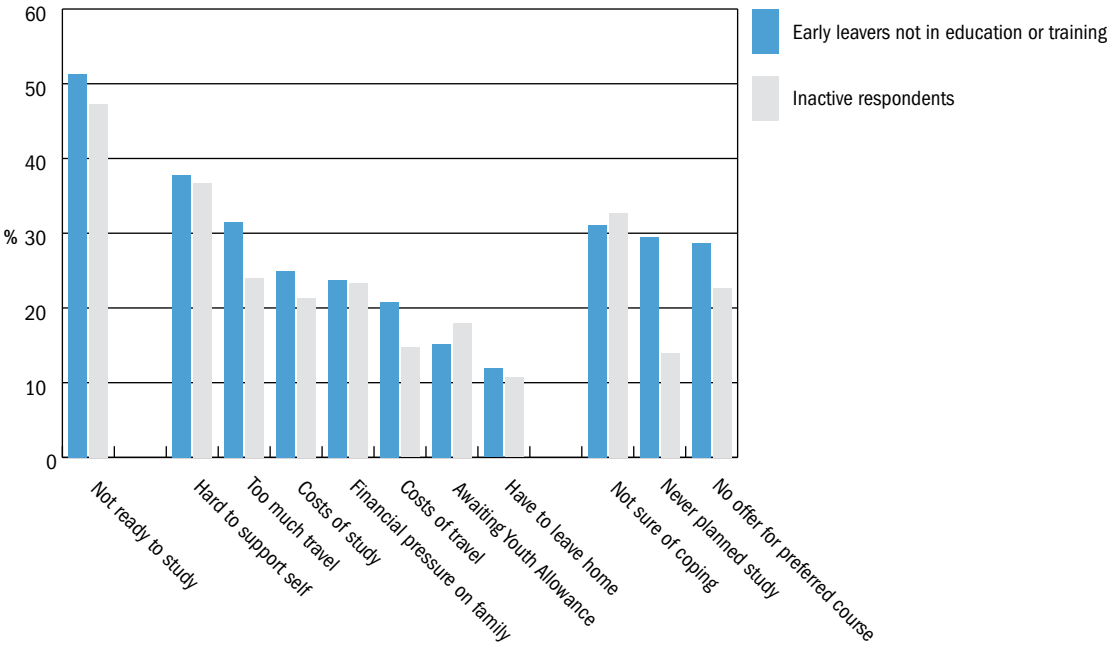
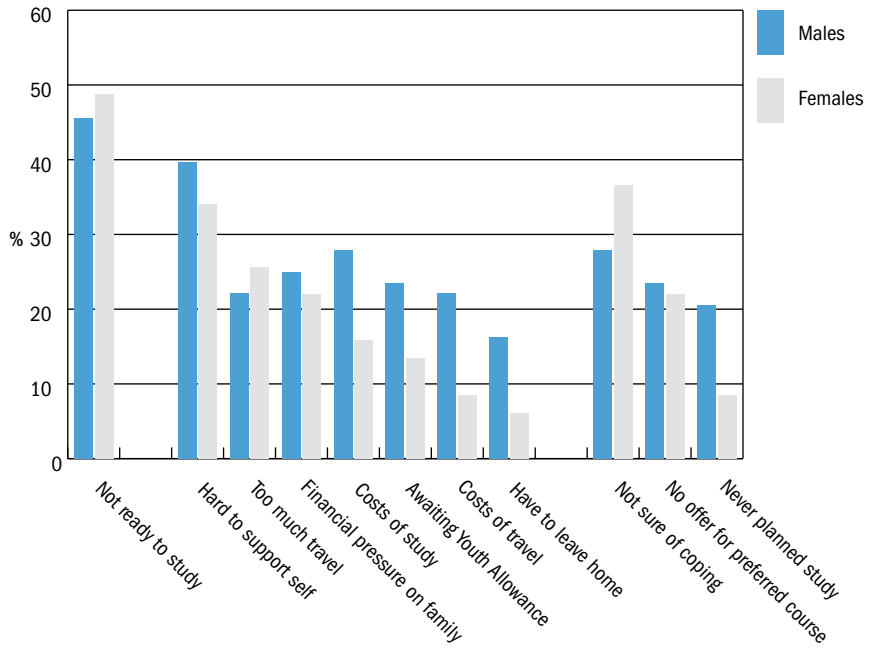


Figure 74 *Reasons for not studying: inactive respondents (respondents neither in study or training, nor in the labour force), by gender*



Reasons for leaving school

An early departure from school is often due to a combination of reasons, rather than a single motive. Helme and Polesel (2004) describe the various influences leading to an early exit as 'push' and 'pull' factors. 'Push' factors operate from within the school setting, in a mostly negative manner, and act to drive young people away from the school environment (often prematurely). 'Pull' factors on the other hand, arise from beyond the school setting and work to attract individuals away from school and into another pathway (e.g. apprenticeship, traineeship, employment); 'pull' factors act in a predominantly positive way.

Figure 75 shows the reasons, both 'push' and 'pull' given by early leavers for exiting school, broken out by gender. For each item, respondents could strongly agree, agree, disagree or strongly disagree; the data shown represent the proportion of respondents who agreed or strongly agreed.

The most important 'push' factor was a lack of interest in schoolwork and a general dislike of school or teachers, a reason which 3 in every 4 early leavers agreed played a role in their decision to leave school (75.7 per cent). Males agreed or strongly agreed with this item more frequently than females (78.0 compared with 71.2 per cent respectively). The next most frequently cited 'push' factor – 'school didn't offer subjects/ courses that interested me' – was nominated by more than half of both males and females (53.5 per cent and 53.1 per cent respectively). It is worth noting that more than four fifths (80.8 per cent) of all early school leavers agreed that one or both of these two 'push' factors influenced their decision to leave school, suggesting a need for more engaging curriculum offerings to keep young people interested in school for a longer period.

Poor academic performance or the inability to cope with schoolwork underpinned the decision to leave school for young women slightly more frequently than young men (47.2 per cent as against 42.6 per cent). Reasons which centred on health, personal or social issues (including pregnancy, illness, family issues, bullying and other forms of social disengagement) were stronger for females, who were almost 3 times more likely than their male peers to agree or strongly agree that such reasons pushed them away from school (19.0 per cent compared with 6.5 per cent).

Another set of reasons offered by early leavers as the motives behind their early exit from school pertained to factors which draw young people out of school and into the labour market. Figure 75 shows that the vast majority of males (88.1 per cent) and only slightly fewer females (76.6 per cent) left school because they 'wanted to earn money', while a slightly lower proportion of

males (85.4 per cent) and just over two thirds of females (68.6 per cent) agreed that they had left because they 'wanted a job'. The desire to find an apprenticeship or traineeship was strongest amongst males, with 79.7 per cent (compared with 54.8 per cent of females) agreeing or strongly agreeing that this was a reason for exiting school, whilst existing employment or employment-based training opportunities lured around 6 in every ten young men (61.0 per cent) and more than a third of young women (37.3 per cent) out of school. Of all early leavers, about half saw TAFE as a better option than school (51.7 per cent), with males more likely than their female counterparts to cite a desire to go to TAFE as having influenced their decision to leave school (54.7 per cent compared with 45.8 per cent).

When motives for leaving school early are analysed by year level of exit, it emerges that most of the reasons discussed above decline in importance for students, the later they exit school, with the notable exception of health, personal or social reasons (see Figure 76). Early leavers who exited at Year 10 or below were more likely than those who exited at Year 11 to cite 'pull' reasons for leaving, and Year 11 leavers were similarly more likely than early Year 12 leavers to cite these reasons. The same was true for the reasons linked to lack of interest in school or subject offerings. Early leavers who exited from Year 12, however, were almost twice as likely as earlier leavers to agree that they left school for health, personal or social reasons such as bullying, pregnancy or illness, among others. Whilst only one in five Year 12 early leavers cited such reasons, it appears that this group of young people, who remained engaged with school and the curriculum and were not earlier tempted by the prospect of entering the workforce but rather chose to embark on Year 12, have faced perhaps unexpected hurdles during their final year which have led to their early exit from school.

Figure 75 *Reasons given by early leavers for leaving school, by gender (percentage respondents agreeing/ strongly agreeing)*

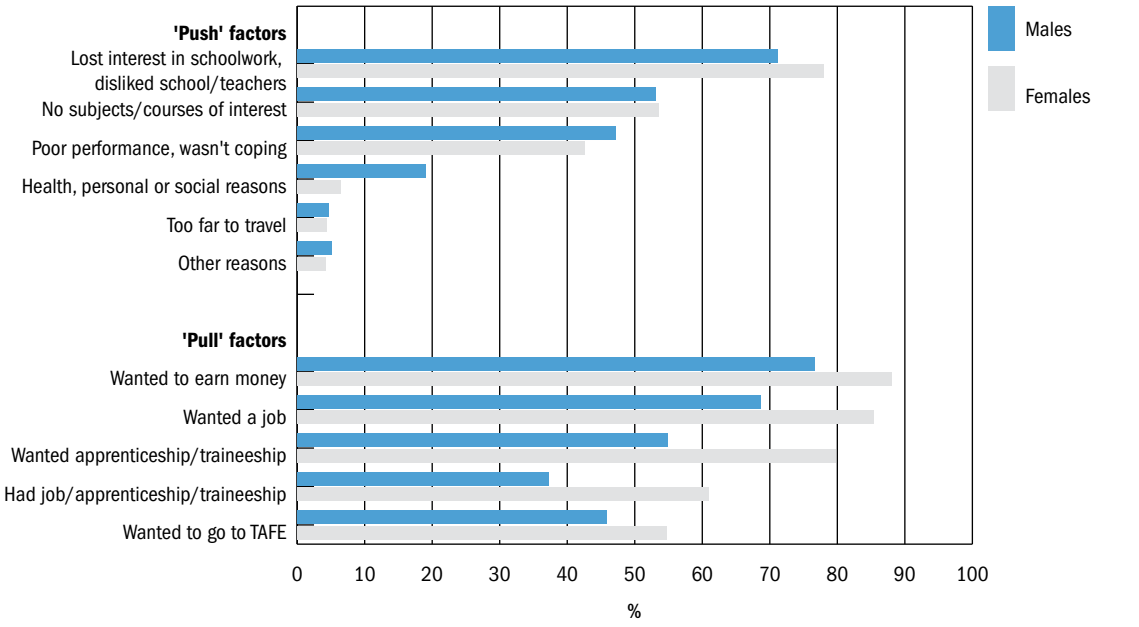


Figure 76 *Reasons given by early leavers for leaving school, by year level of exit (percentage respondents agreeing/strongly agreeing)*

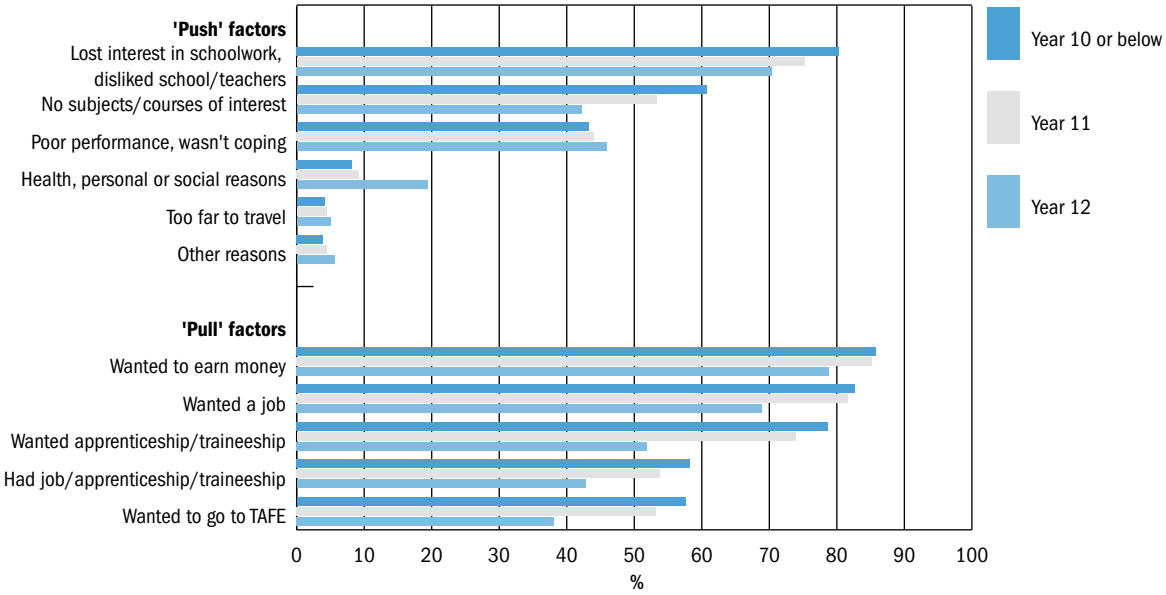


Figure 77 *Reasons which would have motivated early leavers to stay on at school*

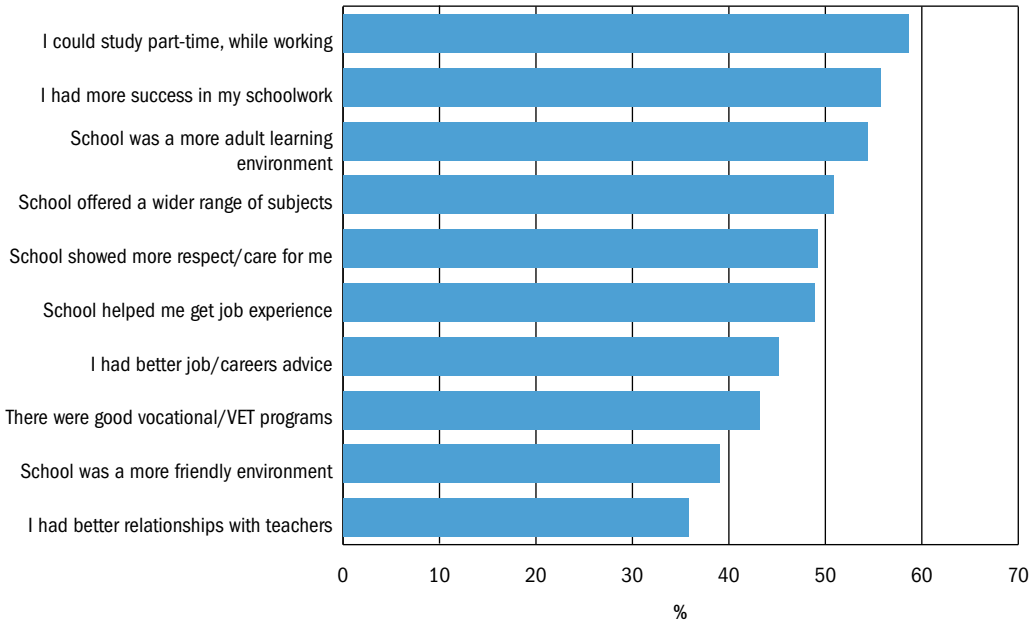


Figure 77 shows the factors reported by early leavers which would have influenced their decision to stay on at school. These reasons fall broadly into two categories: those which pertain mostly to the social or academic success and wellbeing of students at school and within the school environment, and those which address issues relating to the flexibility of learning in terms of attendance arrangements, learning styles and their ability to access other pathways whilst completing school.

As Figure 77 demonstrates, ***all*** reasons gained strong support from respondents, with no less than one-third of early leavers recognising any single response as a reason for continuing at school. The most important factor nominated by early leavers, concerned the delivery arrangements of schooling and accommodation of employment while studying. More than half of all respondents (58.6 per cent) agreed that if they could have studied part-time while working they would have been less likely to leave school. A similar proportion of respondents suggested they would have stayed on at school, had they experienced greater success with schoolwork (55.7 per cent) or if school had been 'a more adult learning environment' (54.4 per cent). The breadth of curriculum offerings – or lack thereof – was also an issue highlighted by this question, with 50.8 per cent of early school leavers maintaining that they would have stayed on at school had there been a wider range of subjects from which to choose. The importance of being nurtured at school and the extent to which school offered employment experience were also key factors for early leavers, who suggested a greater commitment to study, had they encountered 'more respect or care' while at school (49.2 per cent), or had been assisted in gaining 'job experience' (48.9 per cent). Slightly fewer early school leavers cited a need for better career advice (45.1 per cent) and a similar proportion would have been prompted to stay with 'good vocational/VET programs' (43.2 per cent). Least important were having a friendlier school environment (39.0 per cent) and having 'better relationships with teachers' (35.8 per cent), although each of these factors was nominated by over a third of respondents.

chapter 7

Student perspectives on school and post-school destinations

This chapter explores the responses of students to questions about their experiences of school and their perceptions of how school – and the associated benefits of undertaking a Year 12 or equivalent program of study – assisted them in their transition to a post-school destination. It examines the impact on student satisfaction of factors such as gender and student achievement.

The second part of this chapter examines the effect of participation in VET in Schools (VETiS) and VCAL on students' perceptions of their schooling experience. It explores the responses of different groups of school completers to questions about their experiences of school and their satisfaction with their post-school destination. It explores issues such as the role of VCAL in school retention and includes an analysis of VCAL graduates' perceptions of how well their school assisted them with the transition to work and employment-based training. It also includes, for those who entered employment-based training, an analysis of the extent to which their different senior secondary study programs assisted them with the transition to an apprenticeship or traineeship.

Satisfaction with key aspects of the senior study program

School completers were asked to indicate their level of agreement with statements reflecting certain benefits of their course in their final year of school (see Figure 78). The vast majority of respondents (94.0 per cent) agreed that their Year 12 or equivalent program had given them the 'opportunity to study at university or TAFE' or had given them 'a useful certificate' (91.0 per cent), while marginally fewer respondents (89.3 per cent) agreed that their study program had 'improved their chances of getting a good job'. Though overall levels of agreement were similar for males and females, young women were slightly more likely than young men to agree that their senior secondary program had given them an 'opportunity to study at university or TAFE' (94.7 per cent compared with 93.2 per cent) or had provided them with 'a useful certificate' (91.8 per cent as against 90.1 per cent). Males and females agreed that their senior studies had improved their chances of gaining employment in almost equal proportions (89.4 per cent compared with 89.2 per cent respectively).

School completers were also asked to comment on the quality of work skills and training delivered through the senior study program, and although they were somewhat less approving of this aspect of their course, a substantial majority of respondents (74.5 per cent) agreed with this statement. Gender differences were only slight, with males a little more likely than their female peers to agree that their course had given them 'important skills or training for work' (75.2 per cent compared with 74.0 per cent).

Figure 78 *Satisfaction with various aspects of school, by gender*

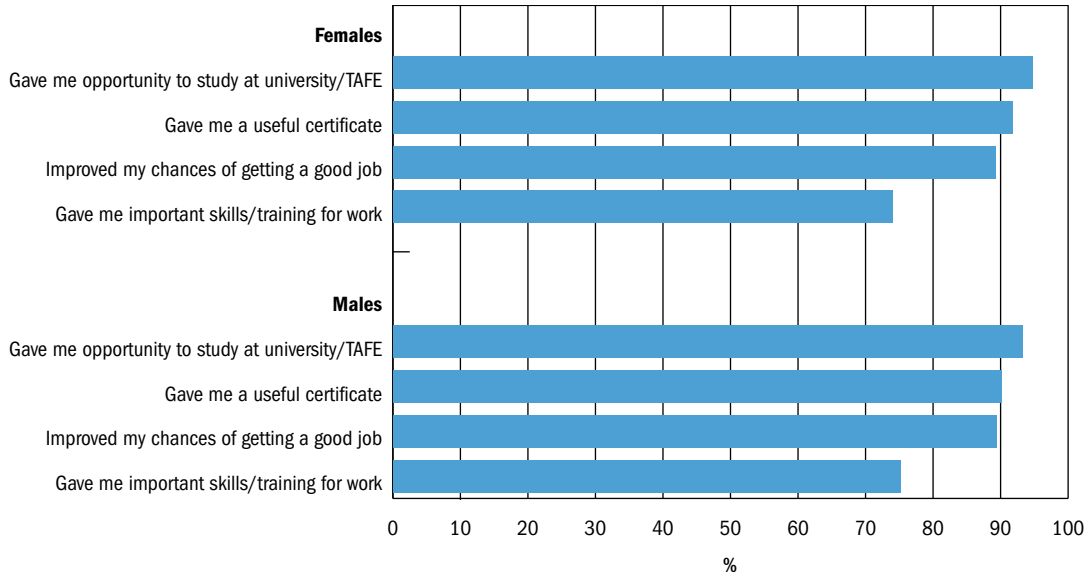
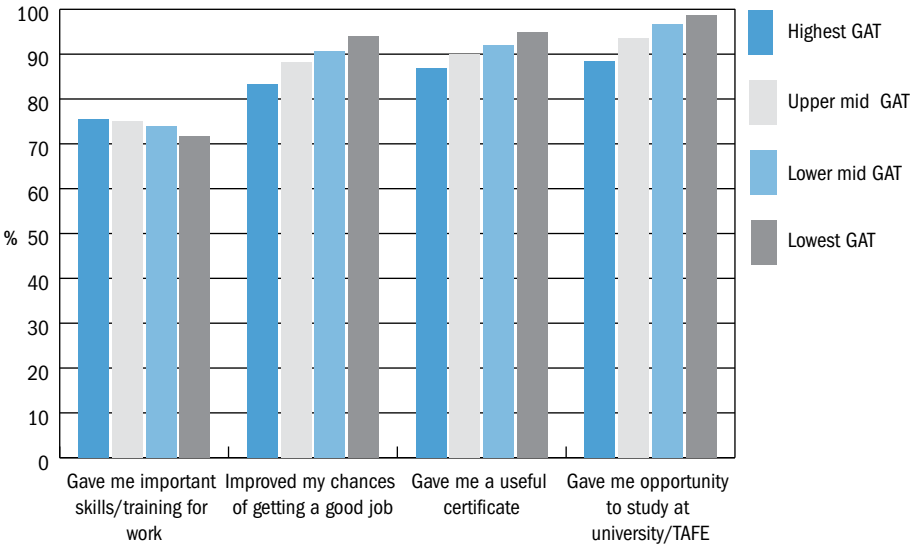


Figure 79 *Perceptions of the benefits of the Year 12 or equivalent study program, by quartiles of GAT achievement (percentage respondents agreeing)*



Satisfaction by achievement

Figure 79 indicates that, in general, as achievement rises, so does the students' assessment of the perceived benefits of the senior study program. The highest achieving students were more likely than the lowest achieving students to agree that their Year 12 or equivalent course had given them an 'opportunity to study at university or TAFE' (98.6 per cent compared with 88.4 per cent) or had given them 'a useful certificate' (94.8 per cent as against 86.8 per cent). Highest achieving students were also more agreeable than the lowest achievers that their final year's study program had improved their 'chances of getting a good job' (94.0 per cent compared with 83.3 per cent). In contrast, the attainment of important work skills or training through the course of study, received the highest level of approval by students in the lowest quartile of GAT achievement (75.6 per cent), which is also the group most likely to enter the labour market directly upon completing school. Highest achievers, however, were only slightly less likely to agree with this item (71.6 per cent).

These data are indicative of the fact that while the potential benefits of the senior curriculum are rated highly by students across all levels of achievement (almost 3 in every 4 (71.6 per cent) students agreed with each item), the highest achievers appeared to gain the most benefits, translating into greater post-school opportunities for this group. While lower achieving students were also very likely to regard their Year 12 or equivalent program as having provided the same benefits, they did so at a consistently lower level – except with respect to the item stating that they were given important employment skills or training. This suggests that, on some measures, the senior secondary curriculum may be perceived as working less successfully by students with a lower achievement profile.

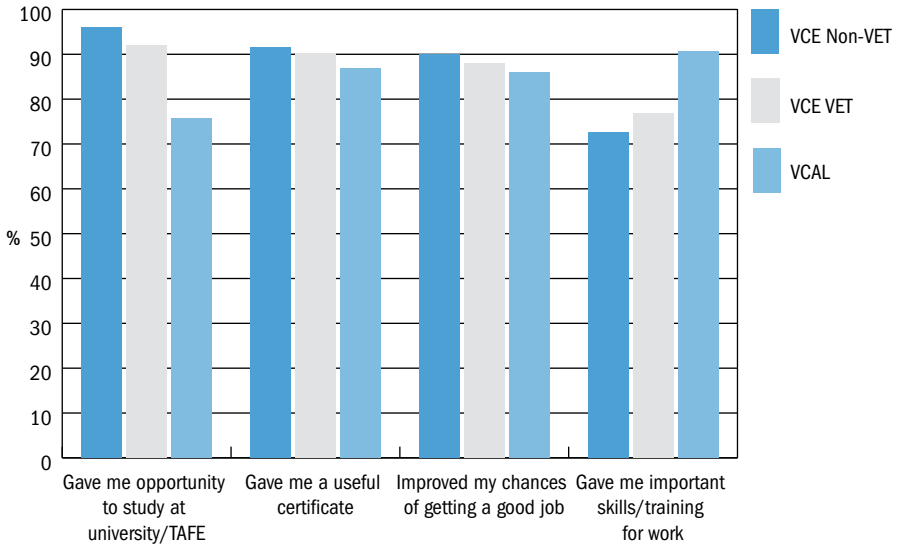
Satisfaction by senior certificate and study strand

As discussed above, school completers were generally positive in their perceptions of the potential advantages their course of study had offered them in their last year of school. Perceptions of the effectiveness of school, with regard to its utility in conferring a useful qualification, providing study opportunities at university and TAFE, as well as giving employment skills and job opportunities, were generally high amongst most respondents and showed little differentiation on the basis of gender (see Figure 78 and Table 19). When these same perceived benefits are assessed in terms of the type of school program or school certificate achieved by Year 12 or equivalent completers, however, some differences between groups emerge.

Figure 80 shows four of the satisfaction items to which school leavers responded, broken out by certificate type and study strand. School completers who had undertaken the VCE without a VET component were the group most likely to consider that their study program had been beneficial in terms of leading them to university or TAFE study (95.9 per cent). This result is not surprising, as the type of senior certificate and strand undertaken strongly reflects longer-term aspirations, which for this group of individuals, predominantly centres upon further study. Year 12 completers who attained the VCE incorporating a VET subject, also regarded their course highly for the study opportunities it provided at university and TAFE, though they were slightly less likely to agree with this item than non-VET VCE completers (91.9 per cent), suggesting that the inclusion of a VET component in their study reflected aspirations broader than those associated with further study alone. Students, who had attained a VCAL certificate at intermediate, senior or senior-extension level, were the least likely to report that their course offered them benefits in terms of opportunities for further study, reflecting less academic and more vocational aspirations. Despite this gap (of 20.1 percentage points), however, this item still gained relatively strong approval amongst VCAL completers, accounting for 3 in every 4 respondents (75.8 per cent).

The perception of having gained important employment skills and training through the senior years of schooling was strongest amongst VCAL completers (90.6 per cent), whose subject choices allowed them to focus largely

Figure 80 *Perceptions of the benefits of the senior study program, by Year 12 or equivalent study strand (percentage respondents agreeing)*



on studies related to vocational pathways, such as employment and employment-based training through apprenticeships and traineeships. By comparison, respondents who had attained the VCE with a VET component, while still positive about the vocational skills and training they had attained (76.9 per cent), were less so than their VCAL contemporaries, and students who had attained the VCE without any VET subjects were less approving still, with only 72.7 per cent of this group agreeing that their course was able to offer them important employment skills and training.

Perceptions of the benefits of the senior certificate attained, by type and by gender, are presented in Table 19. These show the predominantly positive views of the various study options examined, as well as the differences between them, but also highlight the relatively slight differences between male and female respondents, regardless of the type or strand of the certificate.

Figure 81 below focuses on those respondents who identified as apprentices or trainees when surveyed, and reports this group's perceptions of the utility of their school program in helping them get their apprenticeship or traineeship. Although there are only minor differences between the VCE VET students and the VCE non-VET students on this issue, the VCAL respondents stand out as much more likely to agree that their course helped them in this regard (83.4 per cent for the VCAL group, compared with 68.2 per cent and 68.1 per cent for the two VCE groups).

Table 19 *Perceptions of the benefits of the senior study program, by Year 12 or equivalent study strand and gender (respondents agreeing)*

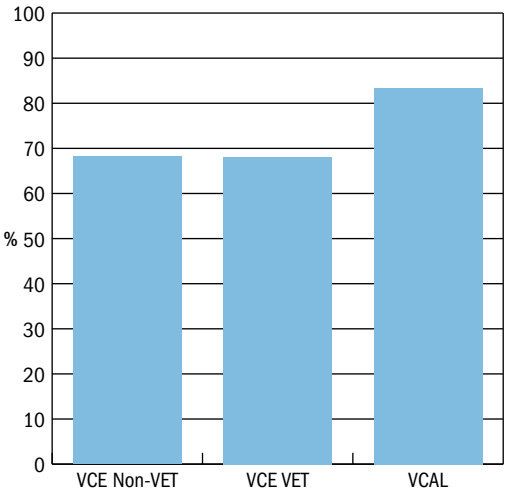
My course...	VCE Non-VET		VCE VET		VCAL	
	No.	%	No.	%	No.	%
Males						
Gave me a useful certificate	8605	90.6	3438	89.4	738	87.1
Gave me important skills and training for work	6916	72.8	2987	77.7	766	90.4
Improved my chances of getting a good job	8564	90.2	3390	88.1	736	86.9
Gave me valuable opportunities to study at university or TAFE	9088	95.7	3501	91.0	643	75.9
Improved my self-confidence	7617	80.2	3027	78.7	748	88.3
Helped me get an apprenticeship or traineeship[1]	564	68.5	437	68.9	336	83.4
Gave me practical experience in workplace[2]	-	-	1107	58.4	768	90.7
Females						
Gave me a useful certificate	11225	92.2	3393	91.2	441	86.3
Gave me important skills and training for work	8838	72.6	2833	76.1	464	90.8
Improved my chances of getting a good job	10931	89.8	3264	87.7	430	84.1
Gave me valuable opportunities to study at university or TAFE	11686	96.0	3455	92.9	386	75.5
Improved my self-confidence	9761	80.2	2924	78.6	445	87.1
Helped me get an apprenticeship or traineeship[1]	410	67.7	214	66.5	92	83.6
Gave me practical experience in workplace[2]	-	-	1118	61.4	467	91.4
All respondents						
Gave me a useful certificate	19830	91.5	6831	90.3	1179	86.8
Gave me important skills and training for work	15754	72.7	5820	76.9	1230	90.6
Improved my chances of getting a good job	19495	90.0	6654	87.9	1166	85.9
Gave me valuable opportunities to study at university or TAFE	20774	95.9	6956	91.9	1029	75.8
Improved my self-confidence	17378	80.2	5951	78.6	1193	87.8
Helped me get an apprenticeship or traineeship[1]	974	68.2	651	68.1	428	83.4
Gave me practical experience in workplace[2]	-	-	2225	59.9	1235	90.9

Notes: [1.] This item was only asked of respondents who were in an apprenticeship or traineeship at the time of the survey (April-May, 2006)

[2.] This item was only asked of respondents who had either undertaken a VET in Schools subject through the VCE, or had undertaken the VCAL.

Figure 82 and Figure 83 further highlight the benefits of the VCAL program. Figure 82 reports respondents' perceptions of their study program in terms of its usefulness in giving them practical workplace experience. It compares VCE VET in schools students with VCAL students, and although both types of programs require workplace experience for the accredited VET studies component of the programs, the VCAL respondents are much more likely to report that the program gave them practical experience of this kind. It is difficult to ascertain precisely the reasons for this difference, although it may be that VET related to VCE programs has a greater likelihood of using simulated or school-based work placements (for example in office-based clerical studies) than the VET programs delivered as part of a VCAL program.

Figure 81 *'My course helped me get an apprenticeship or traineeship': Respondents agreeing, by Year 12 or equivalent study strand (%)**



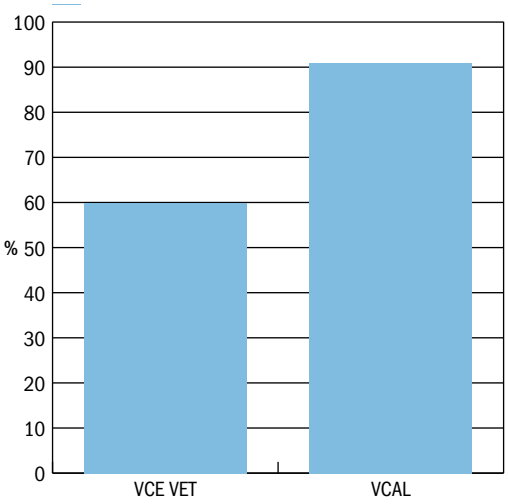
*Note: This item was only asked of respondents who were in an apprenticeship or traineeship at the time of the survey (April-May, 2006).

Figure 83 highlights another aspect of the VCAL program – its capacity to improve the self-confidence of young people. Although the responses of graduates from all of the three study strands suggest that participation in the senior curriculum improves the self-confidence of young people, those respondents who participated in VCAL are even more likely to agree with this view than those who participated in VCE (VET or non-VET) programs (87.8 per cent of VCAL graduates, compared with 78.6 per cent of VCE VET in schools graduates and 80.2 per cent of VCE non-VET in schools graduates).

Figure 84 depicts the satisfaction of VCAL completers with various aspects of their VCAL program. The vast majority of VCAL completers responded favourably to all statements about the program. Virtually all those surveyed agreed (48.4 per cent) or strongly agreed (47.2 per cent) that that they were satisfied with the 'hands-on' approach to learning that VCAL provided. Over 90 per cent were satisfied that the VCAL gave them an opportunity to complete their studies at their own pace, and a similar proportion was satisfied with the workplace experience afforded them through VCAL.

VCAL students were also asked whether the opportunity to enrol in VCAL was an important factor in their staying on at school. Overall, 86.4 per cent agreed or strongly agreed that this was the case. Females were more likely than males to strongly agree (52.8 per cent compared with 41.9 per cent) but the overall level of agreement that VCAL played an important role in their decision to remain at school was approximately equal for both females and males (87.5 per cent and 85.7 per cent respectively). These findings demonstrate the value of an alternative senior certificate to young people who might otherwise be at risk of leaving school early. It clearly provides these students with a desirable alternative to the VCE, one which they perceive as better able to equip them for the workforce or further training.

Figure 82 *'My course gave me practical experience in the workplace': Respondents agreeing, by Year 12 or equivalent study strand (%)**



*Note: This item was only asked of respondents who had either undertaken a VET in Schools subject through the VCE, or had undertaken the VCAL.

Figure 83 *'My course improved my self confidence': Respondents agreeing, by Year 12 or equivalent study strand (%)*

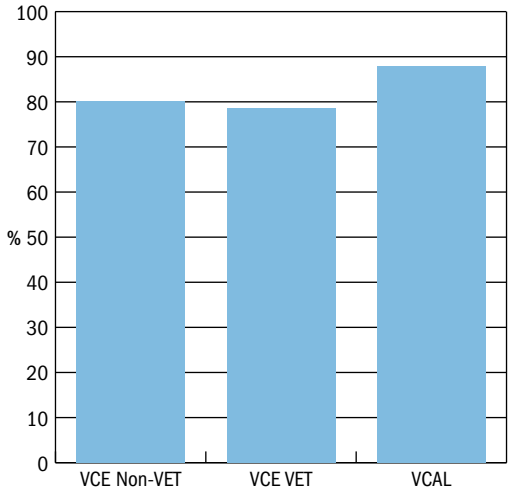
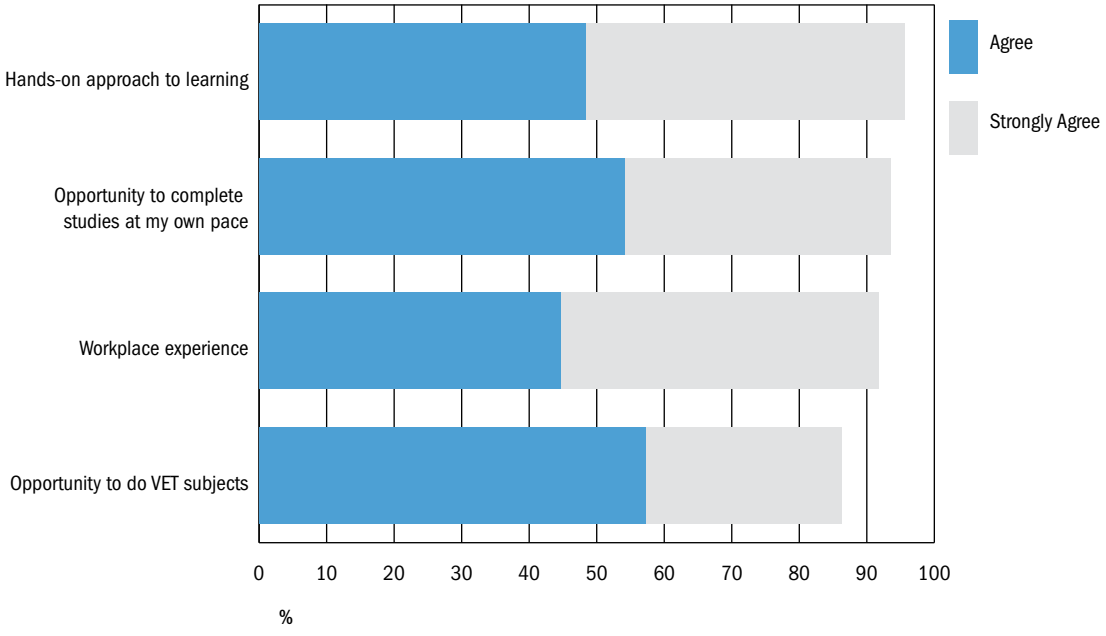


Figure 84 *VCAL completers: satisfaction with various aspects of their VCAL program (percentage respondents agreeing/strongly agreeing)*



chapter 8

Students requesting referrals

Through the survey questionnaire, individuals who had not continued in education or training and were either working in a part-time capacity or were looking for work, were asked 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 requested it.

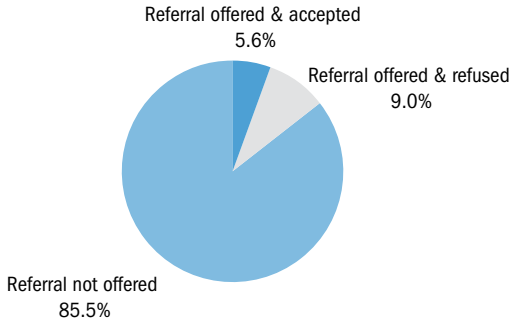
The names and contact details of all students wanting a referral were made available to their LLEN as the data became available from the survey company (and within 72 hours of the student's request being made). The LLENs then took on the task of contacting respondents and assisting them with their requests for further information or referrals to other agencies.

Year 12 or equivalent completers

Figure 85 illustrates the proportions of respondents from the Year 12 cohort who were either offered a referral or who requested a referral to their LLEN for further assistance. In all, 4,630 respondents who were not in education or training, and were either working part-time or looking for work (a total of 14.5 per cent) were invited to receive further assistance or advice. This group was then further divided into those requesting a referral (5.6 per cent) and those refusing it (9.0 per cent).

Table 20 and Table 21 report the numbers and proportions of Year 12 school leavers who were offered a referral or who requested a referral, by gender, and within each LLEN.

Figure 85 *Referral status of Year 12 or equivalent school leavers who were not in education or training and were either working part-time or looking for work, April-May 2006**



* Note: These figures exclude 374 respondents who were *Inactive* (i.e. neither in education or training, nor in the labour force) at the time of the survey (April-May 2006), and who were offered a referral and either accepted (n=50) or refused (n=176), or who were not offered a referral at all (where a parent responded on behalf of a student) (n=148).

The gender breakdown in Table 20 shows only slight differences in the referral behaviour of male and female respondents, with 5.4 per cent of male students overall requesting a referral, compared with 5.7 per cent of female respondents. Overall, a similar proportion of male and female respondents were offered a referral and refused it (9.0 per cent compared to 8.9 per cent).

The proportion of Year 12 respondents in each LLEN who either requested a referral or were offered a referral is reported in Table 21. The proportions of respondents from this cohort who requested a referral ranged from a low of 2.0 per cent for the Inner Eastern LLEN to a high of 9.6 per cent for the Glenelg Southern Grampians LLEN.

Table 20 *Referral status of Year 12 or equivalent completers who were not in education or training and were either working part-time or looking for work, by gender*

Gender		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Males	No.	12,635	792	1,334	14,761
	%	85.6	5.4	9.0	100.0
Females	No.	14,600	977	1,527	17,104
	%	85.4	5.7	8.9	100.0
Total	**No.**	**27,235**	**1,769**	**2,861**	**31,865***
	%	**85.5**	**5.6**	**9.0**	**100.0**

Note: This total excludes inactives who were offered and may have accepted a referral, but who are excluded from anlyses.

Table 21 *Referral status of Year 12 or equivalent completers who were not in education or training and were either working part-time or looking for work, by LLEN[1]*

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Banyule Nillumbik	No.	1295	58	121	1474
	%	87.9	3.9	8.2	100.0
Bayside Glen Eira Kingston	No.	1557	74	152	1783
	%	87.3	4.2	8.5	100.0
Brimbank Melton	No.	1082	94	84	1260
	%	85.9	7.5	6.7	100.0
Capital City	No.	784	36	53	873
	%	89.8	4.1	6.1	100.0
Frankston Mornington Peninsula	No.	1231	103	197	1531
	%	80.4	6.7	12.9	100.0
Hume Whittlesea	No.	1225	86	119	1430
	%	85.7	6.0	8.3	100.0
Inner Eastern	No.	3144	67	144	3355
	%	93.7	2.0	4.3	100.0
Inner Northern	No.	953	81	62	1096
	%	87.0	7.4	5.7	100.0
Maribyrnong & Moonee Valley	No.	1222	54	74	1350
	%	90.5	4.0	5.5	100.0
Outer Eastern	No.	2175	157	225	2557
	%	85.1	6.1	8.8	100.0
South East	No.	1867	167	211	2245
	%	83.2	7.4	9.4	100.0
The Gateway	No.	2990	137	205	3332
	%	89.7	4.1	6.2	100.0
WynBay	No.	764	47	78	889
	%	85.9	5.3	8.8	100.0

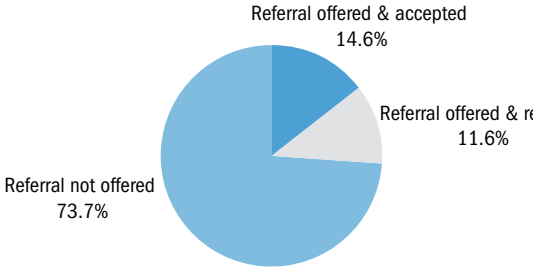
LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Baw Baw Latrobe	No.	593	65	74	732
	%	81.0	8.9	10.1	100.0
Campaspe Cohuna	No.	214	13	32	259
	%	82.6	5.0	12.4	100.0
Central Grampians	No.	104	8	19	131
	%	79.4	6.1	14.5	100.0
Central Ranges	No.	439	32	77	548
	%	80.1	5.8	14.1	100.0
Gippsland East	No.	365	35	71	471
	%	77.5	7.4	15.1	100.0
Glenelg Southern Grampians	No.	195	24	32	251
	%	77.7	9.6	12.7	100.0
Goldfields	No.	652	59	131	842
	%	77.4	7.0	15.6	100.0
Goulburn Murray	No.	433	41	67	541
	%	80.0	7.6	12.4	100.0
Highlands	No.	702	73	118	893
	%	78.6	8.2	13.2	100.0
Murray Mallee	No.	151	13	19	183
	%	82.5	7.1	10.4	100.0
North Central	No.	92	4	8	104
	%	88.5	3.8	7.7	100.0
NE TRACKS	No.	259	21	42	322
	%	80.4	6.5	13.0	100.0
North East	No.	331	38	54	423
	%	78.3	9.0	12.8	100.0
Northern Mallee	No.	204	13	28	245
	%	83.3	5.3	11.4	100.0
Smart Geelong Region	No.	1,305	109	197	1,611
	%	81.0	6.8	12.2	100.0
South Gippsland Bass Coast	No.	275	22	52	349
	%	78.8	6.3	14.9	100.0
South West	No.	456	25	82	563
	%	81.0	4.4	14.6	100.0
Wimmera Southern Mallee	No.	176	13	33	222
	%	79.3	5.9	14.9	100.0
Victoria	**No.**	**27,235**	**1,769**	**2,861**	**31,865**
	%	**85.5**	**5.6**	**9.0**	**100.0**

Note: 1. These figures do not include respondents who were *Inactive* (i.e. neither in education or training, nor in the labour force) at the time of the survey (n=374).

Early leavers

Figure 86 illustrates the proportions of students from the early leaver cohort who were either offered or who requested a referral. Overall, there were 1,210 respondents who were not in education or training and were either working part-time or looking for work – a total of 26.3 per cent of the early leaver cohort. This group was then divided into those respondents who accepted a referral upon being offered (14.6 per cent) and those who refused a referral after being offered (11.6 per cent). As indicated in previous years, the greater vulnerability of early leavers means that the rates of acceptance and refusal respectively, are much higher than those of the Year 12 cohort, with early leavers almost three times more likely (14.6 per cent compared to 5.6 per cent of Year 12 or equivalent completers) to accept an invitation of further assistance.

Figure 86 *Referral status of early leavers who were not in education or training and were either working part-time or looking for work, April-May 2006**



* Note: These figures exclude 177 respondents who were *Inactive* (i.e. neither in education or training, nor in the labour force) at the time of the survey (April-May 2006), and who were offered a referral and either accepted (n=44) or refused (n=106), or who were not offered a referral at all (where a parent responded on behalf of a student) (n=27).

Table 22 reports the referral status for males and females in the early leaving sample. Unlike the Year 12 sample, where there were only slight differences between male and female respondents, there are much stronger gender differences among the early leavers. Female early leavers were much more likely than their male counterparts to be offered a referral (36.2 per cent in comparison to 21.3 per cent), and although they are slightly less likely to refuse a referral (43.1 per cent compared to 45.3 per cent), the proportion of young women accepting the offer of assistance was higher than for young men (20.6 per cent as against 11.6 per cent).

There were also differences according to the year level in which the respondents had left school. Table 23 shows that Year 12 early leavers were the group most likely to request a referral, with 19.3 per cent wanting to be followed up. In comparison, progressively lower proportions of Year 11 early leavers (13.8 per cent), and exiting students from Year 10 or below (13.3 per cent) wanted to be followed up.

The proportion of early leaver respondents in each LLEN who either requested a referral or were offered a referral is reported in Table 24. Requests for referral among the early leavers across each LLEN ranged from a low of 0.0 per cent for the North Central LLEN to a high of 23.5 per cent for the Capital City LLEN.

Table 22 *Referral status of early leavers who were not in education or training and were either working part-time or looking for work, by gender*

Gender		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Males	No.	2,414	357	296	3,067
	(%)	78.7	11.6	9.7	100.0
Females	No.	982	317	240	1,539
	(%)	63.8	20.6	15.6	100.0
Total	**No.**	**3,396**	**674**	**536**	**4,606**
	(%)	**73.7**	**14.6**	**11.6**	**100.0**

Table 23 *Referral status of early leavers who were not in education or training and were either working part-time or looking for work, by year level of exit*

Year level		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Year 10 or below	No.	941	162	115	1,218
	%	77.3	13.3	9.4	100.0
Year 11	No.	1,923	357	306	2,586
	%	74.4	13.8	11.8	100.0
Year 12	No.	532	155	115	802
	%	66.3	19.3	14.3	100.0

Table 24 *Referral status of early leavers who were not in education or training and were either working part-time or looking for work, by LLEN*[1]

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Banyule Nillumbik	No.	134	25	14	173
	%	77.5	14.5	8.1	100.0
Bayside Glen Eira Kingston	No.	70	16	13	99
	%	70.7	16.2	13.1	100.0
Brimbank Melton	No.	168	60	28	256
	%	65.6	23.4	10.9	100.0
Capital City	No.	10	4	3	17
	%	58.8	23.5	17.6	100.0
Frankston Mornington Peninsula	No.	223	41	28	292
	%	76.4	14.0	9.6	100.0
Hume Whittlesea	No.	183	36	27	246
	%	74.4	14.6	11.0	100.0
Inner Eastern	No.	45	10	9	64
	%	70.3	15.6	14.1	100.0
Inner Northern	No.	105	22	22	149
	%	70.5	14.8	14.8	100.0
Maribyrnong & Moonee Valley	No.	132	36	20	188
	%	70.2	19.1	10.6	100.0

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Outer Eastern	No.	291	56	58	405
	%	71.9	13.8	14.3	100.0
South East	No.	297	65	61	423
	%	70.2	15.4	14.4	100.0
The Gateway	No.	154	31	29	214
	%	72.0	14.5	13.6	100.0
WynBay	No.	120	25	15	160
	%	75.0	15.6	9.4	100.0
Baw Baw Latrobe	No.	154	24	15	193
	%	79.8	12.4	7.8	100.0
Campaspe Cohuna	No.	56	5	10	71
	%	78.9	7.0	14.1	100.0
Central Grampians	No.	38	1	7	46
	%	82.6	2.2	15.2	100.0
Central Ranges	No.	74	15	11	100
	%	74.0	15.0	11.0	100.0
Gippsland East	No.	79	11	8	98
	%	80.6	11.2	8.2	100.0
Glenelg Southern Grampians	No.	48	7	5	60
	%	80.0	11.7	8.3	100.0
Goldfields	No.	136	30	27	193
	%	70.5	15.5	14.0	100.0
Goulburn Murray	No.	76	17	13	106
	%	71.7	16.0	12.3	100.0
Highlands	No.	126	25	27	178
	%	70.8	14.0	15.2	100.0
Murray Mallee	No.	40	7	7	54
	%	74.1	13.0	13.0	100.0
North Central	No.	17	0	1	18
	%	94.4	0.0	5.6	100.0
NE TRACKS	No.	70	12	8	90
	%	77.8	13.3	8.9	100.0
North East	No.	51	10	5	66
	%	77.3	15.2	7.6	100.0
Northern Mallee	No.	54	11	5	70
	%	77.1	15.7	7.1	100.0
Smart Geelong Region	No.	194	42	31	267
	%	72.7	15.7	11.6	100.0
South Gippsland Bass Coast	No.	62	5	7	74
	%	83.8	6.8	9.5	100.0
South West	No.	121	17	17	155
	%	78.1	11.0	11.0	100.0
Wimmera Southern Mallee	No.	68	8	5	81
	%	84.0	9.9	6.2	100.0
Victoria	**No.**	**3,396**	**674**	**536**	**4,606**
	%	**73.7**	**14.6**	**11.6**	**100.0**

Note: 1. These figures do not include respondents who were Inactive (i.e. neither in education or training, nor in the labour force) at the time of the survey (n=177).

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appendix 1

Published data

Table 25 *2005/06 VTAC tertiary application and offer rates and 2006 On Track survey data, by school*

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Academy of Mary Immaculate	Fitzroy	94	93	60	41	99	65	27	4	4	0	0
Aitken College	Greenvale	104	96	58	39	90	58	19	12	8	0	3
Albert Park College	Albert Park	43	34	38	44	79	33	25	0	33	0	8
Apollo Bay P-12 College	Apollo Bay	19	12	17	42	58	6	24	12	47	0	12
Aquinas College	Ringwood	216	190	65	26	91	52	27	7	10	1	4
Ararat Community College - Secondary	Ararat	54	29	62	34	90	23	19	12	40	2	5
Ashwood Secondary College	Ashwood	69	57	42	46	86	32	46	7	7	2	5
Assumption College	Kilmore	170	144	70	27	92	43	16	10	13	4	14
Australian International Academy of Education*	Coburg	59	58	81	21	100	63	21	5	0	7	5
Ave Maria College	Aberfeldie	122	113	69	33	96	66	17	2	9	4	1
Avila College	Mount Waverley	158	151	76	22	95	65	17	0	7	1	10
Bacchus Marsh College	Bacchus Marsh	76	49	41	53	88	24	29	12	25	6	4
Bacchus Marsh Grammar	Bacchus Marsh	62	58	66	28	90	54	15	9	7	2	13
Baimbridge College Hamilton	Hamilton	78	48	65	23	81	26	19	26	19	0	9
Bairnsdale Secondary College	Bairnsdale	152	136	57	31	82	29	17	12	24	0	18
Ballarat and Clarendon College - Senior	Ballarat	143	128	92	9	98	57	7	6	6	1	22
Ballarat Grammar School	Wendouree	143	138	90	12	96	71	10	5	2	0	12

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Ballarat High School	Ballarat	182	130	68	18	83	28	12	13	20	4	23
Ballarat Secondary College	Ballarat	191	91	49	30	77	17	21	14	28	15	5
Balwyn High School	Balwyn North	319	299	82	20	98	78	14	1	2	1	3
Bayside Christian College	Frankston	27	22	32	50	77	35	18	29	12	6	0
Bayside College	Newport	184	134	38	46	78	28	22	11	26	9	5
Bayswater Secondary College	Bayswater	56	25	40	36	72	18	32	11	32	3	5
Beaconhills College	Pakenham	145	140	75	26	97	62	17	5	7	1	7
Beechworth Secondary College	Beechworth	45	26	77	8	81	13	3	13	33	0	37
Bellarine Secondary College	Drysdale	142	75	52	27	75	20	19	16	34	3	8
Belmont High School	Belmont	129	81	59	27	85	26	16	17	24	4	12
Benalla College - Faithful Campus	Benalla	88	64	70	19	88	33	15	10	15	4	23
Bendigo Senior Secondary College	Bendigo	739	496	74	15	87	37	14	8	18	5	17
Bentleigh Secondary College	Bentleigh East	96	63	40	52	89	25	40	6	21	2	6
Berwick Secondary College	Berwick	270	159	49	46	92	34	28	10	20	6	2
Bialik College	Hawthorn East	83	82	93	10	100	81	4	2	2	2	9
Billanook College Ltd	Mooroolbark	132	119	65	33	92	38	25	6	9	4	18
Birchip P-12 School	Birchip	23	17	76	6	82	40	0	20	13	0	27
Blackburn High School	Blackburn	118	104	63	28	88	56	18	5	14	2	6
Boort Secondary College	Boort	29	23	83	13	91	67	22	0	6	0	6
Boronia Heights College	Boronia	85	47	55	34	89	25	32	10	13	15	5
Box Forest Secondary College	Glenroy	58	35	26	63	89	18	39	4	21	14	4
Box Hill High School	Box Hill	134	122	80	16	94	78	10	3	5	0	5
Box Hill Senior Secondary College	Mont Albert North	233	122	34	48	80	17	21	19	28	9	6
Braemar College	Woodend	97	89	81	19	98	53	14	11	6	1	14
Brauer College	Warrnambool	165	107	67	14	79	24	11	17	23	2	24
Braybrook College	Braybrook	104	89	31	63	93	28	44	8	10	8	2

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Brentwood Secondary College	Glen Waverley	127	125	70	30	94	56	24	3	10	1	6
Bright P-12 College	Bright	32	23	57	43	96	44	13	6	31	0	6
Brighton Grammar School	Brighton	125	121	79	20	95	71	13	3	5	2	6
Brighton Secondary College	Brighton east	127	99	64	33	91	62	23	2	9	0	4
Brimbank College	St Albans	61	48	42	52	90	36	34	18	8	4	0
Broadford Secondary College	Broadford	54	33	33	52	85	9	32	18	21	15	6
Broadmeadows Secondary College	Broadmeadows	72	51	53	47	98	40	21	7	19	12	2
Brunswick Secondary College	Brunswick	65	57	49	39	88	46	36	6	6	6	0
Buckley Park College	Essendon	78	58	66	33	95	60	19	4	13	2	2
Bundoora Secondary College	Bundoora	81	57	47	53	93	37	24	15	17	0	7
Camberwell Anglican Girls Grammar School	Canterbury	95	94	90	6	97	83	12	0	2	0	4
Camberwell Grammar School	Canterbury	156	156	90	10	98	87	4	1	2	1	5
Camberwell High School	Canterbury	193	169	77	23	95	64	17	5	7	1	6
Camperdown College	Camperdown	26	23	35	43	70	11	37	11	0	11	32
Canterbury Girls Secondary College	Canterbury	144	143	64	32	94	52	24	1	4	0	19
Carey Baptist Grammar School	Kew	268	252	90	8	96	79	5	4	3	1	9
Caroline Chisholm Catholic College	Braybrook	224	190	51	48	95	50	32	8	4	5	1
Carwatha College P-12	Noble Park North	111	81	40	51	88	38	22	16	13	7	4
Castlemaine Secondary College	Castlemaine	120	86	59	28	84	21	21	10	26	12	10
Catholic College Bendigo	Bendigo	144	110	88	7	94	45	15	11	6	1	22
Catholic College Sale	Sale	131	97	61	34	89	34	15	18	18	3	12
Catholic College Wodonga	Wodonga	142	103	78	17	88	32	15	11	14	1	27
Catholic Ladies College	Eltham	127	111	63	39	95	49	29	4	11	1	6
Catholic Regional College	Geelong	80	43	70	23	91	39	26	10	25	0	0
Catholic Regional College Sydenham	Sydenham	327	274	52	43	92	47	30	7	9	3	4

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Caulfield Grammar School - Caulfield Campus	St Kilda East	199	196	79	21	97	58	13	2	7	1	20
Caulfield Grammar School - Wheelers Hill Campus	Wheelers Hill	166	162	77	27	98	77	12	2	6	0	3
Chairo Christian School	Drouin	34	30	63	40	93	38	19	19	8	8	8
Chandler Secondary College	Keysborough	68	49	29	69	92	24	32	3	16	18	8
Cheltenham Secondary College	Cheltenham	148	124	45	53	94	34	22	12	20	2	10
Christian Brothers' College St Kilda	St Kilda East	92	77	57	40	92	57	18	8	8	2	8
Christian College Institute of Senior Education	Waurn Ponds	134	119	74	23	91	46	13	7	18	1	15
Cleeland Secondary College	Dandenong	81	61	21	64	84	26	43	0	17	9	6
Clonard College	Geelong West	108	88	70	25	91	53	24	10	5	2	6
Cobden Technical School	Cobden	28	26	27	42	65	24	14	19	38	0	5
Cobram Secondary College	Cobram	50	46	54	33	87	30	13	0	20	7	30
Cohuna Secondary College	Cohuna	35	24	50	54	96	30	22	22	9	0	17
Colac College	Colac	72	47	64	19	79	20	12	25	25	3	14
Colac High School	Colac	68	49	55	39	88	33	10	12	31	0	14
Coomoora Secondary College	Springvale South	65	58	31	64	91	30	38	6	15	6	4
Copperfield College	Delahey	169	141	38	45	83	43	34	5	9	5	4
Corio Bay Senior College	Corio	80	29	48	34	83	14	27	16	23	16	5
Covenant College	Bell Post Hill	22	18	61	28	83	38	25	6	25	6	0
Craigieburn Secondary College	Cragieburn	103	48	38	56	90	20	30	13	33	2	3
Cranbourne Christian College	Cranbourne	39	35	37	63	97	33	42	9	3	6	6
Cranbourne Secondary College	Cranbourne	101	70	46	46	90	29	29	7	26	4	4
Croydon Secondary College	Croydon	83	44	32	52	82	16	35	11	29	5	3
Damascus College	Mount Clear	132	96	67	21	82	41	13	15	17	2	11
Dandenong High School	Dandenong	188	173	56	37	89	56	28	4	6	5	2
Daylesford Secondary College	Daylesford	62	39	67	28	85	33	11	7	33	4	11

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De La Salle College	Malvern	216	159	67	35	95	60	16	10	6	1	7
Debney Park Secondary College	Flemington	55	48	33	65	94	45	27	5	5	14	5
Deer Park Secondary College	Deer Park	73	47	23	64	87	11	41	16	16	11	5
Diamond Valley College	Diamond Creek	71	53	53	42	92	38	19	15	15	0	13
Dimboola Memorial Secondary College	Dimboola	23	15	80	7	87	29	12	12	29	6	12
Donald High School	Donald	22	16	75	25	100	47	13	40	0	0	0
Doncaster Secondary College	Doncaster	208	190	76	21	93	70	18	4	4	1	3
Donvale Christian College	Donvale	78	69	78	30	97	64	15	4	15	0	4
Dromana Secondary College	Dromana	89	45	58	29	84	22	14	18	32	6	8
Drouin Secondary College	Drouin	79	46	59	30	87	34	20	8	27	3	7
East Doncaster Secondary College	Doncaster East	173	160	67	28	93	61	26	1	9	3	2
Echuca Secondary College	Echuca	51	30	40	37	77	12	35	12	35	0	6
Edenhope College	Edenhope	13	10	100	10	100	50	8	17	8	0	17
Elisabeth Murdoch College	Langwarrin	102	54	26	52	72	15	32	23	22	6	2
Eltham College of Education	Research	156	143	78	21	94	63	13	5	6	2	11
Eltham High School	Eltham	197	167	62	32	90	47	21	6	12	5	8
Elwood College	Elwood	145	114	57	35	89	30	50	0	8	10	3
Emerald Secondary College	Emerald	147	111	38	54	91	18	32	11	20	11	8
Emmanuel College	Warrnambool	90	80	74	15	85	24	12	16	12	2	34
Emmaus College	Burwood	131	109	62	37	95	52	22	9	10	1	6
Epping Secondary College	Epping	77	53	42	51	92	33	40	12	12	2	2
Erinbank Secondary College	Westmeadows	54	40	35	58	90	37	33	3	10	13	3
Essendon Keilor College	Essendon	308	296	35	52	86	31	35	13	11	5	5
Eumemmerring College	Hallam	356	224	34	52	83	25	24	14	25	8	4
Euroa Secondary College	Euroa	46	34	47	35	79	29	18	21	11	4	18
F.C.J. College	Benalla	45	39	59	28	85	34	18	8	18	3	18
Fairhills High School	Knoxfield	113	89	34	60	89	26	43	12	13	5	1

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Fawkner Secondary College	Fawkner	62	36	22	69	86	24	32	4	16	12	12
Ferntree Gully College	Ferntree Gully	18	17	6	76	82	19	44	0	25	6	6
Fintona Girls School	Balwyn	63	63	83	14	95	80	9	2	2	0	7
Firbank Grammar School	Brighton	105	102	78	25	98	68	11	5	4	0	12
Flinders Christian Community College	Tyabb	102	89	67	30	93	45	17	8	13	6	11
Footscray City College	Footscray	162	123	47	37	83	43	29	2	10	7	10
Forest Hill College	Burwood East	125	98	45	41	84	30	30	6	18	6	9
Frankston High School	Frankston	228	201	59	36	90	47	20	11	12	2	8
Galen College	Wangaratta	97	77	65	26	86	32	13	10	20	2	23
Galvin Park Secondary College	Werribee	92	61	26	61	82	13	38	13	24	5	8
Geelong Grammar School	Corio	202	191	87	12	95	60	4	1	8	0	26
Geelong High School	Geelong East	106	68	57	22	79	30	21	17	20	7	6
Genazzano F.C.J. College	Kew	130	130	85	15	98	81	12	1	2	0	3
Gilmore College for Girls	Footscray	42	35	51	46	91	39	48	9	0	4	0
Gippsland Grammar - Senior	Sale	85	78	82	17	97	52	7	13	0	0	28
Girton Grammar School Ltd	Bendigo	86	83	87	7	92	64	9	7	4	3	12
Gisborne Secondary College	Gisborne	127	96	63	30	90	43	21	6	18	3	9
Gladstone Park Secondary College	Gladstone Park	163	127	48	45	89	43	36	6	11	4	0
Glen Waverley Secondary College	Glen Waverley	314	303	83	19	98	78	13	2	3	0	4
Goulburn Valley Grammar School	Shepparton	65	60	92	12	100	55	5	17	5	0	19
Greensborough Secondary College	Greensborough	41	38	37	66	97	24	40	8	12	4	12
Grovedale College	Grovedale	80	37	43	46	86	14	31	24	24	2	4
Haileybury College	Keysborough	188	178	84	16	96	70	12	7	1	4	6
Hampton Park Secondary College	Hampton Park	141	80	33	56	86	24	27	16	19	7	6
Hawkesdale College	Hawkesdale	27	18	78	11	83	35	4	30	26	0	4
Healesville High School	Healesville	48	35	46	37	74	45	25	0	15	5	10

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Heathdale Christian College	Werribee	71	64	56	36	91	45	36	5	9	0	5
Heatherhill Secondary College	Springvale South	47	44	25	61	82	35	35	0	13	10	6
Heathmont College	Heathmont	107	83	37	51	84	30	36	10	21	1	1
Heywood and District Secondary College	Heywood	17	6	83	0	83	23	0	31	38	0	8
Highvale Secondary College	Glen Waverley	90	77	52	44	94	47	25	12	10	1	4
Highview Christian community College	Maryborough	36	26	65	23	85	41	19	15	11	4	11
Hillcrest Christian College - Ayr Hill Campus	Clyde North	31	23	61	26	83	38	14	5	24	10	10
Hillcrest Secondary College	Broadmeadows	40	21	29	62	90	14	41	10	31	3	0
Hopetoun Secondary College	Hopetoun	15	9	100	11	100	58	0	17	17	8	0
Hoppers Crossing Secondary College	Hoppers Crossing	94	70	29	54	77	13	41	15	15	10	5
Horsham College	Horsham	120	85	72	18	85	45	10	14	19	7	5
Huntingtower School	Mount Waverley	54	51	80	27	100	62	21	5	7	0	5
Ilim College of Australia	Dallas	20	20	5	90	95	7	87	7	0	0	0
Isik College	Broadmeadows	60	57	86	19	98	76	22	0	0	2	0
Ivanhoe Girls' Grammar School	Ivanhoe	132	132	86	20	99	77	13	1	1	0	8
Ivanhoe Grammar School	Ivanhoe	138	134	82	16	93	82	6	2	2	0	7
Ivanhoe Grammar School - Plenty Campus	Mernda	43	42	88	17	98	79	6	3	6	0	6
John Paul College	Frankston	173	134	51	40	87	32	27	18	15	1	7
Kaniva P-12 School	Kaniva	13	10	90	0	90	55	18	9	9	0	9
Kardinia International College	Bell Post Hill	120	110	91	11	97	60	3	10	11	0	16
Karingal Park Secondary College	Frankston	167	104	38	45	82	32	30	17	15	5	2
Kealba Secondary College	Kealba	35	33	36	55	91	39	39	0	11	0	11
Keilor Downs College	Keilor Downs	210	160	37	59	94	32	35	12	16	3	3
Kerang Technical High School	Kerang	37	32	56	28	81	38	24	7	21	0	10
Kew High School	Kew East	149	139	75	15	88	65	14	7	10	2	2
Kilbreda College	Mentone	164	154	58	38	91	47	27	2	17	3	5
Killester College	Springvale	99	95	62	39	96	60	18	4	11	5	1

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Kilvington Baptist Girls' Grammar School	Ormond	65	65	91	15	98	75	12	4	2	0	7
Kings College	Warrnambool	17	13	77	23	100	50	25	8	8	8	0
Kingswood College	Box Hill	101	97	63	25	85	54	20	7	4	2	13
Koo Wee Rup Secondary College	Koo Wee Rup	76	52	52	29	81	23	18	17	28	5	8
Koonung Secondary College	Mont Albert North	121	110	60	36	95	42	25	8	13	2	11
Korowa Anglican Girls' School	Glen Iris	65	64	80	17	95	86	9	0	3	0	3
Korumburra Secondary College	Korumburra	61	33	42	48	91	20	33	17	20	3	7
Kurnai College Maryvale Campus	Morwell	136	78	51	36	85	29	20	11	23	6	11
Kurunjang Secondary College	Melton	117	71	14	61	75	8	38	15	27	8	3
Kyabram Secondary College	Kyabram	118	72	69	31	90	29	15	17	20	4	15
Kyneton Secondary College	Kyneton	86	49	53	31	84	27	25	10	25	6	6
Lakeside Secondary College	Reservoir	59	47	21	62	83	27	46	8	8	11	0
Lalor North Secondary College	Epping	133	76	34	58	91	29	38	3	17	9	3
Lalor Secondary College	Lalor	68	67	46	54	94	58	21	11	8	3	0
Lauriston Girls School	Armadale	91	91	90	14	99	81	2	0	2	2	13
Lavalla Catholic College	Traralgon	183	138	46	30	75	35	24	11	18	2	10
Leongatha Secondary College	Leongatha	123	79	67	34	92	33	20	20	13	2	13
Lighthouse Christian College	Keysborough	26	23	70	39	96	52	29	0	10	0	10
Lilydale Adventist Academy	Lilydale	36	33	73	21	91	48	10	3	10	10	17
Lilydale Heights College	Lilydale	76	52	35	54	88	24	38	9	20	2	7
Lilydale High School	Lilydale	170	121	55	36	88	31	18	9	29	4	9
Loreto College	Ballarat	129	105	83	9	90	51	11	10	11	1	15
Loreto Mandeville Hall	Toorak	103	100	89	12	100	85	9	1	0	0	5
Lowanna College	Newborough	144	68	51	31	79	24	15	23	24	8	6
Lowther Hall Anglican Grammar School	Essendon	71	71	77	20	94	83	12	0	2	0	3

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Loyola College	Watsonia	134	123	54	43	94	47	22	11	9	0	10
Luther College	Croydon	157	148	84	23	99	60	13	7	3	0	18
Lyndale Secondary College	Dandenong North	160	154	49	48	94	48	28	7	15	1	2
Lyndhurst Secondary College	Cranbourne	96	69	12	68	80	8	37	15	31	5	3
MacKillop Catholic Regional College Werribee	Werribee	161	147	55	42	91	56	20	9	11	2	2
MacKillop College Swan Hill	Swan Hill	66	62	65	24	84	46	19	15	7	2	11
Macleod College	Macleod	132	98	52	36	86	42	22	13	14	4	5
MacRobertson Girls High School	Melbourne	247	246	99	2	100	89	1	1	2	1	8
Maffra Secondary College	Maffra	95	81	48	38	86	25	18	14	29	5	9
Mansfield Secondary College	Mansfield	54	35	57	31	86	19	21	16	26	0	19
Maranatha Christian School	Endeavour Hills	82	67	63	22	85	51	17	10	15	0	7
Marcellin College	Bulleen	176	148	61	35	94	48	23	12	11	2	3
Marian College Ararat	Ararat	55	32	78	16	94	34	16	5	32	0	13
Marian College Myrtleford	Myrtleford	29	18	67	39	89	30	13	35	9	0	13
Marian College Sunshine	Sunshine West	87	82	49	46	90	41	36	7	8	7	2
Maribyrnong Secondary College	Maribyrnong	40	36	53	53	97	30	30	4	30	4	0
Marist Sion College	Warragul	104	80	61	35	91	47	6	8	22	3	14
Maroondah Secondary College	Croydon	63	42	43	33	76	23	32	13	26	6	0
Mary MacKillop Catholic Regional College	Leongatha	49	34	68	29	94	36	22	14	14	3	11
Maryborough Education Centre	Maryborough	115	55	51	35	82	21	23	18	20	12	6
Mater Christi College	Belgrave	127	118	63	36	94	47	31	2	8	0	12
Matthew Flinders Girls' Secondary College	Geelong	131	101	73	30	96	46	17	9	11	4	14
Mazenod College	Mulgrave	187	158	68	32	96	53	27	9	5	1	5
McGuire College Shepparton	Shepparton	47	27	52	37	85	33	26	15	15	7	4
McKinnon Secondary College	McKinnon	191	185	79	23	96	70	15	4	3	1	8

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Melbourne Girls' College	Richmond	192	185	76	19	94	75	15	4	3	1	3
Melbourne Girls Grammar	South Yarra	129	128	87	13	98	84	5	0	0	0	11
Melbourne Grammar School	Melbourne	191	190	92	11	98	76	3	3	3	0	15
Melbourne High School	South Yarra	342	340	97	4	99	90	3	1	1	0	4
Melton Secondary College	Melton	89	62	42	44	82	30	14	13	35	5	3
Mentone Girls' Grammar School	Mentone	76	74	84	18	99	76	16	2	0	0	6
Mentone Girls' Secondary College	Mentone	169	152	73	25	95	63	21	5	3	0	8
Mentone Grammar School	Mentone	111	106	81	23	97	71	11	7	4	1	6
Mercy College	Coburg	104	101	54	50	96	52	27	4	8	1	7
Mercy Regional College Camperdown	Camperdown	45	40	63	28	88	45	6	27	9	0	12
Merrilands College Prep-12	Reservoir	48	29	28	45	72	29	25	4	33	4	4
Methodist Ladies College	Kew	332	332	87	15	98	78	9	3	2	0	6
Mildura Senior College	Mildura	298	144	63	22	81	42	15	12	18	2	11
Mill Park Secondary College	Epping	239	178	40	44	83	30	30	15	15	7	4
Mirboo North Secondary College	Mirboo North	54	54	54	33	80	45	10	19	14	5	7
Mitchell Secondary College Wodonga**	Wodonga	117	52	65	27	88	17	6	23	40	4	9
Monbulk College	Monbulk	67	36	53	50	97	31	29	17	14	5	5
Monivae College	Hamilton	82	63	84	11	94	41	9	17	10	2	21
Monterey Secondary College	Frankston North	68	37	27	49	73	10	38	21	24	5	2
Montmorency Secondary College	Montmorency	163	138	49	44	86	38	28	9	13	8	5
Mooroolbark College	Mooroolbark	82	49	49	51	96	22	38	9	25	2	5
Mooroopna Secondary College	Mooroopna	76	44	57	32	82	14	29	18	16	4	18
Mordialloc College	Mordialloc	89	71	48	34	77	29	23	17	21	6	4
Mornington Secondary College	Mornington	94	70	57	40	86	24	16	12	24	3	22
Mount Beauty Secondary College	Mount Beauty	28	15	93	13	100	19	24	5	24	5	24
Mount Clear College	Mount Clear	95	63	67	16	83	38	14	13	21	6	8

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Mount Eliza Secondary College	Mount Eliza	193	148	43	45	87	29	22	16	20	4	8
Mount Erin College	Frankston	147	103	18	58	77	8	36	23	24	4	4
Mount Evelyn Christian School	Mount Evelyn	22	12	25	67	92	6	44	0	25	0	25
Mount Lilydale Mercy College	Lilydale	187	140	73	24	93	52	16	12	14	1	5
Mount Scopus Memorial College	Burwood	142	139	83	20	99	70	11	3	4	3	10
Mount St Joseph Girls' College	Altona	109	103	55	42	95	56	28	2	10	1	2
Mount Waverley Secondary College	Mount Waverley	283	259	78	25	97	65	16	4	6	2	7
Mowbray at Brookside	Caroline Springs	38	38	66	42	97	62	27	4	4	0	4
Mowbray College	Melton	116	102	65	34	90	49	27	6	10	2	5
Mullauna College	Mitcham	62	49	43	43	84	23	35	0	25	10	8
Murtoa P-12 College	Murtoa	30	18	83	6	89	44	32	4	16	0	4
Nagle College	Bairnsdale	113	71	72	28	94	27	14	29	12	1	17
Nazareth College	Noble Park	165	137	58	39	94	53	28	9	6	1	3
Neerim District Secondary College	Neerim South	24	13	31	46	77	6	31	19	25	6	13
Newcomb Secondary College	Newcomb	90	51	47	24	71	29	17	19	17	9	9
Newhaven College	Newhaven	53	40	78	25	98	37	7	11	22	0	22
Nhill College	Nhill	19	12	67	42	100	20	13	20	20	0	27
Niddrie Secondary College	Niddrie	96	80	53	49	94	43	31	10	9	3	4
Noble Park Secondary College	Noble Park	112	81	41	57	95	40	18	12	20	8	2
North Geelong Secondary College	Geelong North	72	53	58	34	92	45	22	10	14	6	4
Northcote High School	Northcote	193	168	57	36	92	40	30	7	13	2	7
Norwood Secondary College	Ringwood	136	108	54	44	92	36	31	7	15	3	8
Notre Dame College	Shepparton	190	143	69	29	92	30	19	17	11	3	19
Numurkah Secondary College	Numurkah	38	26	46	31	73	20	20	16	16	0	28
Oakleigh Greek Orthodox College	Oakleigh	44	43	56	47	95	45	32	6	6	0	10
Oberon High School	Belmont	156	97	71	22	92	34	16	18	18	4	10
Orbost Secondary College	Orbost	39	26	58	42	92	41	24	7	17	3	7
Our Lady of Mercy College	Heidelberg	181	166	70	30	95	66	18	2	6	2	6

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Our Lady of Sacred Heart College	Bentleigh	97	94	65	24	86	57	22	4	13	3	1
Our Lady of Sion College	Box Hill	109	99	68	32	96	47	30	6	8	2	8
Ouyen Secondary College	Ouyen	21	11	82	9	91	36	21	21	14	0	7
Ovens College	Wangaratta	28	15	60	20	73	10	10	25	25	10	20
Overnewton Anglican Community College	Keilor	136	131	72	24	94	67	16	6	6	2	5
Oxley College	Chirnside Park	89	86	56	35	88	62	21	4	8	0	6
Padua College	Mornington	237	186	55	34	83	29	26	8	23	2	12
Pakenham Secondary College	Pakenham	94	64	27	42	69	22	42	8	14	3	11
Parade College	Bundoora	218	167	54	41	93	43	29	17	7	1	3
Parkdale Secondary College	Mordialloc	108	72	44	44	86	32	24	16	25	0	3
Parkwood Secondary College	Ringwood North	61	47	40	49	87	32	27	16	18	2	5
Pascoe Vale Girls Secondary College	Pascoe Vale	191	164	55	42	93	43	35	7	9	4	2
Patterson River Secondary College	Carrum	140	93	44	52	95	29	30	13	17	6	6
Pembroke Secondary College (Senior Campus)	Mooroolbark	127	92	36	48	79	22	25	19	27	4	2
Penleigh and Essendon Grammar School	Keilor East	226	219	91	13	99	85	4	4	3	1	3
Penola Catholic College	Broadmeadows	186	134	43	50	89	35	29	19	12	3	2
Peter Lalor Secondary College	Lalor	51	21	29	71	100	27	33	10	17	13	0
Plenty Valley Christian School	Doreen	56	48	60	31	90	50	15	7	13	7	9
Portland Secondary College	Portland	88	48	77	21	90	25	7	21	14	7	25
Presbyterian Ladies' College	Burwood	186	182	95	5	97	97	1	0	1	0	2
Presentation College Windsor	Windsor	96	88	70	34	98	72	16	0	9	1	1
Preston Girls Secondary College	Preston	40	39	46	49	92	56	20	12	0	4	8
Princes Hill Secondary College	Carlton North	121	107	68	31	93	53	18	4	11	4	12
Red Cliffs Secondary College	Red Cliffs	56	27	59	22	78	24	31	7	21	3	14

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Reservoir District Secondary College	Reservoir	120	83	51	37	86	35	25	6	17	15	2
Ringwood Secondary College	Ringwood	186	156	65	34	96	49	24	7	12	1	8
Robinvale Secondary College	Robinvale	33	20	65	35	80	29	19	10	19	14	10
Rochester Secondary College	Rochester	55	41	78	7	85	46	5	18	15	0	15
Rosebud Secondary College	Rosebud	137	90	63	38	96	28	19	11	22	1	19
Rowville Secondary College	Rowville	206	158	49	48	92	39	24	11	21	1	4
Roxburgh College	Dallas	81	63	51	56	100	48	23	6	2	13	8
Rushworth P-12 College	Rushworth	23	19	42	37	79	31	13	6	25	13	13
Rutherglen High School	Rutherglen	62	31	68	19	87	30	27	16	11	0	16
Ruyton Girls' School	Kew	61	61	84	20	100	73	16	0	0	0	10
Sacre Coeur	Glen Iris	75	75	89	19	100	77	7	0	3	0	13
Sacred Heart College Geelong	Newtown	216	194	81	19	94	64	12	6	7	0	11
Sacred Heart College Kyneton	Kyneton	82	69	58	35	88	40	16	16	18	2	8
Sacred Heart Girls' College Oakleigh	Oakleigh	175	169	72	21	91	63	14	10	8	0	5
Sale College	Sale	88	51	53	27	78	18	7	22	27	16	11
Salesian College	Chadstone	149	136	63	35	96	64	20	5	7	1	3
Samaritan Catholic College	Preston	77	58	43	52	90	39	21	7	18	7	7
Sandringham College	Sandringham	304	196	34	48	80	23	21	14	28	8	6
Santa Maria College	Northcote	150	137	54	39	91	45	34	4	8	4	4
Scoresby Secondary College	Scoresby	91	61	20	66	82	14	43	9	22	7	4
Scotch College	Hawthorn	253	253	92	10	98	77	7	2	4	0	10
Sebastopol College	Sebastopol	73	43	44	33	74	26	12	14	31	12	5
Seymour Technical High School	Seymour	89	41	44	22	66	27	18	12	35	2	6
Shelford Girls' Grammar	Caulfield	57	57	81	21	100	74	13	2	2	0	9
Shepparton High School	Shepparton	88	62	42	39	77	22	26	16	24	2	10
South Gippsland Secondary College	Foster	35	22	36	73	95	13	35	9	4	13	26
South Oakleigh Secondary College	South Oakleigh	80	74	22	70	92	20	44	12	12	10	2

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
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			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Southwood Boys Grammar School - Tintern	Ringwood	24	24	75	25	92	55	18	5	9	5	9
St Albans Secondary College	St Albans	145	127	45	46	89	52	27	5	7	4	4
St Aloysius College	North Melbourne	96	91	65	36	97	58	21	3	11	3	4
St Arnaud Secondary College	St Arnaud	34	24	46	38	79	20	30	25	15	5	5
St Bede's College	Mentone	264	202	63	37	95	67	8	12	10	0	2
St Bernard's College	Essendon	182	158	70	32	97	61	18	11	6	1	3
St Brigid's College	Horsham	34	24	83	4	88	20	16	12	24	4	24
St Catherine's School	Toorak	82	78	87	12	95	89	9	0	0	0	3
St Columba's College	Essendon	144	134	80	18	96	77	12	1	2	0	7
St Francis Xavier College	Beaconsfield	163	125	46	48	86	36	29	13	16	2	5
St Helena Secondary College	Eltham	175	174	45	44	87	47	18	15	12	4	4
St John's Greek Orthodox College	Preston	39	34	47	47	91	56	22	0	19	4	0
St John's Regional College	Dandenong	166	138	49	48	93	39	27	7	16	2	8
St Joseph's College Echuca	Echuca	75	57	67	21	84	42	8	20	19	0	10
St Joseph's College Melbourne	North Melbourne	161	126	35	61	94	29	38	15	12	6	0
St Joseph's College Mildura	Mildura	93	69	78	17	96	44	8	16	16	0	17
St Joseph's College Newtown	Newtown	170	132	67	27	91	37	23	15	9	4	13
St Joseph's Regional College Ferntree Gully	Ferntree Gully	87	64	41	53	91	37	31	16	13	2	2
St Kevin's College Toorak	Toorak	177	173	82	21	99	76	15	3	2	1	3
St Leonard's College	Brighton East	161	157	83	21	99	68	8	3	5	2	15
St Margaret's School	Berwick	55	54	89	15	100	75	7	2	5	0	11
St Mary of the Angels School	Nathalia	31	28	57	39	93	38	4	27	23	4	4
St Mary's Coptic Orthodox College	Coolaroo	55	52	48	52	90	61	27	2	7	2	0
St Michael's Grammar School	St Kilda	156	151	89	11	97	73	7	0	3	2	14
St Monica's College	Epping	276	217	47	51	94	39	35	13	8	3	3
St Patrick's College	Ballarat	117	102	75	15	88	49	13	11	16	0	10

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
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			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
St Paul's Anglican Grammar School	Warragul	136	124	78	17	92	56	12	11	11	2	9
St Paul's College Nth Altona	Altona North	61	54	59	35	91	49	38	8	3	0	3
St Peter's College	Cranbourne	108	98	43	53	93	36	37	11	13	1	1
St Thomas Aquinas College	Tynong	16	16	75	13	88	85	0	0	15	0	0
Star of the Sea College	Gardenvale	150	147	74	24	95	58	20	3	10	0	8
Staughton College	Melton South	26	21	24	81	100	23	36	9	23	5	5
Stawell Secondary College	Stawell	59	34	68	24	88	20	18	15	33	0	15
Stott's College	Melbourne	77	57	74	0	74	65	27	8	0	0	0
Strathcona Baptist Girls Grammar School	Canterbury	83	83	86	16	98	87	8	0	3	0	3
Strathmore Secondary College	Strathmore	188	146	64	32	91	47	21	14	10	1	6
Sunbury College	Sunbury	152	95	47	35	82	29	30	7	26	5	3
Sunbury Downs Secondary College	Sunbury	76	50	28	50	76	18	42	12	15	12	0
Sunshine College	Sunshine	108	104	33	62	90	34	32	4	23	5	3
Swan Hill College	Swan Hill	104	70	49	29	74	27	15	17	20	5	16
Swinburne Senior Secondary College	Hawthorn	168	124	53	38	89	32	17	9	19	9	13
Tallangatta Secondary College	Tallangatta	52	35	69	26	89	17	13	43	3	7	17
Taylors Lakes Secondary College	Taylors Lakes	169	151	36	50	85	37	35	9	13	3	3
Templestowe College	Templestowe											
Lower	140	114	49	45	89	37	29	9		6	2	
Terang College Secondary Campus	Terang	20	16	75	13	88	47	7	20	13	0	13
The Geelong College	Newtown	146	139	84	15	96	55	11	7	5	0	23
The Grange P-12 College	Hoppers Crossing	124	85	39	58	92	40	19	13	21	4	4
The Hamilton and Alexandra College	Hamilton	46	44	84	11	93	50	3	3	16	0	28
The Islamic Schools of Victoria - Werribee College	Hoppers Crossing	42	39	56	38	92	52	38	0	5	0	5
The King David School	Armadale	42	42	76	21	98	76	14	0	3	0	7
The Knox School	Wantirna South	86	81	73	15	86	69	9	9	7	0	6
The Peninsula School	Mount Eliza	154	146	76	24	95	51	11	5	6	1	25

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
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			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Thomastown Secondary College	Thomastown	70	61	36	54	89	48	26	11	4	9	2
Thornbury High School	Thornbury	68	45	47	47	89	50	27	8	8	0	8
Timboon P-12 School	Timboon	30	17	71	29	88	14	14	19	19	10	24
Tintern GGS	Ringwood East	133	132	85	14	96	78	10	3	1	1	7
Toorak College	Mount Eliza	97	91	75	22	92	51	5	8	10	0	25
Trafalgar High School	Trafalgar	85	60	55	28	82	37	15	15	15	3	14
Traralgon Secondary College	Traralgon	147	83	43	34	77	23	27	19	18	4	9
Trinity College Colac	Colac	82	80	61	34	89	37	12	12	14	5	19
Trinity Grammar School	Kew	149	143	83	20	98	63	17	2	2	0	16
Tyrrell College	Sea Lake	21	8	88	0	88	40	13	20	27	0	0
University High School	Parkville	204	194	90	10	98	69	6	5	5	2	13
Upwey High School	Upwey	139	124	41	46	85	24	18	15	27	4	13
Vermont Secondary College	Vermont	195	173	72	26	96	56	16	10	6	2	10
Victorian College of the Arts Secondary School	Southbank	56	35	71	23	80	60	23	3	11	0	3
Viewbank College	Rosanna	142	115	62	39	97	44	26	11	11	4	5
Wanganui Park Secondary College	Shepparton	133	108	63	28	86	33	16	13	14	7	16
Wangaratta High School	Wangaratta	154	103	74	17	88	30	20	10	21	4	15
Wantirna College	Wantirna	209	171	56	37	88	46	18	14	10	7	6
Warracknabeal Secondary College	Warracknabeal	32	19	74	21	89	18	0	36	27	0	18
Warragul Regional College	Warragul	86	54	46	28	69	27	27	12	31	0	4
Warrandyte High School	Warrandyte	111	89	53	40	92	41	30	9	16	0	5
Warrnambool College	Warrnambool	90	86	65	22	86	35	14	15	12	1	23
Waverley Christian College	Wantirna South	44	36	92	11	100	62	15	0	15	3	6
Wedderburn College	Wedderburn	14	10	50	30	80	27	27	18	18	0	9
Wellington Secondary College	Mulgrave	153	128	53	42	93	45	28	7	13	0	6
Werribee Secondary College	Werribee	158	105	49	38	83	35	28	17	14	2	4
Wesley College	Melbourne	249	244	86	12	96	69	9	2	6	1	13
Wesley College Glen Waverley Campus	Glen Waverley	226	215	83	18	97	84	10	1	2	0	3

School Name	Locality	Total completed Year 12 (actual number)	VTAC DATA 2005/06 (See Note) Including international students				*ON TRACK* SURVEY DATA 2006 Not including international students					
			Tertiary applications and offers				In education and training – April 2006			Not in education and training – April 2006		
			Tertiary applicants (%)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Westall Secondary College	Clayton South	71	49	55	33	88	52	28	4	8	8	0
Westbourne Grammar School - Hoppers Crossing Campus	Truganina	137	134	83	21	99	77	13	2	1	1	6
Western Heights College	Geelong North	149	89	64	26	87	34	22	15	22	4	3
Western Port Secondary College	Hastings	78	39	28	49	77	18	22	13	33	11	2
Wheelers Hill Secondary College	Wheelers Hill	120	84	45	49	94	29	33	9	21	1	5
Whittlesea Secondary College	Whittlesea	125	60	33	47	77	19	30	18	23	8	1
Williamstown High School	Williamstown	151	119	54	39	92	52	21	7	11	4	6
Wodonga High School	Wodonga	97	72	50	29	78	26	14	15	30	9	6
Wodonga West College**	Wodonga	33	15	47	20	67	24	29	18	6	6	18
Wonthaggi Secondary College (McBride Campus)	Wonthaggi	121	68	56	32	81	21	17	14	24	8	16
Woodleigh School	Baxter	77	66	64	38	95	38	19	11	11	0	21
Xavier College	Kew	234	230	89	16	99	80	9	3	4	1	4
Yarra Valley Grammar School	Ringwood	98	90	82	18	99	65	12	7	3	1	12
Yarram Secondary College	Yarram	47	26	50	54	100	21	18	6	27	18	9
Yarrawonga Secondary College	Yarrawonga	42	25	60	36	92	14	10	21	38	7	10
Yea High School	Yea	24	18	72	17	89	42	11	0	16	5	26

Table 26 *Notes to accompany Table 25*

Column	Explanation
SCHOOL NAME	The name of the school and campus where reported separately.
LOCALITY	Included because in some cases the locality is not identifiable from the school name or there is more than one school with the same name.
Name *	Formerly King Khalid Islamic College
Name **	These 2 schools reorganised at the commencement of 2006 to form one senior and 2 junior campuses of Wodonga High School.
Total Year 12 Completed (Actual Number)	This includes all students in Year 12 aged 19 or younger at 30 June 2005 in Victorian schools/ providers that have successfully completed Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) at intermediate, senior or senior extension level in 2005. International Baccalaureate (IB) year 12 enrolments in 2005 are also included. This figure includes students with international addresses and has been sourced from the Victorian Curriculum and Assessment Authority (VCAA). Students who have satisfied the requirements of more than one certificate are counted only once.
VTAC DATA 2005/06 (See Note)	The percentages appearing in the columns underneath the heading "VTAC DATA 2005/06" are calculated by the Victorian Tertiary Admissions Centre (VTAC) using the total numbers of tertiary applicants at each school. VTAC has released this data to the Department of Education & Training for the express purpose of producing the *On Track* table. The table is produced for information only. The data provided by VTAC remains the property of VTAC. It must not be used by any third party for inclusion in any published form or the development of any table or list without the express permission of the VTAC Director; to do so would constitute misrepresentation of the data and a breach of copyright.
Tertiary Applicants (Actual Number)	The number of Year 12 completers applying for a tertiary place through VTAC.
University Offers (%)	The percentage of tertiary applicants that received at least one university offer.
TAFE/VET Offers (%)	The percentage of tertiary applicants who received at least one TAFE/VET offer for courses at Certificate IV or above, including independent tertiary college courses.
Any Tertiary Offer (%)	The percentage of tertiary applicants that received any tertiary offer (University and TAFE/VET Offers). This is not equivalent to the sum of university and TAFE/VET offers because some applicants receive multiple offers. Such applicants are counted only once.
ON TRACK SURVEY DATA	The data appearing in the columns underneath the heading "*ON TRACK* SURVEY DATA" have been sourced from the survey of Year 12 completers conducted in April 2006 and exclude students with international addresses.
University Enrolled (%)	The percentage of young people that responded to the survey that were enrolled in a university course.
TAFE/VET Enrolled (%)	The percentage of young people that responded to the survey that were enrolled in a TAFE/VET course. TAFE/VET courses are vocational education and training courses at a variety of certificate levels, mainly at Certificate IV and above.
Apprentice/Trainee (%)	The percentage of young people that responded to the survey that are undertaking an apprenticeship or traineeship. Apprenticeships and traineeships combine paid work and relevant training underpinned by a training agreement.
Employed (%)	The percentage of young people that responded to the survey that are employed either full time or part time that are not undertaking education or training excluding deferrals.
Looking for Work (%)	The percentage of young people that responded to the survey that are looking for work and are not undertaking education or training excluding deferrals.
Deferrals (%)	The percentage of young people that responded to the survey that have deferred a tertiary place and who are employed or looking for work.
WHOLE TABLE	
Rounding	All percentages have been rounded to the nearest whole number.

appendix 2

Survey instrument

On-Track – School Leaver Survey

YEAR 12 OR EQUIVALENT COMPLETERS

Introduction

Hello, my name is ....., from Fieldworks. May I please speak to (name on list)? I'm ringing on behalf of *On Track*, a Department of Education and Training project. You may have heard advertisements for *On Track* on the radio. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

On Track is looking to find out how school leavers are going since they left school, so that the Victorian government can improve its services to young people. All the data collected is anonymous and confidential and participation is voluntary.

If you have any concerns, you may contact the University of Melbourne Ethics Committee on 03 8344 2073.

1a. Are you currently studying?

- ☐ Yes 1
- ☐ No 2

1b. Are you currently doing an apprenticeship?

- ☐ Yes 1
- ☐ No 2

[IF Q1B=1, SKIP Q1C)

1c. Are you currently doing a traineeship?

- ☐ Yes 1
- ☐ No 2

[IF Q1A=YES AND Q1B=NO AND Q1C=NO, ASK Q2A]

[IF Q1B=YES ASK Q2B]

[IF Q1C=YES ASK Q2B]

[IF Q1A=NO AND Q1B=NO AND Q1C=NO, SKIP TO Q3]

Q2a. Are you studying at ... READ OUT

- ☐ School 1
- ☐ University 2
- ☐ TAFE 3
- ☐ Private Training College 4
- ☐ Adult and Community Education provider 5
- ☐ Other 6

[IF ANSWERED Q2A, SKIP Q2B]

Q2b. Are you doing the theory part of your training at: READ OUT

☐ School	1
☐ University	2
☐ TAFE	3
☐ Private Training College	4
☐ Your workplace	5
☐ A Group Training Organisation	6
☐ Adult and Community Education provider	7
☐ Other	8

[IF Q2A=1 OR Q2B=1 (SCHOOL), TERMINATE; OTHERS GO TO Q3]

TERMINATE SPIEL

That is all the questions I have for you today. Thank you for your time and assistance and you have been speaking to (Interviewer's name) from Fieldworks.

Q3. What year level did you study last year?

☐ Year 9	1
☐ Year 10	2
☐ Year 11	3
☐ Year 12	4
☐ Did not study last year	6

[IF Q3=6, TERMINATE; OTHERS GO TO Q4]

(IF Q1A=1 OR Q1B=1 OR Q1C=1, ASK Q4; OTHERS GO TO Q9)

Q4 What is the name of the institution where you are studying?

Code frame for Universities and TAFES BELOW

PRIVATE TRAINING COLLEGES AND ADULT & COMMUNITY EDUCATION PROVIDERS TO BE WRITTEN IN

Universities

- ☐ Melbourne
- ☐ Monash
- ☐ Deakin
- ☐ LaTrobe
- ☐ RMIT
- ☐ Swinburne
- ☐ Ballarat
- ☐ Australian Catholic University
- ☐ Charles Sturt University
- ☐ NSW universities
- ☐ QLD universities
- ☐ SA universities
- ☐ Tas universities
- ☐ WA universities
- ☐ ACT universities
- ☐ NT universities

Other (specify) _____

TAFES

- ☐ Bendigo Regional Institute of TAFE
- ☐ Box Hill Institute of TAFE
- ☐ Central Gippsland TAFE
- ☐ Chisholm Institute of TAFE
- ☐ East Gippsland Institute
- ☐ Gordon Institute
- ☐ Goulburn Ovens Institute of TAFE
- ☐ Holmesglen Institute
- ☐ Kangan Batman Institute of TAFE
- ☐ Northern Melbourne Institute of TAFE (NMIT)
- ☐ RMIT (TAFE Division)
- ☐ South West Institute of TAFE
- ☐ Swinburne (TAFE Division)
- ☐ Sunraysia Institute of TAFE
- ☐ University Of Ballarat (TAFE Division)
- ☐ University of Melbourne (TAFE Division)
- ☐ Victoria University (TAFE Division)
- ☐ William Angliss Institute of TAFE
- ☐ Wodonga Institute of TAFE

Other (specify) _____

Q5 On which campus are you located?

(IF Q1A=1 AND Q1B=2 AND Q1C=2, ASK Q6)
(IF Q1B=1 OR Q1C=1, SKIP TO Q7)

Q6 What course are you studying?

(MULTIPLE RESPONSE FOR DOUBLE DEGREES)

(SEE HELP SHEET IF UNCERTAIN HOW TO CLASSIFY RESPONDENT'S COURSE)

1	NATURAL AND PHYSICAL SCIENCES (including)
	Biological Sciences
	Chemical Sciences
	Earth Sciences
	Mathematical Sciences
	Other Natural and Physical Sciences
	Physics and Astronomy
2	INFORMATION TECHNOLOGY (including)
	Computer Science
	Information Systems
	Other Information Technology
3	ENGINEERING AND RELATED TECHNOLOGIES (including)
	Aerospace Engineering and Technology
	Automotive Engineering and Technology
	Civil Engineering
	Electrical & Electronic Engineering & Technology
	Geomatic Engineering
	Manufacturing Engineering and Technology
	Maritime Engineering and Technology
	Mechanical and Industrial Engineering & Technology
	Other Engineering and Related Technologies
	Process and Resources Engineering
4	ARCHITECTURE AND BUILDING (including)
	Architecture and Urban Environment
	Building
5	AGRICULTURE, ENVIRONMENTAL & RELATED (including)
	Agriculture
	Horticulture and Viticulture
	Forestry Studies
	Fisheries Studies
	Environmental Studies
	Other Agriculture, Environmental & Related Studies
6	HEALTH (including)
	Complementary Therapies
	Dental Studies
	Medical Studies
	Nursing
	Optical Science
	Other Health
	Pharmacy
	Public Health
	Radiography
	Rehabilitation Therapies
	Veterinary Studies
7	EDUCATION (including)
	Curriculum and Education Studies
	Other Education
	Teacher Education
8	MANAGEMENT AND COMMERCE (including)
	Accounting
	Banking, Finance and Related Fields
	Business and Management
	Office Studies
	Other Management and Commerce
	Sales and Marketing
	Tourism
9	SOCIETY AND CULTURE (including)
	Behavioural Science
	Economics and Econometrics
	Human Welfare Studies and Services
	Justice and Law Enforcement
	Language and Literature
	Law
	Librarianship, Info. Management & Curatorial Studies
	Other Society and Culture
	Philosophy and Religious Studies
	Political Science and Policy Studies
	Sport and Recreation
	Studies in Human Society
10	CREATIVE ARTS (including)
	Communication and Media Studies
	Graphic and Design Studies
	Other Creative Arts
	Performing Arts
	Visual arts and Crafts
11	FOOD, HOSPITALITY AND PERSONAL SERVICES (including)
	Food and Hospitality
	Personal Services
12	MIXED FIELD PROGRAMMES (including)
	Employment Skills Programmes
	General Education Programmes
	Other Mixed Field Programmes
	Social Skills Programmes

Q7 What level are you studying? [READ OUT IF NECESSARY]

☐ Undergraduate degree	1
☐ Advanced Diploma	2
☐ Diploma	3
☐ Certificate 4	4
☐ Certificate 3	5
☐ Certificate 2	6
☐ Certificate 1	7
☐ Certificate Unspecified	8
☐ Other (specify)	9

[ASK Q8 IF Q7=6 OR 7 OR 8; OTHERS SKIP TO Q9]

Q8 What are your reasons for doing this course?

☐ It is a pre-apprenticeship course	A/D
☐ It was the only course available locally	A/D
☐ It was the only course I could get into	A/D
☐ It was a course I felt I could manage	A/D

[NOTE – ALL RESPONDENTS TO ANSWER THIS AND FOLLOWING QUESTION]

Q9 Did you apply for a tertiary place through VTAC?

☐ Yes	1
☐ No	2

Q10 Were you offered a place in university or TAFE/VET?

☐ University	1
☐ TAFE/VET	2
☐ Both	3
☐ Did not receive an offer	4

[IF Q10=1, 2 OR 3 ASK Q11]

Q11 Did you… (READ OUT)

☐ Accept the offer and enrol in that course	1
☐ Reject the offer or cancel your enrolment	2
☐ Defer	3
☐ Other (please specify)	4

[ASK Q12 IF Q1A=2 AND Q1B=2 AND Q1C=2; OTHERWISE SKIP TO Q13]

Q12 Which of the following is a reason why you are not studying?

Reason	Agree	Disagree
You never planned or intended to study	o	o
You don't feel ready for more study at the moment	o	o
You are waiting to qualify for Youth Allowance to support your future study	o	o
You would have difficulty supporting yourself while studying	o	o
There would have been too much financial pressure on your family	o	o
There is too much travel involved	o	o
You have tried to get into a course, but were not successful	o	o
The costs of study are a barrier	o	o
The costs of travel are a barrier	o	o
You were unsure whether you would be able to cope with the work	o	o
It would have meant leaving home	o	o

[IF Q1B=1 OR Q1C=1, SKIP Q13 AND Q14 – GO TO Q15].

Q13 Are you now working (DO NOT ASK IF Q1b=1 (APPRENTICE) or Q1c=1 (TRAINEE))?

- ☐ Yes full-time 1
- ☐ Yes part-time 2
- ☐ No, looking for work 3
- ☐ No, not looking for work 4

[IF Q13=3-4, GO TO D1]

Q14 Are you a casual employee ☐ Yes ☐ No

Q15 How many hours are you working on average per week?

[WRITE IN]

Q16 What is your main job? [DON'T READ OUT; SINGLE RESPONSE]

[FOR APPRENTICES AND TRAINEES, MAIN JOB SHOULD BE THEIR APPRENTICESHIP OR TRAINEESHIP]

ASK ALL WORKING AND ALL APPRENTICES AND TRAINEES

1 ACCOUNTING, FINANCE AND MANAGEMENT	10 GARDENING, FARMING AND FISHING
Accountants	Animal Workers
Accounts and Payroll Clerks	Farm Workers and Farmers
Bookkeepers	Fishing and Forestry Workers
Finance, Banking and Insurance	Gardeners and Nursery Workers
Human Resources, OH&S and Legal	11 Government and Defence
Managers	Defence
2 Building and Construction	Public Service
Boat Builders and Shipwrights	12 Health, Fitness, Hair and Beauty
Bricklayers and Stonemasons	Beauty Therapists
Building and Construction Professionals	Hairdressers
Cabinet Makers and Furniture Finishers	Health Support
Carpenters and Joiners	Medical Professionals
Concreters and Construction Workers	Nurses and Nurses' Aides
Glass Trades	Sport and Fitness
Painters and Decorators	13 Labourers, Factory and Machine Workers
Plasterers	Clothing and Textile Workers
Plumbers	Construction and Earthmoving Labourers
Tilers, Slaters and Floor Finishers	Factory Workers and Packers
3 Cleaning	General Labourers
Caretakers and Handypersons	Machine Operators
Cleaners	Mobile Machine and Mining Workers
Laundry and Housekeeping	Other Labourers
4 Clerks, Receptionists and Secretaries	14 Marketing and Sales Representatives
Data Entry	General Sales Representatives
General Clerks	Marketing, PR and Advertising
Mail and Filing Clerks	Real Estate and Property
Office Assistants and Office Managers	Technical Sales Representatives
Production and Transport Clerks	Telemarketing and Call Centres
Receptionists	15 Media, the Arts and Printing
Secretaries and Personal Assistants	Media
5 Computing and IT	Printing
IT Business Specialists	The Arts
IT Management	16 Metal and Engineering Trades
IT Operations	Boilermakers and Welders
IT Other Occupations	Metal Fitters and Machinists

IT Systems Analysis and Design	Other Metal and Engineering Trades
IT Systems Development	Sheetmetal Workers
IT Technical/Engineer	17 Motor Vehicle Service and Repair
6 Drivers and Transport	Automotive Electricians
Delivery Drivers	Car Parts and Accessories
Freight and Furniture Handlers	Motor Mechanics
Other Transport	Panel Beaters and Vehicle Painters
Taxi Drivers and Chauffeurs	18 Sales Assistants and Storepersons
Truck Drivers	Checkout Operators and Cashiers
7 ELECTRICAL AND ELECTRONICS TRADES	Other Retail
Electrical Trades	Sales Assistants
Telecommunications and Electronics	Shop Managers, Florists and Jewellers
8 ENGINEERING, SCIENCE AND THE ENVIRONMENT	Storepersons
Engineers	19 SOCIAL, WELFARE AND SECURITY
Science and Environment	Carers
9 FOOD, HOSPITALITY AND TOURISM	Security Officers, Guards, Police and Fire
Baking and Pastry-cooking	Social and Welfare
Bar Attendants	20 TEACHING, CHILD CARE AND LIBRARY
Butchers and Slaughterers	Child Care
Chefs and Wine Makers	Library
Cooks	Teachers, Tutors and Teachers' Aides
Flight and Travel Attendants	
Hotel and Gaming Workers	
Hotel, Motel, Club and Restaurant Managers	
Kitchenhands	
Travel Agents and Tour Guides	
Waiters	

D1. Are you of Aboriginal or Torres Strait Islander origin?

☐ Yes 1

☐ No 2

[ASK D2 IF Q1A=2 AND Q1B=2 AND Q1C=2 (NOT STUDYING OR TRAINING) AND Q13=2-4 (NOT WORKING FULL TIME); OTHERS SKIP TO D3]. EXCLUDE OVER 19 YEAR-OLDS.

D2.

From your earlier answers it seems that you are not currently working full-time or studying. This may mean that you are interested in some help in exploring possible next steps.

Local Learning and Employment Networks known as LLENs can help you find out more about work and study options. They are funded by the Victorian Government.

If you want, we can pass your name and number to your local LLEN who will contact you to provide information and assistance.

Would you like someone to contact you?

☐ Yes 1

☐ No 2

If yes, get landline and a mobile number _____

Q17 We would now like to read out some statements about the course you did last year at school. Can you tell me how much you agree or disagree with each one?

THE COURSE I DID: [READ OUT EACH STATEMENT]

Would that be Strongly Agree, Agree , Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Led to a valuable qualification	o	o	o	o
Gave me important skills and training for work	o	o	o	o
Improved my chances of getting a good job	o	o	o	o
Gave me valuable opportunities for study at university or TAFE	o	o	o	o
Helped me better understand the world in which we live	o	o	o	o
Improved my personal and communication skills	o	o	o	o
Improved my self-confidence	o	o	o	o
Gave me the chance to learn important areas of human knowledge	o	o	o	o
Helped me get an apprenticeship or traineeship*	o	o	o	o
Gave me useful practical experience in the workplace**	o	o	o	o

* Only for apprentices and trainees

** Only for VET/VCAL students

[VCAL STUDENTS - GO TO Q18]

[IB STUDENTS - GO TO D3]

[FOR RESPONDENTS WHO WERE ENROLLED IN ACE OR TAFE ONLY – FLAGGED]

Q18. Could you tell me why you did your VCE or VCAL in a TAFE or Adult and Community Education provider, rather than a school?

RECORD RESPONSE

Q19. In relation to your VCAL program, which aspects of your study did you like the most?
Would that be Strongly Agree, Agree, Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Workplace experience	o	o	o	o
The opportunity to do VET in Schools subjects	o	o	o	o
The hands-on approach to learning	o	o	o	o
The opportunity to complete your studies at your own pace	o	o	o	o

Q20. And finally, to what extent would you agree or disagree with the following statement?
Would that be Strongly Agree, Agree, Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Your VCAL course was an important reason you stayed on at school	o	o	o	o

D3.

As this is market research, it is carried out in compliance with the Privacy Act and the information you provided will be used only for research purposes.

As soon as the information processing period has finished, your name and contact details will be removed from your responses to the survey. After that time, we will no longer be able to identify the responses provided by you. However, for the period that your name and contact details remain with your survey responses, which will be approximately 3 months, you will be able to contact us to request access to the information that you have provided.

CLOSING STATEMENT

The *On-Track* report will soon be available on DE&T's website.

That is the end of the interview. Thank you very much for your time and assistance.

On-Track – School Leaver Survey

EARLY LEAVERS

Introduction

Hello, my name is ....., from Fieldworks. May I please speak to (name on list)? I'm ringing on behalf of *On Track*, a Department of Education and Training project. You may have heard advertisements for *On Track* on the radio. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

On Track is looking to find out how school leavers are going since they left school, so that the Victorian government can improve its services to young people. All the data collected is anonymous and confidential and participation is voluntary.

If you have any concerns, you may contact the University of Melbourne Ethics Committee on 03 8344 2073.

1a. Are you currently studying?

- ☐ Yes 1
- ☐ No 2

1b. Are you currently doing an apprenticeship?

- ☐ Yes 1
- ☐ No 2

[IF Q1B=1, SKIP Q1C)

1c. Are you currently doing a traineeship?

- ☐ Yes 1
- ☐ No 2

[IF Q1A=YES AND Q1B=NO AND Q1C=NO, ASK Q2A]

[IF Q1B=YES ASK Q2B]

[IF Q1C=YES ASK Q2B]

[IF Q1A=NO AND Q1B=NO AND Q1C=NO, SKIP TO Q3]

Q2a. Are you studying at … READ OUT

- ☐ School 1
- ☐ University 2
- ☐ TAFE 3
- ☐ Private Training College 4
- ☐ Adult and Community Education provider 5
- ☐ Other 6

[IF ANSWERED Q2A, SKIP Q2B]

Q2b. Are you doing the theory part of your training at: READ OUT

☐ School	1
☐ University	2
☐ TAFE	3
☐ Private Training College	4
☐ Your workplace	5
☐ A Group Training Organisation	6
☐ Adult and Community Education provider	7
☐ Other	8

[IF Q2A=1 OR Q2B=1 (SCHOOL), TERMINATE; OTHERS GO TO Q3]

TERMINATE SPIEL

That is all the questions I have for you today. Thank you for your time and assistance and you have been speaking to (Interviewer's name) from Fieldworks.

Q3. What year level did you study last year?

☐ Year 9	1
☐ Year 10	2
☐ Year 11	3
☐ Year 12	4
☐ Did not study last year	6

[IF Q3=6, TERMINATE; OTHERS GO TO Q4]

(IF Q1A=1 OR Q1B=1 OR Q1C=1, ASK Q4; OTHERS GO TO Q9)

Q4 What is the name of the institution where you are studying?

Code frame for Universities and TAFES BELOW

PRIVATE TRAINING COLLEGES AND ADULT & COMMUNITY EDUCATION PROVIDERS TO BE WRITTEN IN

Universities

- ☐ Melbourne
- ☐ Monash
- ☐ Deakin
- ☐ LaTrobe
- ☐ RMIT
- ☐ Swinburne
- ☐ Ballarat
- ☐ Australian Catholic University
- ☐ Charles Sturt University
- ☐ NSW universities
- ☐ QLD universities
- ☐ SA universities
- ☐ Tas universities
- ☐ WA universities
- ☐ ACT universities
- ☐ NT universities

Other (specify) _____

TAFES

- ☐ Bendigo Regional Institute of TAFE
- ☐ Box Hill Institute of TAFE
- ☐ Central Gippsland TAFE
- ☐ Chisholm Institute of TAFE
- ☐ East Gippsland Institute
- ☐ Gordon Institute
- ☐ Goulburn Ovens Institute of TAFE
- ☐ Holmesglen Institute
- ☐ Kangan Batman Institute of TAFE
- ☐ Northern Melbourne Institute of TAFE (NMIT)
- ☐ RMIT (TAFE Division)
- ☐ South West Institute of TAFE
- ☐ Swinburne (TAFE Division)
- ☐ Sunraysia Institute of TAFE
- ☐ University Of Ballarat (TAFE Division)
- ☐ University of Melbourne (TAFE Division)
- ☐ Victoria University (TAFE Division)
- ☐ William Angliss Institute of TAFE
- ☐ Wodonga Institute of TAFE

Other (specify) _____

Q5 On which campus are you located?

(IF Q1A=1 AND Q1B=2 AND Q1C=2, ASK Q6)
(IF Q1B=1 OR Q1C=1, SKIP TO Q7)

Q6 What course are you studying?

(MULTIPLE RESPONSE FOR DOUBLE DEGREES)

(SEE HELP SHEET IF UNCERTAIN HOW TO CLASSIFY RESPONDENT'S COURSE)

1	NATURAL AND PHYSICAL SCIENCES (including)
	Biological Sciences
	Chemical Sciences
	Earth Sciences
	Mathematical Sciences
	Other Natural and Physical Sciences
	Physics and Astronomy
2	INFORMATION TECHNOLOGY (including)
	Computer Science
	Information Systems
	Other Information Technology
3	ENGINEERING AND RELATED TECHNOLOGIES (including)
	Aerospace Engineering and Technology
	Automotive Engineering and Technology
	Civil Engineering
	Electrical & Electronic Engineering & Technology
	Geomatic Engineering
	Manufacturing Engineering and Technology
	Maritime Engineering and Technology
	Mechanical and Industrial Engineering & Technology
	Other Engineering and Related Technologies
	Process and Resources Engineering
4	ARCHITECTURE AND BUILDING (including)
	Architecture and Urban Environment
	Building
5	AGRICULTURE, ENVIRONMENTAL & RELATED (including)
	Agriculture
	Horticulture and Viticulture
	Forestry Studies
	Fisheries Studies
	Environmental Studies
	Other Agriculture, Environmental & Related Studies
6	HEALTH (including)
	Complementary Therapies
	Dental Studies
	Medical Studies
	Nursing
	Optical Science
	Other Health
	Pharmacy
	Public Health
	Radiography
	Rehabilitation Therapies
	Veterinary Studies
7	EDUCATION (including)
	Curriculum and Education Studies
	Other Education
	Teacher Education
8	MANAGEMENT AND COMMERCE (including)
	Accounting
	Banking, Finance and Related Fields
	Business and Management
	Office Studies
	Other Management and Commerce
	Sales and Marketing
	Tourism
9	SOCIETY AND CULTURE (including)
	Behavioural Science
	Economics and Econometrics
	Human Welfare Studies and Services
	Justice and Law Enforcement
	Language and Literature
	Law
	Librarianship, Info. Management & Curatorial Studies
	Other Society and Culture
	Philosophy and Religious Studies
	Political Science and Policy Studies
	Sport and Recreation
	Studies in Human Society
10	CREATIVE ARTS (including)
	Communication and Media Studies
	Graphic and Design Studies
	Other Creative Arts
	Performing Arts
	Visual arts and Crafts
11	FOOD, HOSPITALITY AND PERSONAL SERVICES (including)
	Food and Hospitality
	Personal Services
12	MIXED FIELD PROGRAMMES (including)
	Employment Skills Programmes
	General Education Programmes
	Other Mixed Field Programmes
	Social Skills Programmes

Q7 What level are you studying? [READ OUT IF NECESSARY]

☐ Undergraduate degree	1
☐ Advanced Diploma	2
☐ Diploma	3
☐ Certificate 4	4
☐ Certificate 3	5
☐ Certificate 2	6
☐ Certificate 1	7
☐ Certificate Unspecified	8
☐ Other (specify)	9

[ASK Q8 IF Q7=6 OR 7 OR 8; OTHERS SKIP TO Q9]

Q8 What are your reasons for doing this course?

☐ It is a pre-apprenticeship course	A/D
☐ It was the only course available locally	A/D
☐ It was the only course I could get into	A/D
☐ It was a course I felt I could manage	A/D

[NOTE – ALL RESPONDENTS TO ANSWER THIS AND FOLLOWING QUESTION]

Q9 Did you apply for a tertiary place through VTAC?

☐ Yes	1
☐ No	2

Q10 Were you offered a place in university or TAFE/VET?

☐ University	1
☐ TAFE/VET	2
☐ Both	3
☐ Did not receive an offer	4

[IF Q10=1, 2 OR 3 ASK Q11]

Q11 Did you… (READ OUT)

☐ Accept the offer and enrol in that course	1
☐ Reject the offer or cancel your enrolment	2
☐ Defer	3
☐ Other (please specify)	4

[ASK Q12 IF Q1A=2 AND Q1B=2 AND Q1C=2; OTHERWISE SKIP TO Q13]

Q12 Which of the following is a reason why you are not studying?

Reason	Agree	Disagree
You never planned or intended to study	o	o
You don't feel ready for more study at the moment	o	o
You are waiting to qualify for Youth Allowance to support your future study	o	o
You would have difficulty supporting yourself while studying	o	o
There would have been too much financial pressure on your family	o	o
There is too much travel involved	o	o
You have tried to get into a course, but were not successful	o	o
The costs of study are a barrier	o	o
The costs of travel are a barrier	o	o
You were unsure whether you would be able to cope with the work	o	o
It would have meant leaving home	o	o

[IF Q1B=1 OR Q1C=1, SKIP Q13 AND Q14 – GO TO Q15].

Q13 Are you now working (DO NOT ASK IF Q1b=1 (APPRENTICE) or Q1c=1 (TRAINEE))?

- ☐ Yes full-time 1
- ☐ Yes part-time 2
- ☐ No, looking for work 3
- ☐ No, not looking for work 4

[IF Q13=3-4, GO TO D1]

Q14 Are you a casual employee ☐ Yes ☐ No

Q15 How many hours are you working on average per week?

[WRITE IN]

Q16 What is your main job? [DON'T READ OUT; SINGLE RESPONSE]

[FOR APPRENTICES AND TRAINEES, MAIN JOB SHOULD BE THEIR APPRENTICESHIP OR TRAINEESHIP]

ASK ALL WORKING AND ALL APPRENTICES AND TRAINEES

1 ACCOUNTING, FINANCE AND MANAGEMENT	10 GARDENING, FARMING AND FISHING
Accountants	Animal Workers
Accounts and Payroll Clerks	Farm Workers and Farmers
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Cabinet Makers and Furniture Finishers	Health Support
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IT Other Occupations	Metal Fitters and Machinists
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IT Systems Development	Sheetmetal Workers

IT Technical/Engineer	17 Motor Vehicle Service and Repair
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Freight and Furniture Handlers	Motor Mechanics
Other Transport	Panel Beaters and Vehicle Painters
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9 FOOD, HOSPITALITY AND TOURISM	Security Officers, Guards, Police and Fire
Baking and Pastry-cooking	Social and Welfare
Bar Attendants	20 TEACHING, CHILD CARE AND LIBRARY
Butchers and Slaughterers	Child Care
Chefs and Wine Makers	Library
Cooks	Teachers, Tutors and Teachers' Aides
Flight and Travel Attendants	
Hotel and Gaming Workers	
Hotel, Motel, Club and Restaurant Managers	
Kitchenhands	
Travel Agents and Tour Guides	
Waiters	

D1. Are you of Aboriginal or Torres Strait Islander origin?

- ☐ Yes 1
- ☐ No 2

[ASK D2 IF Q1A=2 AND Q1B=2 AND Q1C=2 (NOT STUDYING OR TRAINING) AND Q13=2-4 (NOT WORKING FULL TIME); OTHERS SKIP TO D3]. EXCLUDE OVER 19 YEAR-OLDS.

D2.

From your earlier answers it seems that you are not currently working full-time or studying. This may mean that you are interested in some help in exploring possible next steps.

Local Learning and Employment Networks known as LLENs can help you find out more about work and study options. They are funded by the Victorian Government.

If you want, we can pass your name and number to your local LLEN who will contact you to provide information and assistance.

Would you like someone to contact you?

- ☐ Yes 1
- ☐ No 2

If yes, get landline and a mobile number _____

Q17 We would now like to read out some statements about the course you did last year at school. Can you tell me how much you agree or disagree with each one?

THE COURSE I DID: [READ OUT EACH STATEMENT]

Would that be Strongly Agree, Agree , Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Led to a valuable qualification	o	o	o	o
Gave me important skills and training for work	o	o	o	o
Improved my chances of getting a good job	o	o	o	o
Gave me valuable opportunities for study at university or TAFE	o	o	o	o
Helped me better understand the world in which we live	o	o	o	o
Improved my personal and communication skills	o	o	o	o
Improved my self-confidence	o	o	o	o
Gave me the chance to learn important areas of human knowledge	o	o	o	o
Helped me get an apprenticeship or traineeship*	o	o	o	o
Gave me useful practical experience in the workplace**	o	o	o	o

* Only for apprentices and trainees

** Only for VET/VCAL students

[VCAL STUDENTS - GO TO Q18]

[IB STUDENTS - GO TO D3]

[FOR RESPONDENTS WHO WERE ENROLLED IN ACE OR TAFE ONLY – FLAGGED]

Q18. Could you tell me why you did your VCE or VCAL in a TAFE or Adult and Community Education provider, rather than a school?

RECORD RESPONSE

Q19. In relation to your VCAL program, which aspects of your study did you like the most?
Would that be Strongly Agree, Agree, Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Workplace experience	o	o	o	o
The opportunity to do VET in Schools subjects	o	o	o	o
The hands-on approach to learning	o	o	o	o
The opportunity to complete your studies at your own pace	o	o	o	o

Q20. And finally, to what extent would you agree or disagree with the following statement?
Would that be Strongly Agree, Agree, Disagree or Strongly Disagree?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Your VCAL course was an important reason you stayed on at school	o	o	o	o

D3.

As this is market research, it is carried out in compliance with the Privacy Act and the information you provided will be used only for research purposes.

As soon as the information processing period has finished, your name and contact details will be removed from your responses to the survey. After that time, we will no longer be able to identify the responses provided by you. However, for the period that your name and contact details remain with your survey responses, which will be approximately 3 months, you will be able to contact us to request access to the information that you have provided.

CLOSING STATEMENT

The *On-Track* report will soon be available on DE&T's website.

That is the end of the interview. Thank you very much for your time and assistance.

appendix 3

Tertiary education, aspirations and offers

Figure 87 *Mean tertiary application rates in school, grouped by achievement level (GAT decile)*

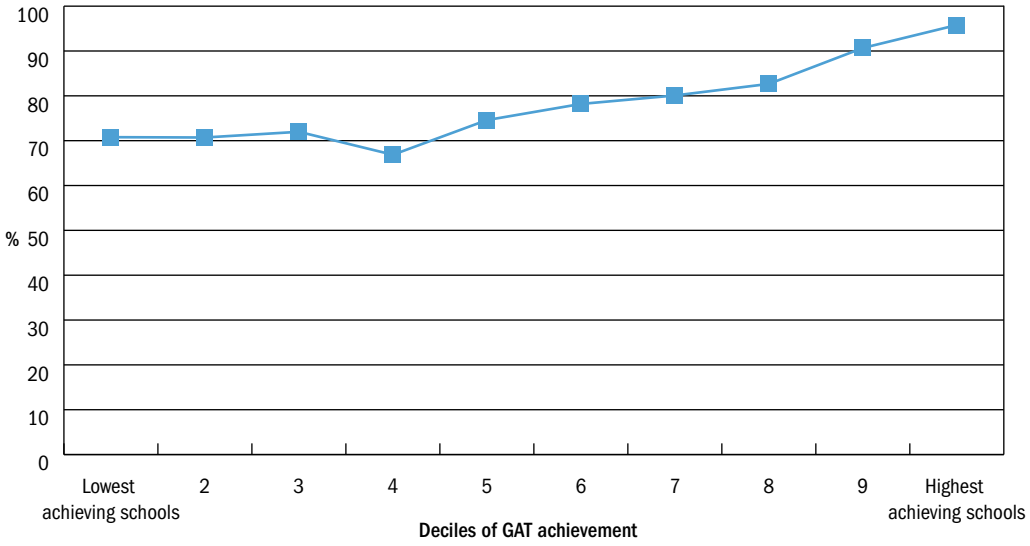

Figure 87 illustrates the effects of achievement on tertiary aspirations (based on VTAC application rates for schools). As the achievement level of Year 12 students falls so too does their rate of application for tertiary study.

Figure 88 *Tertiary offers, by SES*

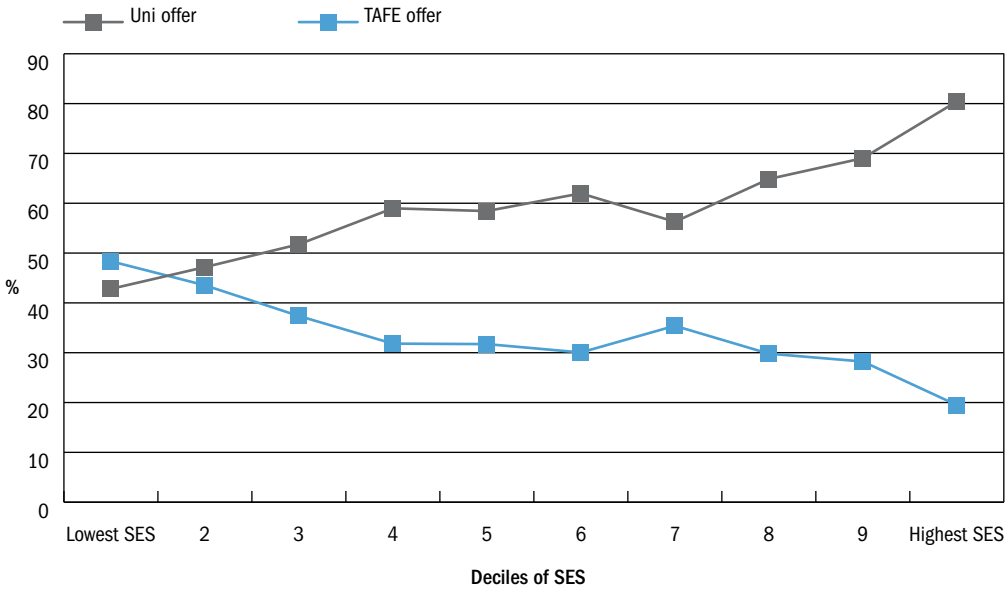

Figure 89 *Tertiary offers, by achievement level*

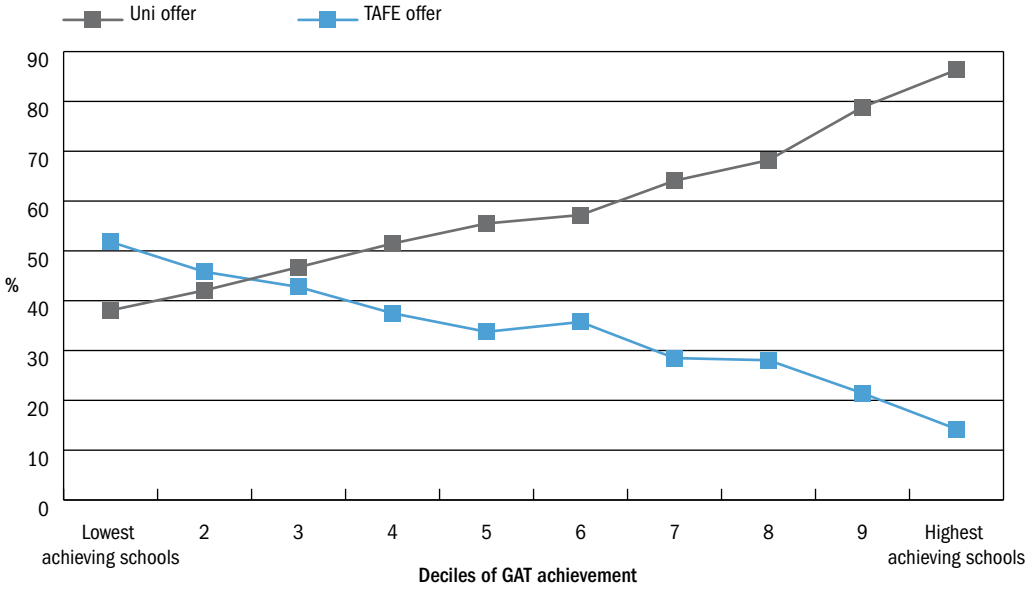

Figure 88 and Figure 89 show that as both achievement and advantage decrease, university offers drop from above 80 per cent to below 40 per cent, while TAFE/VET offers increase for the school completers from the poorest families and with the lowest GAT scores (but barely exceed 50 per cent for any group).