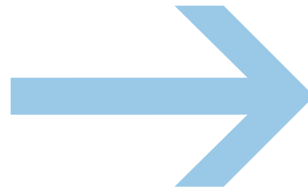


***ON TRACK* LONGITUDINAL 2007 RESULTS**



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Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACE	Adult Community Education
GAT	General Achievement Test
SES	socioeconomic status
TAFE	Technical and Further Education
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training

Executive summary

This report presents the 2007 results from the longitudinal survey undertaken as part of the Victorian *On Track* surveys of school leavers. While the annual surveys of school leavers are able to measure initial destinations and the extent to which young people enter tertiary education and work in their first post-school year, they do not provide a longer-term view of how successful school leavers are in securing stable employment and completing further study. To get a sense of transition experiences and pathways requires a longitudinal survey where school leavers are followed over several years. The longitudinal component of *On Track* was implemented to do this. It follows large numbers of young people across several years, providing information on education, training and work activities and experiences that can help inform policy making around pathways planning.

On Track longitudinal contains two cohorts of young people, one that was based on school leavers from 2003 and another based on school leavers from 2004. The two cohorts contain different groups of young people, to provide detailed information on the experiences of different school leavers making the transition from school to further study and work.

The 2003 longitudinal cohort was designed to provide estimates of the activities and experiences of groups of school leavers, particularly those in 'at-risk' categories, such as early school leavers and young people living in rural and remote areas. The cohort contains representative samples of early school leavers and Year 12 completers, young people in urban and those in rural areas, and those who engage in education and training in their first post-school year, and those who do not.

The 2004 cohort was designed to provide data on four categories of school leavers: those who completed the VCAL certificate in Year 12, those who were engaged in an apprenticeship, those in a traineeship in their first post-school year, and

those in campus-based entry-level VET (Certificate I, II or III) study in 2005.

The current report examines the activities and experiences of both the 2003 cohort of school leavers in the fourth year out from school and the 2004 cohort in the third year out from school. It maps the experiences of the different groups of school leavers in the period between leaving secondary school and the interviews in 2007. Comparisons are made between the various categories of school leavers to identify the different pathways young people take through education, training and work, as well as periods of time spent not in the labour force or in study.

The samples were stratified to promote study of key groups of young people leaving school, such as those who enter apprenticeships and traineeships, as well as early leavers and school completers. The strata were intended to provide not only state level estimates, but also accurate estimates of pathways for each of the main groups.

→ Key findings

Results from the 2003 cohort

Year 12 completers are more often engaged in study, training or work

In looking at the proportions of early school leavers and school completers who left school in 2003 and who are positively engaged in 2007 (proportion of each group (and sub-groups) in study, training or full-time work four years after leaving school), the outcomes are stronger for those who had completed their senior school certificate: 85 per cent of Year 12 completers were engaged in study, training or work in 2007 compared to 72 per cent of early leavers.

Engagement in study, training or work is linked to school attainment

Levels of engagement in study, training or work decrease with level of school attainment. Seven in ten early leavers (70 per cent) who left school during or at the end of Year 10 were in work study or training in 2007. This compared to 73 per cent of Year 11 leavers 4 years on from leaving school and over 85 per cent of Year 12 completers.

Year 12 completers happy with their outcomes

Survey respondents were asked to review whether 'things had worked out the way you wanted since leaving school'. Over 80 per cent of Year 12 completers agreed with this statement compared to 75 per cent of early leavers. Responses varied by main destination in 2007. In general those with more secure pathways, such as university and apprenticeship were more positive about their current position. The least positive were those who were unemployed, and in particular the unemployed early leavers. Of the early leavers who did not think 'things had worked out' 21 per cent reported what they should have 'done things differently' – gone back to school, stayed in school or completed school.

The discontinuation rate from initial university courses is fairly high

The percentage of Year 12 completers who leave school and enter university but then discontinue their study without completing is 28 per cent, indicating that more than 1 in 4 of the sample of university entrants had left without completing their initial degree. This is roughly equivalent to the national figure of university non-completion estimated by Martin, Maclachlan and Karmel (2001), though their estimate was calculated over a 7 rather than 4 year period. The discontinuation rates are higher for men: 32 per cent of male university entrants had discontinued their study compared to 24 per cent for women. A third of the male and female discontinuers indicated that they planned to return to university study. Indeed half of all those who had discontinued their 2004 study were enrolled in a new university course in 2007.

One of the reasons for discontinuation in university is the strength of opportunities available in other pathways.

Unemployment rates are low for Year 12 completers

The unemployment rate across most categories of Year 12 completers was less than 3 per cent in 2007. In the 2004 *On Track* survey, about 5 per cent of Year 12 completers were identified as unemployed and not in work, education or training. Of this group 6.3 per cent were unemployed in 2007. The rate is higher than for those who were engaged in study or training or in work as their initial post-school activity. However, it is a much lower rate than for early school leavers who began their transition from school the same way (the rate for early leavers is 13.4 per cent).

Education and training pathways are important for early school leavers

Apprenticeships, and other forms of VET, remain important for early school leavers. Of the early leaver survey respondents who left school in 2003, 27.3 per cent were in apprenticeships in 2004. In 2007, many were still engaged in study or training (about 60 per cent). The majority of the others had moved into full-time work. The looking for work rate for this group was comparatively low (2.7 per cent). Of the original group of early school leavers who entered VET on leaving school (23 per cent of all early leavers), over half were in the labour force and no longer in study or training. Half of this group (26.4 per cent) was in full-time work. A further 17.4 per cent was in part-time work and 9.5 per cent was looking for work.

Levels of discontinuation in apprenticeships are relatively low

Nearly 80 per cent of the group of early leavers that took up an apprenticeship in their first post-school year were either still engaged in their apprenticeship training or had completed the certificate. This is a rate of continuation and completion at least as strong as that for students who entered university on leaving school. It is an indication of the importance of apprenticeships as a pathway for early school leavers, although this form of training heavily favours males.

Some early leavers experience extended periods of milling and churning

About 34 per cent of the 2003 cohort of early school leavers was not in any education and training in 2004 and either in part-time work (13.8 per cent) or unemployed (16.8 per cent) or not in the labour force (3.3 per cent). Of the group that was looking for work, approximately seven in ten (69 per cent) in 2007 were not engaged in any form of education or training. Some were in full-time work (20.6 per cent). However, almost half of the early leavers initially unemployed (looking for work) on leaving school were in part-time work (25.2 per cent), looking for work (13.4 per cent) or not in the labour force (9.7 per cent). Despite the carriage of time, a large proportion of those initially unemployed have remained in a marginal workforce status. The rates are higher than for Year 12 completers indicating that early school leavers more frequently can be disadvantaged in making the transition from school to work.

Results from the 2004 cohort

Apprenticeship continuation rates are strong

Of those surveyed who were apprentices in 2005, 76.2 per cent were still doing that apprenticeship in 2007. Most of the remainder (16.8 per cent of the total group) had discontinued their apprenticeship, while a small proportion reported having completed it already (7 per cent). Of those who discontinued, 11.4 per cent had left during the first year of their indenture (2006), while 5.4 per cent had discontinued during the second year. Continuation rates were slightly stronger among males than among females. They were also stronger for young people living in rural and regional areas of Victoria than in city locations, highlighting the importance of the training pathway for non-metropolitan youth.

Traineeship completion rates are high

Over half the group of trainees had completed their training in 2006 and a further 18 per cent had completed by 2007. In total seven in ten trainees had completed. A further 10 per cent were still participating in traineeship training. It means that the discontinuation rate is about 20 per cent.

Trainees who complete their training gain jobs

Full-time work is the main destination for school leavers who complete a traineeship. Approximately 46 per cent of trainees who completed their training were in full-time work in 2007, while a further 12 per cent, approximately, were in part-time work. Unemployment was less than 2 per cent, with the remainder in other forms of education and training, including university (20 per cent of female trainees and 15 per cent of males), middle and advanced-level VET study (14 per cent of females and 7 per cent of males), another traineeship (5 per cent of females and 4 per cent of males) and apprenticeships (1 per cent of females and 10 per cent of male trainees).

Entry-level VET is a stepping stone to other forms of study and training

Entry level VET is an important stepping stone to other forms of study and training, though the type of study varies by gender. The 2007 destinations of males who had commenced an entry-level VET course in 2005 reveal that over half were undertaking an apprenticeship (55 per cent). Females were more likely to be enrolled in campus-based VET (22 per cent, all course levels compared to 9 per cent for males) and at university (9 per cent compared to 2 per cent for males).

VCAL graduates doing well compared to early leavers

Compared to VCAL graduates, early leavers are the group most likely to be unemployed, with 13 per cent of this group looking for work three years after leaving school compared to 7 per cent for VCAL graduates. If part-time work, unemployment and not being the labour force are treated as being in more marginal activities, reflecting young people not fully engaged in work or study, then VCE graduates are slightly better positioned than VCAL graduates, who are in turn better placed than early leavers amongst whom nearly one-third are in this position three years after leaving school (21 per cent of VCE graduates are in part-time work, unemployed or not in the labour force compared to 28 per cent of VCAL graduates and 32 per cent of early leavers).



Introduction

This report presents the 2007 results from the longitudinal survey undertaken as part of the Victorian *On Track* surveys of school leavers. *On Track* is a program of annual surveys of school leavers designed to provide broader measures of the success of schools in securing outcomes for their students. It seeks to provide profiles of post-school transition that take into account the range of academic and vocational pathways that young people enter after leaving school.

While the annual surveys of school leavers are able to measure initial destinations and the extent to which young people enter tertiary education and work in their first post-school year, they do not provide a longer-term view of how successful school leavers are in securing stable employment and completing further study. To get a sense of transition experiences and pathways requires a longitudinal survey where school leavers are followed over several years. The longitudinal component of *On Track* was implemented to do this. It follows large numbers of young people across several years, providing information on education, training and work activities and experiences that can help inform policy making around pathways planning.

The opportunities that young people have in the early years after leaving school, and the decisions they take, can have major implications for their long-term economic and social well being. Measurement and analysis of what happens to young people in this critical period provides valuable and important information that can inform policy on school, work, education and training strategies to help make the transition process smoother for larger numbers of young people and particularly for those most at risk.

On Track longitudinal contains two cohorts of young people, one that was based on school leavers from 2003 and another based on school leavers from 2004. The two cohorts contain different groups of young people, to provide detailed information on the experiences of

different school leavers making the transition from school to further study and work. For example, the 2003 cohort contains representative samples of early school leavers and Year 12 completers, young people in urban and those in rural areas, and those who engage in education and training in their first post-school year, and those who do not. The 2004 cohort includes more representative samples of apprentices and trainees, entry-level VET participants and Victorian Certificate of Applied Learning (VCAL) graduates.

The 2003 longitudinal cohort focuses on groups of early leavers and Year 12 completers and was designed to provide detailed information on employment and education and training experiences. In particular, by following groups of school leavers over an extended period of time, it aims to help address the following sorts of questions:

If young people enter employment immediately on leaving school, how many are able to remain in full-time work?

- Does part-time work lead to full-time employment?
- How many school leavers entering study and training complete their post-school studies?
- Do young people who defer enrolment, ultimately enter study or training?
- Are transition experiences different for young people living in rural and remote areas of Victoria compared with those in urban centres?

Two reports have been prepared on the activities of the 2003 cohort at two and three years out from school, in 2005 and 2006 respectively. The reports have been published by the Victorian Department of Education and are available at http://www.sofweb.vic.edu.au/voced/ontrack/pdfs/longitudinal_2005.pdf and http://www.sofweb.vic.edu.au/voced/ontrack/pdfs/longitudinal_2006.pdf. The 2005 report also contains information on the characteristics of the cohort.

The 2004 cohort was designed to provide data on four categories of school leavers: those who completed the VCAL certificate in Year 12, those who were engaged in an apprenticeship, those in a traineeship in their first post-school year, and those in campus-based middle or entry-level VET (Certificate I, II or III) study in 2005. The sample structure used for this longitudinal cohort, with its focus on apprentices, trainees, entry-level VET students and VCAL graduates, allows for addressing the following sorts of questions:

- What are the rates of completion and discontinuation of training contracts and entry-level VET courses among school leavers?
- Who is more likely to drop out of an apprenticeship, traineeship or entry-level VET course, and why?
- What happens to school leavers who complete a traineeship or basic VET course?
- What happens to school leavers who drop out of VET study or training?
- Where do VCAL graduates end up in the third year out of school, and how does this compare with VCE graduates and early school leavers?

The current report examines the activities and experiences of both the 2003 cohort of school leavers in the fourth year out from school, and the 2004 cohort in the third year out from school. It maps the experiences of the different groups of school leavers in the period between leaving secondary school and the interviews in 2007. Comparisons are made between the various categories of school leavers to identify the different pathways young people take through education, training and work, as well as periods of time spent not in the labour force or in study. A key policy concern is whether differences in educational, social, demographic and regional circumstances associated with different groups of teenagers leaving school become even more marked as they mature into young adults.

→ **On Track longitudinal survey samples and design**

The longitudinal surveys were designed to provide information on the activities and experiences of different groups of school leavers, such as those in apprenticeships and traineeships or those in 'at-risk' categories including early school leavers and young people living in rural and remote areas. For this reason, certain groups of school leavers were over-sampled to ensure that accurate and reliable estimates could be derived.

Table 1 presents the designed and achieved sample sizes. The first panel reports information on the 2003 school leaver cohort. The second panel provides information on the 2004 leaver cohort. The first column presents the proposed or base sample structures for the two longitudinal cohorts. For 2003, it is stratified by region, year level of school leaving, and main initial post-school destination. The strata are intended to provide not only state level estimates, but also accurate estimates of pathways for each of the main sub groups. For 2004, the design was based around achieving representative samples of apprentices, trainees, entry-level VET participants and VCAL graduates.

Young people can enter a variety of pathways involving study and work once they leave school. The 2003 cohort is designed to provide estimates for two broad categories: (1) those who enter some form of education and training such as university, a VET certificate course, or apprenticeship, and (2) those who do not undertake any study or training in their first post-school year, that is, either entering full-time or part-time work, or experiencing unemployment and periods not in the labour force. The designed or base sample was stratified by these two broad pathways in roughly similar proportions to those identified from the 2003 *On Track* survey: 70 per cent in education and training and 30 per cent not in education and training.

The sample sizes for each strata were derived to ensure a minimum 95 per cent confidence that any estimate will be accurate to within + or – 5 per cent.

Table 1 shows that the achieved sample in 2007 was larger than the designed sample in several categories: those who were living in metropolitan areas in 2003, Year 12 completers, and those who were not in education and training in their first post-school year. The achieved samples were lower than the designed rates for early school leavers (Year 10, Year 11), those who were living in non-metropolitan areas in 2003, and those who were in education and training in 2004.

For the 2004 cohort, sufficient numbers were achieved to meet the needs of the survey design, and in some categories the numbers were

exceeded significantly (for example, apprentices). The last column in Table 1 presents the achieved sample in 2007 by category of school leaver. The achieved sample in 2007 shows that the number of apprentices is much larger than the target number — 1427 achieved interviews as against a target number of 648. The number of leavers in the achieved traineeship sample was very close to the target sample size (650 achieved compared to a target of 648). The achieved sample for those undertaking entry-level VET in their first post-school year was lower in 2007 than the designed sample (691 achieved compared to a target of 1296).

Table 1 *Designed and achieved samples for the longitudinal study: 2004 to 2007*

	Designed sample base		Designed sample for 2005		Achieved sample in 2005		Designed sample for 2006		Achieved sampled 2006		Designed sample for 2007		Achieved sampled 2007	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2003 Cohort														
Region														
Metropolitan	2150	50.0	1720	50.0	2214	59.9	1548	50.0	1748	59.8	1393	50.0	1442	60.7
Non-metropolitan	2150	50.0	1720	50.0	1481	40.1	1548	50.0	1174	40.2	1393	50.0	935	39.3
Year level														
Year 10	1032	24.0	826	24.0	682	18.5	743	24.0	493	16.9	669	24.0	364	15.3
Year 11	1204	28.0	963	28.0	892	24.1	867	28.0	658	22.5	780	28.0	516	21.7
Year 12	2064	48.0	1651	48.0	2121	57.4	1486	48.0	1771	60.6	1337	48.0	1501	63.0
Main initial activity														
Education and training	3010	70.0	2408	70.0	2107	57	2167	70.0	1694	58	1950	70.0	1410	59.2
Not in education and training	1290	30.0	1032	30.0	1588	43	929	30.0	1228	42	836	30.0	971	40.8
Total	4300	100.0	3440	100	3695	100	3096	100	2922	100	2786	100	2381	100
2004 Cohort														
Category														
Apprentices	900						720	19.3	1696	40.8	648	19.3	1427	39.5
Trainees	900						720	19.3	823	19.8	648	19.3	650	18.0
Entry-level VET	1800						1440	38.5	853	20.4	1296	38.5	691	19.1
VCAL graduates	1070						856	22.9	789 [377] ^a	19.0	770	22.9	648 [297] ^a	17.9
Total	4670						3736	100	3749	100	3362	100	3416	100

^a The VCAL figure includes a number of respondents who were also included as apprentices, trainees or in entry-level VET. The figure in brackets represents the number of VCAL graduates not included in the other categories.

The target sample sizes for 2007 were designed to ensure that, following likely rates of attrition, there would be enough sample members in 2008 to provide robust estimates of key groups of leavers. The original design assumed a 20 per cent loss in sample numbers between 2005 and 2006, and a further loss of 10 per cent annually thereafter. In 2007, the sample size is slightly larger than required based on these assumptions. A 20 per cent loss of the target sample would produce a 2007 designed sample of 3362. The achieved sample is 3416.

Table 1 shows that for the 2003 cohort attrition rates between 2006 and 2007 varied from 15.2 per cent for Year 12 leavers to 26.2 per cent for Year 10 leavers. These patterns of attrition are consistent with those achieved in other longitudinal surveys of young people which tend to show higher levels of sample loss among low achievers and early school leavers (for example, see Marks and Long (2000), for an account of sample attrition in the Longitudinal Surveys of Australian Youth). To address the differential attrition it is necessary to calculate weights which are built to the base (original) sample design. All of the estimates presented in this report have been weighted to account for differential attrition.

→ Characteristics of the 2004 longitudinal cohort

Table 2 presents the characteristics of the 2007 sample of the 2004 longitudinal cohort. The attributes are provided for all respondents as well as for each of the main program and education and training categories. Year 12 VCAL graduates may also be included as apprentices, trainees or in entry-level VET. For this reason two sets of figures are provided for the VCAL sample: VCAL graduates only, and in brackets, the total number of VCAL graduates including those in the other categories.

Approximately 72 per cent of those in apprenticeships in their first post-school year had completed Year 12. Among trainees, however, the rate was much higher approaching 95 per cent. The trainee sample also comprises more female school leavers (62 per cent) than male leavers (38 per cent), whereas apprentices far more often are males (84.9 per cent), consistent with national patterns of gender differences in apprenticeship participation (NCVER, 2004). Trainees are drawn fairly evenly from rural and from metropolitan locations, while apprentices are more often from metropolitan centres.

The entry-level VET sample has equal numbers of Year 12 completers (50.1 per cent) and early school leavers (49.9 per cent), though comprises more males (65.6 per cent) than females (34.4 per cent). It is also drawn more heavily from young people living in city areas (66.7 per cent of the entry-level sample).

The General Achievement Test (GAT) achievement profile (quintiles) for apprentices, trainees and entry-level VET participants suggest that these groups are more often lower academic achievers. The achievement profile applies only to the Year 12 leavers and is based on GAT results. GAT is a test of general knowledge and skills in written communication, mathematics, science and technology. The profiles suggest that apprentices and entry-level VET participants, in particular, were more often lower achievers, as assessed by GAT performance.

→ Structure of the report

The report is divided into two parts. Part A reports on the 2003 longitudinal cohort of school leavers. Part B reports on the 2004 longitudinal cohort.

Part A contains two chapters. Chapter 1 presents some of the key findings on outcomes comparing Year 12 completers and early leavers. It begins with a broad outline of the main activities of school leavers in 2004 and 2007. The 2007 survey contact provides an opportunity four years from leaving school to evaluate the longer term outcomes of both groups. A snapshot of the main destinations of early leavers and year 12 completers four years after leaving school is presented here, as well as measures of engagement and education attainment for these groups in 2007.

Chapter 2 examines the destinations of early leavers and Year 12 completers in more detail, and in particular differences that arise due to gender and location.

Part B contains four chapters. Chapter 3 presents information on the 2004 cohort of apprentices. It reports on the status of apprentices in 2007, including those who continued into the third year of their apprenticeship as well as those who dropped out. Reasons for dropping out and the current activities of those no longer in apprenticeships are reported.

Chapter 4 presents information on the status of trainees, including those who completed, those who dropped out and those who are

Table 2 The 2004 longitudinal survey cohort (2007 sample), by selected characteristics (%)

	Apprenticeship		Traineeship		Entry-level VET		VCAL graduate		All
	N	%	N	%	N	%	N	%	N
School attainment									
Year 12 completer	1023	71.7	615	94.6	346	50.1	297 [648] ^a	100.0	2281
Early leaver	404	28.3	35	5.4	345	49.9			784
Total	1427	100.0	650	100.0	691	100.0	297 [648] ^a	100.0	3065
Gender									
Males	1212	84.9	247	38.0	453	65.6	173 [447] ^a	58.2	2085
Females	215	15.1	403	62.0	238	34.4	124 [201] ^a	41.8	980
Total	1427	100.0	650	100.0	691	100.0	297 [648] ^a	100.0	3065
Achievement GAT quartile*									
Lowest	318	51.3	163	35.5	103	50.2			584
Lower-mid	171	27.6	154	33.6	57	27.8			382
Upper-mid	105	16.9	100	21.8	39	19.0			244
Highest	26	4.2	42	9.2	6	2.9			74
Total	620	100.0	459	100.0	205	100.0			1284
School Certificate type*									
VCE	803	78.5	584	95.0	246	71.1			1633
VCAL	220	21.5	31	5.0	100	28.9	297 [648] ^a	100.0	648
Total	1023	100.0	615	100.0	346	100.0	297 [648] ^a	100.0	2281
Location									
Metropolitan	827	58.3	320	49.4	461	66.7	177 [374] ^a	59.6	1785
Non-metropolitan	591	41.7	328	50.6	230	33.3	120 [271] ^a	40.4	1269
Total	1418	100.0	648	100.0	691	100.0	297 [645] ^a	100.0	3054

^a The VCAL figure includes a number of respondents who were also included as apprentices, trainees or in entry-level VET. The figure in brackets represents the number of VCAL graduates not included in the other categories.

* Year 12 students only

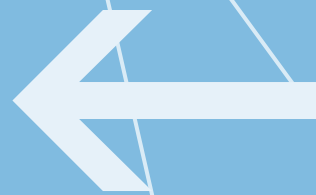
continuing. The current activities of those no longer in traineeships are reported. With many traineeships able to be completed within a twelve-month period, it is of particular interest to examine the destinations of the trainees from the 2004 cohort because by 2007 most should have completed.

The entry-level VET sample in *On Track longitudinal* comprises a roughly equal number of early school leavers and Year 12 completers who entered entry-level VET courses (Certificate I, II or III) in their first post-school year. Chapter 5 presents information on the status and activities of this group, including those who continued in study, those who completed as well as those who

dropped out. The current activities of those no longer in study are reported.

The Victorian Certificate of Applied Learning (VCAL) was introduced in 2002 as an accredited senior year certificate that provides an alternative to the Victorian Certificate of Education. VCAL offers a more practical or hands-on option for students in Years 11 and 12. The 2004 *On Track longitudinal* cohort included a sample of VCAL graduates. Chapter 6 presents information on the status of the VCAL graduates in 2007, in the second year after leaving school. It reports on the main activities of this group over the two years and compares them against VCE graduates and early leavers at a similar stage.

Part A:



The 2003 cohort of school leavers

chapter

1

Year 12 Completers and Early Leavers: a snapshot four years on

This Chapter presents some of the key findings on outcomes comparing Year 12 completers and early leavers, based on the 2007 results from *On Track longitudinal*. It begins with a broad outline of the main activities of school leavers in 2004 and 2007. The 2007 sample contains 1501 Year 12 completers and 880 early leavers. Early leavers comprise those who left school before Year 12 without having completed VCE or VCAL. The 2007 survey contact provides an opportunity four years out from leaving school to evaluate the longer term outcomes of both groups. A snapshot of the main destinations of early leavers and year 12 completers four years after leaving school is presented here.

→ Main activities in 2007

Year 12 Completers

An overview of the destinations in 2007 of the cohort of students who completed Year 12 in 2003 is presented in Table 1.1. The destinations are shown for different groups of school completers identified on the basis of their main activity in 2004 (study and training given precedence over work), their initial post-school year.

The first panel presents row percentages, which are the percentages relative to the 2004 main activity. That is, taking the first percentage, of the Year 12 completers who entered university in their first post-school year (2004), 67.7 per cent were still attending university in 2007. A further 15.4 per cent were no longer at university, but in full-time work. Similarly, of those gaining an apprenticeship in 2004, 75.1 per cent were still undertaking apprenticeship training in 2007. This was not the case for those who began in traineeships, however. As a shorter duration form of training than traditional trade training, it would

be expected for most to have completed their study by 2007. The figures suggest that most who began in a traineeship after leaving school were in full-time work (54.6 per cent), part-time work (9.1 per cent), study at Certificate IV level or above (9.1 per cent) or even university (6.8 per cent).

The second panel presents the figures as column percentages, that is, the percentages expressed in terms of the 2007 main activity. Therefore, while 33.9 per cent of the cohort was undertaking a university course in 2007, 57.2 per cent of this group had been in university in 2004. A further 10.2 per cent of those in university in 2007 were enrolled in middle and advanced-level VET courses (certificate 4 and above) in 2004. Almost 16 per cent of the students enrolled in university in 2007 had originally deferred the take up of their course and were not in university in their first post-school year. A small proportion of students at university in 2007 had originally entered full-time work (3.7 per cent) or part-time work (4.2 per cent).

About 10 per cent of the original cohort was in an apprenticeship in 2007. Of this group, just under a third (31.8 per cent) had entered apprenticeship training immediately on leaving school. However, 12.1 per cent of apprentices in 2007 were looking for work in 2004, while a further 11.2 per cent had been in entry-level VET, 17 per cent in part-time work and 12.1 per cent in full-time work.

Less than 3 per cent of the cohort was unemployed in 2007. About one-fifth of this group (20.7 per cent) had also been looking for work in 2004. Some of this group had entered university when they completed school (24 per cent), and a further 23.7 per cent had entered campus-based VET study in 2004 (14.9 per cent at Certificate IV and above and 8.8 per cent at entry-level).

Table 1.1 Year 12 completers: activities in 2007

Activity in 2004	Main activity in 2007									Total
	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in the labour force	
	Row percentages (percentage based on 2004 activity)									
University	67.7	2.8	1.1	0.7	0.7	15.4	8.6	2.2	0.9	100.0
VET Cert 4+	24.8	14.0	1.4	4.7	3.3	33.4	15.6	2.8	0.0	100.0
Entry-level VET	23.9	6.8	4.8	14.3	1.9	28.0	15.4	2.9	1.9	100.0
Apprenticeship	1.4	2.8	1.4	75.1	1.4	15.3	0.0	2.7	0.0	100.0
Traineeship	6.8	9.1	4.6	6.7	4.6	54.6	9.1	2.2	2.3	100.0
Working full-time	13.1	9.4	0.0	13.1	3.1	48.2	10.1	2.3	0.8	100.0
Working part-time	10.9	5.8	4.9	13.4	6.5	36.1	19.2	2.2	1.1	100.0
Looking for work	9.4	10.4	2.7	14.1	5.5	28.8	20.2	6.3	2.7	100.0
Deferred	51.2	7.2	3.5	5.2	4.7	21.5	4.8	1.3	0.6	100.0
Total	33.9	7.0	2.3	10.2	3.1	27.8	11.9	2.6	1.0	100.0
	Column percentages (percentage based on 2007 activity)									
University	57.2	11.6	13.0	1.9	6.1	15.9	20.8	24.0	25.3	28.7
VET Cert4+	10.2	27.7	8.4	6.4	14.6	16.7	18.2	14.9	0.0	13.9
Entry-level VET	5.6	7.7	16.3	11.2	4.9	8.0	10.4	8.8	15.4	8.0
Apprentice	0.2	1.7	2.6	31.8	1.9	2.4	0.0	4.5	0.0	4.3
Trainee	0.7	4.4	6.7	2.2	5.0	6.7	2.6	2.9	7.9	3.4
Working full-time	3.7	12.6	0.0	12.1	9.4	16.4	8.0	8.4	7.5	9.5
Working part-time	4.2	10.6	27.0	17.0	26.9	16.8	20.9	10.7	13.9	13.0
Looking for work	2.4	12.9	10.0	12.1	15.2	9.0	14.8	20.7	23.4	8.7
Deferred	15.9	10.8	16.0	5.4	16.0	8.1	4.3	5.0	6.7	10.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Early School Leavers

Table 1.2 provides an overview, for early school leavers in the longitudinal sample, of their major destination in 2007 by their main activity in the first year after leaving school (2004). In determining main activity or destination, participation in education and training has been given precedence over employment. Therefore, young people who were both in study or training and working were categorised as students, and the looking for work category excludes those who were looking for work but who were in study or training.

The first panel presents row percentages, which are the percentages based on the 2004 main activity. It shows that of the early leavers who took up an apprenticeship in their first post-school year (2004), 55 per cent were still engaged in that training in 2007. A further 31.8 per cent were no longer doing their apprenticeship and were in full-time work. Similarly, of those working full-time in 2004, 50.9 per cent were still in full-time jobs in 2007, while a further 16 per cent had moved into an apprenticeship.

Table 1.2 Early school leavers: activities in 2007

	Main activity in 2007										Total
	School-level	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in the labour force	
Activity in 2004											
	Row percentages (percentage based on 2004 activity)										
VET	0.0	0.9	7.1	4.8	28.4	2.5	26.4	17.4	9.5	2.9	100.0
Apprenticeship	0.0	0.4	1.5	0.4	55.0	0.9	31.8	5.4	2.7	2.1	100.0
Traineeship	0.0	2.4	4.8	7.2	13.3	12.0	37.3	10.8	0.0	12.0	100.0
Working full-time	1.2	0.0	3.6	0.0	16.0	5.9	50.9	15.4	5.9	1.2	100.0
Working part-time	2.8	0.5	2.3	1.4	14.7	6.9	35.9	21.7	8.3	5.5	100.0
Looking for work	2.2	0.7	1.5	3.7	19.3	3.7	20.6	25.2	13.4	9.7	100.0
NILF	5.4	0.0	0.0	5.4	13.7	0.0	24.4	5.4	25.6	20.2	100.0
Total	1.0	0.6	3.3	2.6	29.6	3.6	31.4	15.1	7.8	5.1	100.0
	Column percentages (percentage based on 2007 activity)										
VET	0.0	33.1	50.4	42.7	22.1	16.0	19.4	26.6	28.1	13.3	23.1
Apprenticeship	0.0	16.6	12.3	3.9	50.6	6.5	27.6	9.7	9.4	11.2	27.3
Traineeship	0.0	16.0	7.8	14.9	2.2	17.0	6.1	3.4	0.0	12.0	5.0
Working full-time	12.7	0.0	11.5	0.0	5.8	17.9	17.5	11.2	7.9	2.6	10.8
Working part-time	34.7	15.3	10.2	8.2	6.8	25.4	15.7	19.9	14.7	15.6	13.8
Looking for work	35.6	18.9	7.9	23.6	10.9	17.2	11.0	28.0	28.9	32.1	16.8
NILF	17.0	0.0	0.0	6.8	1.5	0.0	2.6	1.2	10.9	13.2	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The second panel presents the figures as column percentages, that is, the percentages expressed in terms of the 2007 main activity. Therefore, of those looking for work in 2007 (representing 7.8 per cent of the cohort), 28.1 per cent began in VET in 2004, 14.7 per cent had been working part-time, and 28.9 per cent had also been looking for work at that time.

Approximately 30 per cent of the early leavers were in apprenticeships in 2007, compared to 27.3 per cent in 2004. Of those in this form of training in 2007, 22.1 per cent had been in other forms of VET study in 2004, 12.6 per cent had been in work, either full-time or part-time, and 10.9 per cent had been looking for work.

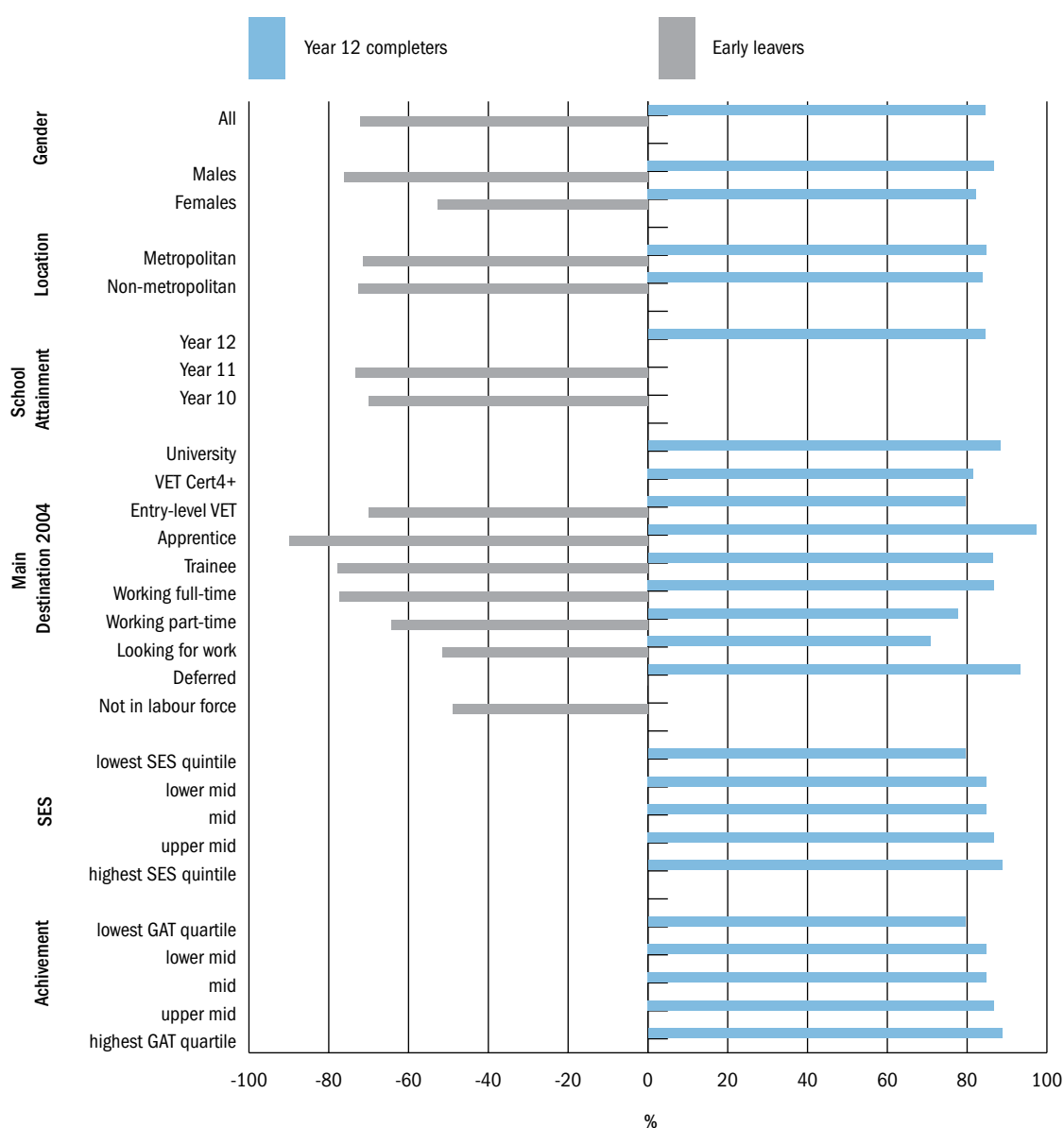
Levels of positive engagement

Figure 1.1 shows the proportion of early leavers and school completers who left school in 2003

who are positively engaged in 2007. This is measured by the proportion of each group (and sub-groups) in study, training or full-time work four years after leaving school. It can be seen that, overall, the outcomes were stronger for those who had completed their school certificate, with 85 per cent of Year 12 completers fully engaged in 2007 compared to 72 per cent of early leavers.

Figure 1.1 reveals some variations by gender. Both early leaver and school completer males had a greater likelihood of strong outcomes four years after leaving school. The difference is particularly stark for early leavers. Over three-quarters (76 per cent) of early leaver males were in study, training or full-time work at the time of the 2007 contact, which was a much higher proportion than the 53 per cent of early leaver females in the same position. The gender gap differences between school completers was much smaller at 4.5 per cent.

Figure 1.1 *Proportion of the 2003 school completers and early leavers in education, training or full-time work in 2007, by characteristics*



Differences based on broad location of school study (metropolitan or non-metropolitan), for both early leavers and school completers, were minimal.

Levels of positive engagement decreased with level of school attainment. Seven in ten early leavers (70.1 per cent) who left school during or at the end of Year 10 had a strong outcome in 2007. This compared to 73 per cent of Year 11 leavers in this destination four years on from leaving school and, as noted above 85 per cent of Year 12 completers.

There were also variations based on a young person's main activity in the first year out from school (2004). Over 97 per cent of school completers who went into an apprenticeship straight from school were in study, training or full-time work in 2007. In addition, this group had the strongest outcomes among early leavers, with nine in ten early leavers who were undertaking an apprenticeship in 2004, still in a secure destination four years later. In general, those who moved into a destination with an associated positive level of engagement in the year following their departure from school, were

most likely to be in a similar position in 2007 (for example university, campus-based VET courses, apprentices, trainees and working full-time). Those in more vulnerable positions in the year after they left school are more likely to have remained in these positions four years on. This is particularly the case for early leavers. Less than 52 per cent of early leavers who were looking for work in 2004 were in study, training or full-time work in 2007.

For Year 12 completers, the proportions of young people with positive levels of engagement increased with socioeconomic status (SES), as well as achievement or skill level. SES is based on ABS Census Collection District values of the home addresses of the students when in Year 12 (ABS 2001). Achievement is measured here by the General Assessment Test GAT).

Levels of educational attainment

The analyses above take a snapshot of activity in 2007 and are presented through the lens of a young person's main destination in the year after they left school. Table 1.3 presents the proportion of Year 12 completers and early leavers who have gained a qualification over the four years since leaving school. The figures include all reported education and training activity in from 2004 to 2007. The proportion of early leavers or Year 12 completers who have gained or are actively working towards a qualification (i.e. enrolled or undertaking in 2007) is also given in Table 1.3.

Overall, 37.2 per cent of Year 12 completers have gained a qualification in the four years since finishing school. This compares to 34.8 per cent of early leavers. While this does not represent a great difference, the levels at which the qualifications have been obtained vary considerably for each of these groups.

The figures show— perhaps as expected — that Year 12 completers have either completed or are contributing towards qualifications at higher levels than early leavers (university, Certificate IV and above). Conversely, greater proportions of early leavers have gained or are contributing towards an entry-level VET qualification, and apprenticeships. Higher proportions of Year 12 completers have gained a traineeship compared to early leavers.

Table 1.3 *Level of education attainment, qualifications gained by 2007 (or enrolled in 2007), by school completion (%)*

	% Year 12 Completers	% Early Leavers
Completed any qualification	37.2	34.8
Completed or enrolled 2007	83.6	71.1
Completed university	6.1	0.1
Completed or enrolled 2007	40.1	0.7
Completed VET Cert IV+	13.8	5.2
Completed or enrolled 2007	20.9	8.5
Completed VET Cert I,II, III	16.5	25.2
Completed or enrolled 2007	2.3	27.8
Completed VET apprenticeship	1.6	8.7
Completed or enrolled 2007	11.9	38.3
Completed traineeship	8.3	6.3
Completed or enrolled 2007	11.4	9.8

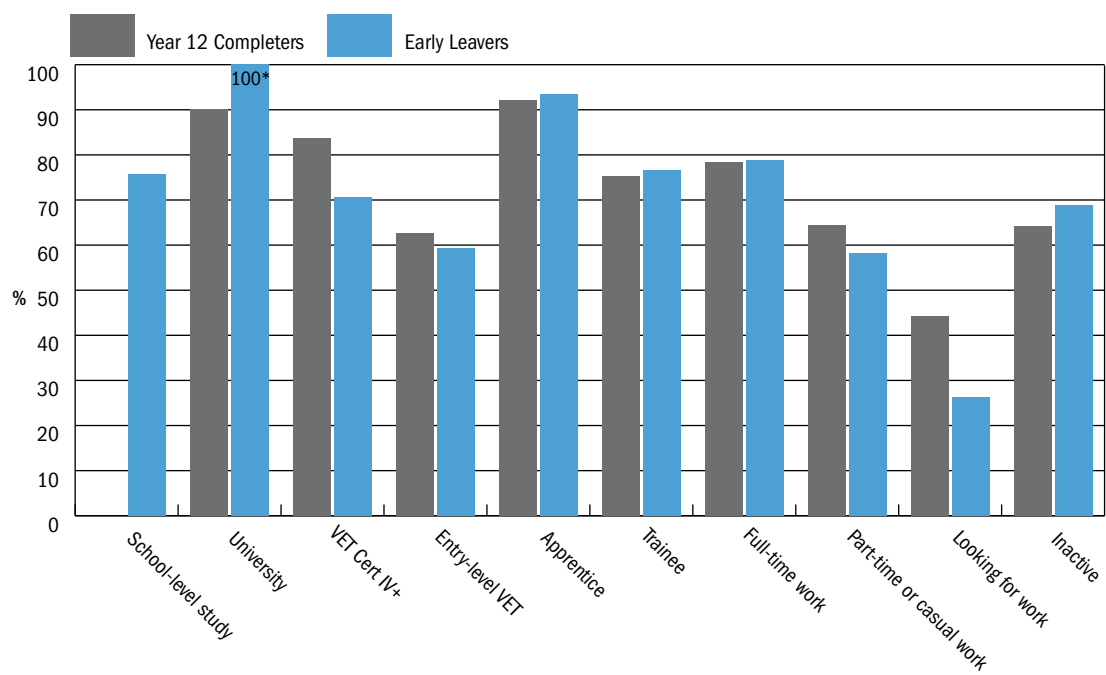
NB Each qualification level counted separately

Views of Year 12 completers and early leavers: looking back

Survey respondents were asked to review whether 'things had worked out the way you wanted since leaving school'. Over 80 percent of Year 12 completers agreed with this statement compared to 75 per cent of early leavers. Responses varied by main destination in 2007. These responses are displayed in Figure 1.2. In general those with more secure pathways, such as university and apprenticeship were more positive in their endorsement of their current position. The least positive were the most vulnerable group of unemployed young people, and in particular the unemployed early leavers.

Of the early leavers who did not think 'things had worked out' 21 per cent reported what they should have done differently – go back to school, stayed in school or completed school.

Figure 1.2 Respondents agreeing that ‘things had worked out since leaving school’, by school completion and main destination in 2007



* A small sample only of Early Leavers who had made a non-traditional transition to university.

chapter

2

Year 12 Completers and Early Leavers: post-school pathways

This chapter explores the post-school pathways of the 2003 Year 12 completers and early leavers in more detail than chapter one. It seeks to track the main destinations of each group, as defined by their 2004 destination, and subgroups within this. Key characteristics include gender and location.

→ Year 12 Completers

University Students in 2004

Approximately 43 per cent of Year 12 completers from 2003 were at university in 2004. A sample of those who enrolled at university was included in the longitudinal survey. Table 2.1 presents the main activities in 2007 of the group of young people who left school in 2003 and began study at university in 2004. It shows that about two-thirds (67.7 per cent) who were at university in their first year after leaving school were still at

university in 2007. A further 15.4 per cent were in full-time work. A small percentage was enrolled in VET courses (2.8 per cent in Certificate 4 or above, 1.1 per cent in entry-level VET and 1.4 per cent in apprenticeships or traineeships) and 3.1 per cent were looking for work or not in the labour force.

There were few differences between female university entrants and male entrants, except for the numbers in part-time work and not in any study or training. The rate for females was more than double that of males.

University entrants from non-metropolitan areas were less likely to be in university in 2007 than students from metropolitan areas (61 per cent as against 71.8 per cent). This is partly due to a higher rate of discontinuation (see below). Non-metropolitan students were more likely to be in work (either full-time or part-time). They were also slightly more likely to have enrolled in VET.

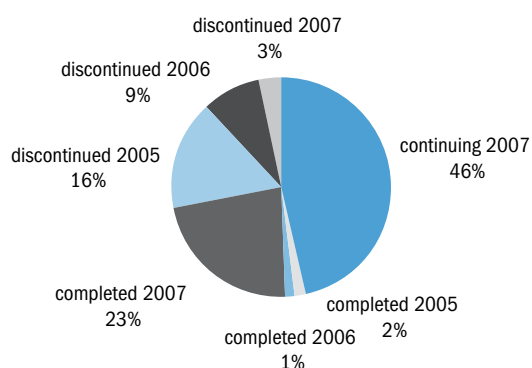
Table 2.1 Main activity in 2007 of university entrants, by gender and location

		Main activity in 2007 (%)									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Year 12	University	67.7	2.8	1.1	0.7	0.7	15.4	8.6	2.2	0.9	100
Males	University	69.0	3.3	1.4	1.4	0.5	15.5	5.1	2.9	1.0	100
Females	University	66.5	2.4	0.8	0.0	0.8	15.3	11.7	1.6	0.8	100
Metro	University	71.8	2.1	0.7	1.1	0.0	13.5	7.6	2.5	0.7	100
Non-metro	University	61.0	4.0	1.7	0.0	1.7	18.5	10.2	1.7	1.2	100

Completion Rates for university students

The rates of completion for the 2003 school leavers who entered university in 2004 are presented in Figure 2.1. They show that 26 per cent of the 2004 entrants had graduated by 2007. A further 46 per cent were still in study at university in their original course. The number of discontinuers is 28 per cent, indicating that more than 1 in 4 of the sample of university entrants had left their initial degree without completing. This is roughly equivalent to the national figure of university non-completion estimated by Martin, Maclachlan and Karmel (2001), though their estimate was calculated over a 7 rather than 4 year period. However, some of the sample members who entered university in 2004 and have withdrawn for various reasons may later return and complete their study. In fact half (50.1 per cent) of all those who had discontinued their 2004 study were enrolled in a new university course in 2007.

Figure 2.1 *University completion rates by 2007 for school leavers who entered university in 2004*



Gender differences in rates of completion

The rates of university completion by 2007 are stronger for women than for men. Just on 30 per cent of women had completed a university degree in the four years to 2007, compared to only 19 per cent of men. The numbers still in study in 2007 were roughly the same (48 per cent for men and 46 per cent for women). It means that the discontinuation rates are much higher for men. By 2007, 32 per cent of 2004 male university entrants had discontinued their study. The rate for women was 24 per cent. Females who had withdrawn from their original degree were more likely than males to have entered a new university course by 2007 (57.3 per cent compared to 44.1 per cent of male discontinuers). Males who had left university were more likely to in 2007 to be in VET courses (11.5 per cent in campus-based VET courses and 4.4 per cent in apprenticeships compared to 10.1 per cent of female discontinuers in campus-based VET and none in apprenticeships), and in full-time employment (23.8 per cent of males compared to 15.6 per cent of females).

Related to this, it is important to note that males more often report discontinuing because they did not like the study they were doing (almost 40 per cent indicated this compared to 25 per cent of women who had discontinued).

It should also be noted that a further one-third male discontinuers and one-third of the female discontinuers indicated that they planned to return to university study.

Figure 2.2 *University completion rates by 2007 for school leavers who entered university in 2004, by gender*

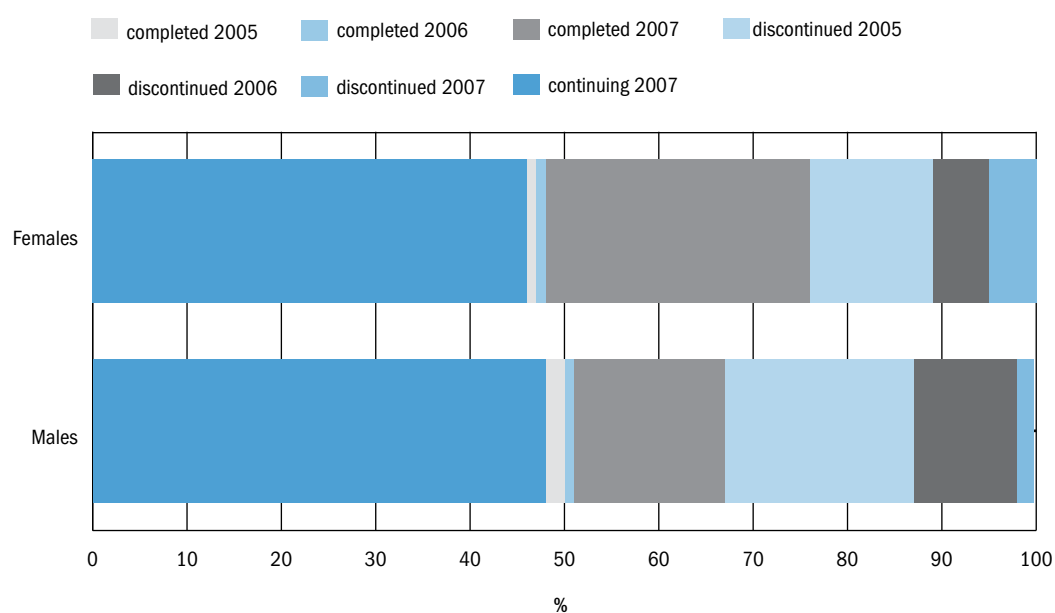
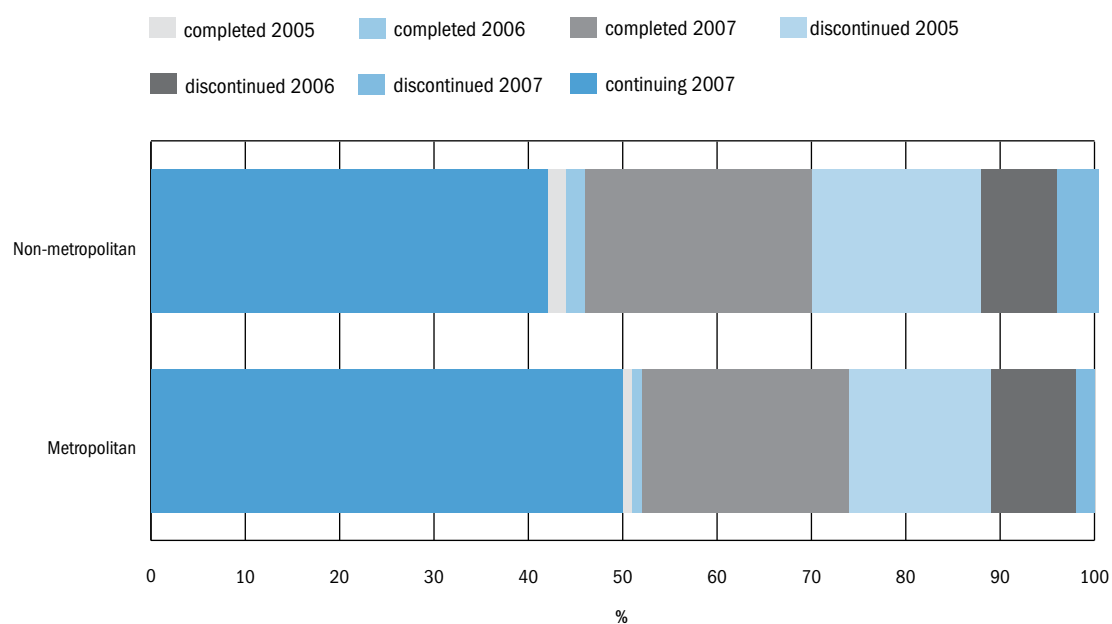


Figure 2.3 *University completion rates for school leavers who entered university in 2004, by metropolitan or non-metropolitan location*



Location differences in rates of completion

Figure 2.3 shows the rates of university completion by metropolitan and non-metropolitan location. It shows that students who had attended schools in non-metropolitan regions of Victoria and entered university in their first post-school year had a slightly higher completion rate by 2007 than their counterparts from metropolitan Victoria (28 per cent as against 24 per cent). However, the proportion remaining in university study in 2007 was lower with an 8 percentage point gap between those from metropolitan locations and those from metropolitan areas. This means that in aggregate, non-metropolitan students are slightly more likely to discontinue their university study. This was true of 31 per cent of the non-metropolitan university entrants compared to 26 per cent of their counterparts from the city.

Students who had completed school in metropolitan Melbourne and had discontinued their 2004 university course were more likely to have entered a new university course by 2007 than their non-metropolitan counterparts (54.2 per cent and 44.6 per cent respectively), and more likely to be in full-time work in 2007 (22.6 per cent metropolitan discontinuers compared to 16.6 per cent non-metropolitan discontinuers).

Figure 2.3 University completion rates for school leavers who entered university in 2004, by metropolitan or non-metropolitan location

Deferrers in 2004

There has been interest in the issue of deferral of study among young people and what happens to them — whether or not they return to take up the places they originally deferred, or what other pathways they pursue. The 2004 *On Track* survey indicated that 6.2 per cent of students who had completed Year 12 in 2003 had deferred their tertiary study in 2004. *On Track longitudinal* 2003 included 224 young people who had received the offer of a place in a course of post-school study for 2004 but had decided to defer in that year.

Table 2.2 reports the main activity in 2007 of the sample of deferrers from 2004. The figures are presented in total as well as by gender and location. The figures show that in 2007 approximately half (51.2 per cent) of the deferrers were in university study. A further 20 per cent were in some other form of study including apprenticeships (5.2 per cent), traineeships (4.7 per cent), entry-level VET courses (3.5 per cent) and higher level VET courses (7.2 per cent). Many were in work, accounting for about 1 in 4 with the majority in full-time work (21.5 per cent). Very few were looking for work or not in the labour force.

Male deferrers were slightly more likely to be in university study or in apprenticeships in 2007. Female deferrers were slightly more likely to be in part-time work and in non-trade VET courses.

Deferrers from non-metropolitan Victoria were more likely than their city counterparts to be in university study in 2007.

Table 2.2 Main activity in 2007 of deferrers, by gender and location

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Year 12	Deferred	51.2	7.2	3.5	5.2	4.7	21.5	4.8	1.3	0.6	100
Males	Deferred	54.2	5.1	2.5	10.8	3.7	19.7	1.3	2.6	0.0	100
Females	Deferred	48.5	9.1	4.5	0.0	5.7	23.0	8.0	0.0	1.2	100
Metro	Deferred	47.5	10.4	2.2	6.6	3.5	24.0	3.5	2.4	0.0	100
Non-metro	Deferred	55.4	3.7	5.0	3.6	6.1	18.7	6.2	0.0	1.3	100

VET Students in 2004

Certificate IV and above

Table 2.3 presents the main activities in 2007 of school completers who initially entered advanced level VET courses (Certificate IV or above). It shows that most Year 12 completers who were studying a high level VET course in 2004 were no longer enrolled in the same type of course in 2007. This is expected given the shorter duration of these courses compared with university degrees.

It is apparent from the data that higher-level VET courses can be a stepping stone to university. About one-quarter of the school leavers who entered a higher-level VET course in 2004 were enrolled in a university course in 2007. This shows the important role VET can play as a pathway to higher education. About 1 in 5 of the 2003 Year 12 completers entered a VET course at level IV or above in 2004. The high transfer rate of this group to university suggests that about 5 per cent of all Year 12 completers take up a high-

level VET course on leaving school and transfer to university study within three years. The rate of transfer to university is slightly higher for males than females (26.4 per cent compared to 23.1 per cent), which is an interesting pattern because male Year 12 completers entered VET certificate IV or above courses at about the same rate as females on leaving school in 2004, but females entered university at a much higher rate.

The rate of transfer to university is also stronger for higher-level VET entrants from non-metropolitan areas of Victoria than from city locations. This is also an important pattern because university entry rates were lower among non-metropolitan school leavers, but VET can act as a source of recovery to an extent by acting as an avenue to higher education for students from rural and regional areas.

What is also of note for those who initially enter high-level VET courses on leaving school are the high rates of employment and relatively low unemployment rates.

Table 2.3 *Main activity in 2007 of entrants to VET Certificate IV or above courses, by gender and location*

		Main activity in 2007									Total
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	
Year 12	VET Cert 4+	24.8	14.0	1.4	4.7	3.3	33.4	15.6	2.8	0.0	100
Males	VET Cert 4+	26.4	10.6	0.9	7.1	3.5	31.0	16.9	3.6	0.0	100
Females	VET Cert 4+	23.1	17.9	2.0	2.0	3.0	36.0	14.0	2.0	0.0	100
Metro	VET Cert 4+	21.1	13.7	0.0	4.1	2.5	39.8	15.5	3.3	0.0	100
Non-metro	VET Cert 4+	30.0	14.4	3.3	5.5	4.4	24.5	15.6	2.2	0.0	100

Table 2.4 *Main activity in 2007 of entrants to VET Certificate I, II or III courses, by gender and location*

		Main activity in 2007									Total
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	
Year 12	Entry-level VET	23.9	6.8	4.8	14.3	1.9	28.0	15.4	2.9	1.9	100
Males	Entry-level VET	24.4	10.3	0.0	28.4	0	22.6	12.4	2.1	0.0	100
Females	Entry-level VET	23.6	3.6	9.0	1.8	3.6	32.9	18.1	3.6	3.6	100
Metro	Entry-level VET	25.9	8.3	4.1	15.0	2.8	28.8	12.4	0.0	2.8	100
Non-metro	Entry-level VET	19.2	3.3	6.4	12.8	0.0	26.1	22.5	9.7	0.0	100

Entry-level VET

Table 2.4 presents the main activities in 2007 of school completers who initially entered entry-level VET study (Certificate I, II or III) in 2004. It shows that very few Year 12 completers who were studying an entry-level VET course in 2004 were still enrolled in the same type of course in 2007. Entrants find themselves in a wide variety of destinations several years later.

As with high-level VET study, many students who initially took up VET courses transferred to university. About one-quarter of the school leavers who entered an entry-level VET course in 2004 were enrolled in a university course in 2007 (23.9 per cent). The rate of transfer to university was about the same for males than females (24.4 per cent compared to 23.6 per cent).

In contrast to the pattern for higher-level VET entrants, the rate of entry to university from those entering VET Certificate I, II or III courses in their first post-school year was stronger among those from metropolitan rather than non-metropolitan areas of Victoria — 25.9 per cent compared to 19.2 per cent. Even so, the rates of progression from VET to higher education are fairly strong for both groups and suggest that VET at all levels can be part of a pathway from school to university study.

Apprenticeships are also popular among those who initially enter VET courses. About 14 per cent of entrants to entry-level VET courses in 2004 were in an apprenticeship in 2007. A further 14 per cent were in other forms of VET study.

Apprentices and Trainees in 2004

Apprentices

Table 2.5 reports the main activities in 2007 of the Year 12 completers who entered apprenticeships in 2004, the year after leaving school. Just over 3 per cent of *On Track* respondents who completed Year 12 in 2003 were in an apprenticeship the following year when they were contacted. The figures in Tables 2.5 show that of the sample from that group three-quarters (75.1 per cent) were still apprentices in 2007, in the fourth post-school year. The rate of retention in apprenticeship study is higher than for university entrants. Most indentures are four-year programs and continuation in study is relatively strong. Some caution is needed in interpreting the data. The sampling design for the longitudinal study of the 2003 cohort did not have a focus on apprenticeships, and consequently the estimates of continuation may not be accurate of all apprentices. However, putting this aside, the rates of participation in 2007 do suggest that there is a high rate of perseverance in apprenticeship as a form of study for those Year 12 completers who initially enter apprenticeships.

Of those who are no longer in an apprenticeship, some take up other forms of study or training. This applied to about 8 per cent of the original group of apprentices, some of whom entered another form of study or training.

Table 2.5 Main activity in 2007 of apprentices, by gender and location

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Year 12	Apprenticeship	1.4	2.8	1.4	75.1	1.4	15.3	0.0	2.7	0.0	100
Males	Apprenticeship	1.5	3.0	0.0	77.3	1.5	13.6	0.0	3.0	0.0	100
Females	Apprenticeship	0.0	0.0	16.7	50.0	0.0	33.3	0.0	0.0	0.0	100
Metro	Apprenticeship	0.0	5.9	2.9	79.4	2.9	8.8	0.0	0.0	0.0	100
Non-metro	Apprenticeship	2.6	0.0	0.0	71.2	0.0	21.0	0.0	5.2	0.0	100

Most of the remaining number of apprentices from 2004 had left their training by the time of the 2007 survey and remained in the workforce either in full-time work (15.3 per cent) or looking for a job (2.7 per cent). Part-time work was not an activity for this group in 2007.

There were minor differences between those from non-metropolitan locations who gained an apprenticeship and those from metropolitan areas. There was a tendency for those from non-metropolitan areas to no longer be in an apprenticeship (79.4 per cent as against 71.2 per cent).

Trainees

Traineeships are generally of much shorter duration than apprenticeships. Many involve 12 months of training. For this reason, there are very few Year 12 completers who took up a traineeship in 2004 still in a traineeship in 2007 (see Table 2.6). The number of trainees in the original sample is small (72). About 3 per cent of school leavers from 2003 gained a traineeship the following year. The sample form this group reveals that many move into work.

Nearly seventy per cent of Year 12 completers in the survey who were trainees in 2004 were no longer in education or training in 2007. The majority were in the workforce with most in full-time work (54.6 per cent).

Gender differences in the take-up of traineeships are much smaller than for apprenticeships. What happens to male and female trainees are fairly similar in terms of continuing in education and training or entering work. About 27 per cent of both the initial male and female trainees were still in some form of study or training by 2007. More female trainees had entered university whereas more male trainees had moved into apprenticeship training.

There were small differences between those from non-metropolitan locations who gained a traineeship initially and their counterparts from metropolitan areas. There was a tendency for those from rural and regional locations to be in other forms of study and training (about 37 per cent compared to about 15 per cent of those from metropolitan beginnings).

Table 2.6 Main activity in 2007 of trainees, by gender and location

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Year 12	Traineeship	6.8	9.1	4.6	6.7	4.6	54.6	9.1	2.2	2.3	100
Males	Traineeship	0.0	9.0	0.0	18.0	0.0	63.9	9.0	0.0	0.0	100
Females	Traineeship	9.0	9.1	6.1	2.9	6.1	51.6	9.1	2.9	3.1	100
Metro	Traineeship	0.0	10.0	0.0	4.9	5.1	60.2	14.9	4.9	0.0	100
Non-metro	Traineeship	12.4	8.3	8.5	8.1	4.2	50.0	4.2	0.0	4.2	100

Table 2.7 Main activity in 2007 of Year 12 completers initially in full-time work, by gender and location

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Year 12	Working full-time	13.1	9.4	0.0	13.1	3.1	48.2	10.1	2.3	0.8	100
Males	Working full-time	5.6	12.5	0.0	20.7	2.8	48.7	8.3	1.4	0.0	100
Females	Working full-time	22.7	5.3	0.0	3.5	3.5	47.5	12.3	3.5	1.8	100
Metro	Working full-time	12.5	11.3	0.0	7.4	2.5	53.8	8.8	3.8	0.0	100
Non-metro	Working full-time	14.2	6.2	0.0	22.3	4.1	38.9	12.2	0.0	2.1	100

Table 2.8 Main activity in 2007 of Year 12 completers initially in part-time work, by gender and location

		Main activity in 2007									Total
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	
Year 12	Working part-time	10.9	5.8	4.9	13.4	6.5	36.1	19.2	2.2	1.1	100
Males	Working part-time	8.2	2.0	4.0	25.1	7.4	35.3	15.9	2.2	0.0	100
Females	Working part-time	13.8	9.8	5.8	1.0	5.5	37.0	22.7	2.2	2.2	100
Metro	Working part-time	10.8	3.1	4.4	12.7	5.7	39.9	18.7	2.3	2.2	100
Non-metro	Working part-time	11.0	8.2	5.3	14.1	7.2	32.5	19.6	2.0	0.0	100

Year 12 completers in work in 2004

Full-time work

Some Year 12 completers do not enter study or training on leaving school and rely on entry to the labour market. Some get a full-time job in the first year after leaving school. This was true of 9 per cent of the 2003 Year 12 completers. The longitudinal sample contains a sample of these school leavers who gained a full-time job in 2004. Their main activities in 2007 are presented in Table 2.7. The figures are also presented by gender and location.

The results show that about half of the group who were in full-time work in 2004 were also in full-time work in 2007 (48.2 per cent). This rate did not vary much between males and females: 48.7 per cent of males were in a full-time job in 2007 compared to 47.5 per cent of females who began life beyond school in full-time employment. There were differences, however, based on location. Table 2.7 shows that young people leaving school in rural and regional Victoria who gained a job initially were far less likely than their counterparts from city locations to be in full-time work three years later. There is about a 14 percentage point gap between the two groups. Part of the reason for this is that many more young people from non-metropolitan regions had taken up an apprenticeship (22 per cent were in an apprenticeship in 2007 compared to 7.4 per cent of those from metropolitan centres).

Some young people who leave school and get full-time jobs do re-engage in study over time. In the fourth post-school year (2007), 13.1 per cent had taken up a university place, while 9.4 per cent were enrolled in high-level VET courses (Certificate IV or above) and 16.2 per cent were in an apprenticeship or traineeship. Females who began in full-time work more often entered university, whereas males moved into apprenticeships more frequently.

Some who began in full-time jobs were in part-time work in 2007 (10.1 per cent). The proportion looking for work was relatively low (2.3 per cent).

Part-time work

Part-time work also can be an important pathway for young people making the transition from school to work and further education. In 2004, approximately 12 per cent of Year 12 completers from the year before were not in study or training and in part-time work. Table 2.8 reports the main activities in 2007 of the sample from this group in the longitudinal survey. Those making up this group were not engaged in any education or training at the time of being surveyed in 2004.

The activities in 2007 show that about one in five remain in part-time work and not in study or training (19.2 per cent). Quite a few (31.6 per cent) have gained full-time jobs. There was very little difference in the proportions of males compared to females who gained full-time jobs, though females more often remained in part-time employment (22.7 per cent as against 15.9 per cent of males).

Many who began in part-time work found their way into study or training and remained there in 2007. About 11 per cent were studying degree courses in universities in 2007. The rate was higher for females than for males (13.8 per cent compared to 8.2 per cent), consistent with the broader pattern of higher university participation for females. Males favour apprenticeships in much greater number, with 25 per cent of male leavers who began in part-time work engaged in apprenticeship training in 2007 compared to only one per cent of females. Females who began in part-time work were also more likely to have taken up higher level VET study than males.

There were few differences based on location.

Those who began part-time work in rural and regional areas of Victoria were engaged in different activities in 2007 in roughly similar proportions to those from city areas.

Despite the fact that this group could only find part-time rather than full-time work after leaving school, few were looking for work in 2007 (2.2 per cent). The main issue is the number remaining dependent on part-time employment.

Year 12 completers looking for work in 2004

Some young people can struggle in making the transition from school to work and remain unemployed and not engaged in work, study or training. Initial periods of unemployment can have lasting effects, as several studies have shown (e.g. Lamb and McKenzie, 2001). For this reason it is important to examine the experiences of those who leave school and experience unemployment in their first post-school year. In the 2004 *On Track* survey, about 5 per cent of Year 12 completers were identified as looking for work and not in employment, education or training. The main activities in 2007 of the sample from this group are presented in Table 2.9.

The figures show that 6.3 per cent of the original group was still looking for work in 2007. This does not vary much by gender or by location. The rate is higher than for those who were engaged in study or training or in work as their initial post-school activity. However, it is a much lower rate than for early school leavers who began their transition from school the same way (the rate for early leavers is 13.4 per cent).

Many of those initially looking for work were engaged in some form of study or training in 2007. Over 40 per cent were participating in some form of further education and training. For 9.4 per cent this was at university. For the remainder it was in apprenticeships, traineeships or other VET study. The rates of participation in study and training in 2007 do not vary greatly by gender or location, though the type of study or training does. Participation in university is stronger among females and among those from rural and regional locations. The opposite is the case for apprenticeships.

Transition to full-time work remains an issue for the group of Year 12 completers who initially were looking for work on leaving school. In 2007, just on 28.8 per cent were in a full-time job. A

Table 2.9 Main activity in 2007 of Year 12 completers initially looking for work, by gender and location

		Main activity in 2007									
		University	VET Cert IV+	VET Entry- level	Apprentice	Trainee	Full-time work	Part- time work	Looking for work	Not in the labour force	Total
Year 12	Looking for work	9.4	10.4	2.7	14.1	5.5	28.8	20.2	6.3	2.7	100
Males	Looking for work	5.0	8.9	0.0	22.8	5.5	26.3	24.2	7.3	0.0	100
Females	Looking for work	13.9	12.0	5.4	5.2	5.4	31.4	16.0	5.2	5.4	100
Metro	Looking for work	5.7	11.7	2.9	17.0	3.1	28.3	20.9	5.9	4.5	100
Non-metro	Looking for work	14.9	8.6	2.3	10.0	8.9	29.4	19.1	6.9	0.0	100

Table 2.10 Main activity in 2007 of entrants to VET, by gender and location: early leavers

		Main activity in 2007									
		University	VET Cert IV+	VET Entry- level	Apprentice	Trainee	Full- time work	Part- time work	Looking for work	Not in the labour force	Total
Early leavers	VET	0.9	7.1	4.8	28.4	2.5	26.4	17.4	9.5	2.9	100
Males	VET	1.4	7.3	3.3	42.1	1.4	22.7	14.6	5.5	1.7	100
Females	VET	0.0	6.9	7.2	6.5	4.2	32.4	22.1	15.9	4.9	100
Metro	VET	1.2	8.2	6.1	27.7	2.0	26.1	15.5	9.8	3.3	100
Non-metro	VET	0.0	4.5	1.5	30.3	3.6	27.1	22.4	8.6	2.1	100

further 20.2 per cent were in part-time jobs. More males were working part-time (24.2 per cent) than females (6 per cent) suggesting that they have found it more difficult to secure full-time work after initially looking for work in the early transition years.

→ Early leavers

This section presents some key findings on pathways for early school leavers based on the 2007 results from *On Track longitudinal*. Early leavers comprise those who left school before Year 12 without having completed VCE or VCAL. They are grouped according to their main activity in 2004, at the time of their first *On Track* contact: those in non-trade forms of VET study,

- apprentices,
- trainees,
- employment without further study or training, and
- looking for work.

Early leavers - VET Students in 2004

Vocational education and training is very important to early school leavers. It represents one of the main pathways for young people to re-engage in study and gain upper secondary equivalent qualifications and vocational skills that can help them in the competition for work and career advancement. It is the VET sector that many early leavers rely on for formal workforce preparation in the transition from school.

Of the early leaver survey respondents who left school in 2003, about 23 per cent entered a non-trade VET destination in 2004. The main activities for the sample of this group included in the longitudinal study are reported in Table 2.10.

Of the original group of VET entrants, over half were in the labour force and no longer in study or training. Only half of this group (26.4 per cent) was in full-time work. A further 17.4 per cent was in part-time work and 9.5 per cent was looking for work.

Activities vary by gender. Many male early leavers who initially entered a VET course transferred to an apprenticeship (42.1 per cent were in an apprenticeship in 2007), underlining the importance of apprenticeships to males. It means that about two-thirds of the male VET entrants were either in an apprenticeship or in full-time work in 2007. The same rate for females was 38.9 per cent. Female VET entrants were far more at risk of being in part-time work or looking for work.

Early leavers - Apprentices in 2004

Apprenticeships represent the main education and training pathway of early leaver males. Of the early leaver survey respondents who left school in 2003, 32 per cent were in apprenticeships in 2004. The rate for females was 7 per cent. The main activities in 2007 of the sample of young people who became apprentices in 2004 are recorded in Table 2.11.

The results show that just over half (55 per cent) of the early leavers who began their transition from school by taking up an apprenticeship were still in an apprenticeship in 2007. A further 31.8 per cent were in full-time work. There are differences between males and females with females far more likely not to in an apprenticeship and in full-time work in 2007.

The movement of apprentices to other activities in 2007 does not represent a high level of discontinuation. Approximately 60 per cent of those not in apprenticeships in 2007 reported

Table 2.11 Main activity in 2007 of apprentices, by gender and location: early leavers

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Early leavers	Apprenticeship	0.4	1.5	0.4	55.0	0.9	31.8	5.4	2.7	2.1	100
Males	Apprenticeship	0.4	1.2	0.4	60.4	0.5	27.7	4.9	2.6	1.8	100
Females	Apprenticeship	0.0	3.5	0.0	10.6	3.5	64.7	9.4	3.5	4.7	100
Metro	Apprenticeship	0.6	1.8	0.0	55.8	0.6	29.5	5.6	2.6	3.4	100
Non-metro	Apprenticeship	0.0	0.9	0.9	53.0	1.3	35.9	5.0	2.8	0.0	100

Table 2.12 Main activity in 2007 of trainees, by gender and location: early leavers

		Main activity in 2007									
		University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Early leavers	Traineeship	2.4	4.8	7.2	13.3	12.0	37.3	10.8	0.0	12.0	100
Males	Traineeship	5.1	0.0	0.0	23.1	20.5	46.2	5.1	0.0	0.0	100
Females	Traineeship	0.0	9.1	13.6	4.5	4.5	29.5	15.9	0.0	22.7	100
Metro	Traineeship	5.1	7.7	7.7	15.4	10.3	41.0	5.1	0.0	7.7	100
Non-metro	Traineeship	0.0	4.4	6.7	11.1	13.3	33.3	15.6	0.0	15.6	100

having completed their apprenticeship. It suggests that nearly 80 per cent of the group of early leavers that took up an apprenticeship in their first post-school year were either still engaged in their apprenticeship training or had completed the certificate. This is a rate of continuation and completion at least as strong as that for students who entered university on leaving school. It is a strong indication of the importance of apprenticeships as a pathway for early school leavers, although this form of training heavily favours males.

Early leavers - Trainees in 2004

Traineeships also represent an important avenue of training and vocational preparation for early school leavers. They are less often in traditional trade areas and more often shorter in length of study. Of the early leaver survey respondents who left school in 2003, 5 per cent were in traineeships in 2004. The rate for females was 8 per cent and the rate for males was 4 per cent. For this longitudinal survey there was a sample of 79 young people who were members of the group of early leavers who left school in 2003 and became trainees in 2004. Their main activities in 2007 are reported in Table 2.12. Of course, some caution is needed in the treatment of these figures. Apart from the small sample number, the sampling design for the longitudinal study of the 2003 cohort did not have a focus on traineeships, and consequently the estimates may not be accurately reflect the activities of all trainees.

The results suggest that despite the shorter duration of traineeship training, about 12 per cent of those who initially took up a traineeship when they left school were still engaged in a traineeship program in 2007. This was more true of male trainee entrants (20.5 per cent) than of female entrants (4.5 per cent).

Many of the initial trainees have moved into the workforce, 37.3 per cent were in full-time work and a further 10.8 per cent were in part-time employment. None were looking for work, but 12 per cent were not in the labour force and not in study or training. Males were more successful in obtaining full-time work, while females not only were more likely to be in part-time work, they also made up all of those not in the labour force and not in study and training.

Early leavers - Working full-time in 2004

Full-time work represents another important pathway for early school leavers. Some leave school with the aim of getting a job and not undertaking further study or training, at least at the beginning. In 2004, about 11 per cent of the early leavers gained a full-time job. Of this group a sample of 170 young people is included in this longitudinal study. The main activities for this group in 2007 are reported in Table 2.13.

In 2007, about one-quarter of early leavers who had began in full-time employment and not in education or training in 2004 were in some form of study or training in 2007, most as apprentices or trainees but some in campus-based VET. A relatively high percentage of those who began in full-time work were still employed full-time in 2007 — 50.9 per cent. It means that 77.6 per cent of the original group was either in full-time work or engaged in study or training. Of the remaining group, some were now in part-time work (15.4 per cent) and some were looking for work (5.9 per cent).

There are some important differences based on location. Early school leavers who originally gained a full-time job were less likely to be in full-time employment in 2007 if they were in rural or regional areas of Victoria. The rate — 37 per

cent — was 17.6 points below the equivalents from metropolitan centres. These young people were more likely to be in part-time work (21.7 per cent as against 13.4 per cent) or looking for work (8.7 per cent compared to 5.0 per cent). It suggests that early school leavers in non-metropolitan areas of Victoria cannot rely on employment without further study or training as a viable pathway to stable full-time work to the extent that early leavers living in the city can.

Early leavers - Working part-time in 2004

Part-time work is sometimes part of the pathway taken by young people making the transition from school to work and further education. About 15 per cent of the early school leavers from 2003 were in part-time jobs and not in study or training

in 2004. Table 2.14 reports the main activities in 2007 of the sample from this group in the longitudinal survey.

The patterns of main activities in 2007 show that about one in five remain in part-time work and not in study or training (21.7 per cent). Just over a third (35.9 per cent) were in full-time jobs. Females more frequently have remained in part-time work than males (28.6 per cent compared to 16.9 per cent). Male early leavers who were in part-time work with no study or training in 2004 were in either an apprenticeship or full-time work in 2007 (56.4 per cent compared to 40.7 per cent of females). Early school leavers in non-metropolitan areas were more likely than their city counterparts to still be in part-time employment in 2007 (26.2 per cent as against 18.8 per cent).

Table 2.13 Main activity in 2007 of those initially in full-time work, by gender and location: early leavers

		Main activity in 2007										Total
		School-level	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	
Early leavers	Working full-time	1.2	0.0	3.6	0.0	16.0	5.9	50.9	15.4	5.9	1.2	100
Males	Working full-time	1.6	0.0	3.1	0.0	19.4	4.7	49.6	14.0	6.2	1.6	100
Females	Working full-time	0.0	0.0	5.0	0.0	5.0	10.0	55.0	20.0	5.0	0.0	100
Metro	Working full-time	1.7	0.0	1.7	0.0	16.8	5.0	54.6	13.4	5.0	1.7	100
Non-metro	Working full-time	0.0	0.0	8.7	0.0	15.2	8.7	37.0	21.7	8.7	0.0	100

Table 2.14 Main activity in 2007 of those initially in part-time work, by gender and location: early leavers

		Main activity in 2007										Total
		School-level	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	
Early leavers	Working part-time	2.8	0.5	2.3	1.4	14.7	6.9	35.9	21.7	8.3	5.5	100
Males	Working part-time	1.6	0.8	2.4	0.8	23.4	5.6	33.9	16.9	10.5	4.0	100
Females	Working part-time	4.4	0.0	2.2	2.2	3.3	8.8	37.4	28.6	5.5	7.7	100
Metro	Working part-time	4.5	0.8	1.5	0.8	14.3	4.5	38.3	18.8	9.8	6.8	100
Non-metro	Working part-time	0.0	0.0	3.6	2.4	14.3	10.7	32.1	26.2	6.0	4.8	100

Of those who began in part-time work, over a third remain in a fairly marginalized status in 2007 — in part-time work, looking for work or not in the labour force. This trend was stronger for females and for those in non-metropolitan locations. It highlights continuing issues for this group of early leavers in making the transition from school to stable full-time work.

Early leavers – Looking for work in 2004

In 2004, 19 per cent of early school leavers from the previous year were looking for work. This is a rate much higher than for Year 12 completers (4.7 per cent). This is partly due to the number of Year 12 completers who enter university rather than the labour force. However, the rate for early leavers is almost three times that of Year 12 completers. It highlights the more difficult circumstances that early leavers face in trying to successfully negotiate a transition from school to work. For this reason it is important to consider the longer term outcomes of early leavers who are initially looking for work upon exiting school. Of the early leavers who left school in 2003 and participated in *On Track*, a sample of 264 young people who entered the labour market but who were looking for work in 2004 were included in the longitudinal study. The main activities of this group in 2007 are reported in Table 2.13 and provided by gender and location.

One feature to note is that approximately seven in ten (69 per cent) in 2007 were not engaged in any form of education or training. Some were in full-time work (20.3 per cent). However, almost half of the early leavers initially who were looking for work on leaving school were in part-time work (25.2 per cent), looking for work (13.5 per cent) or not in the labour force (9.8 per cent). Despite the passage of time, a large proportion of those initially looking for work have remained in a marginal workforce status. The rates are substantially more marked than for Year 12 completers indicating that higher proportions of early school leavers can be disadvantaged in making the transition from school to work. The reasons that lead to the withdrawal from school may reduce their chances of making a smooth transition, but the post-school structures and opportunities are not yet working effectively for this group.

Female early leavers are most affected. Almost 60 per cent who were initially looking for work remained in a marginalised status three years later. This highlights some of the reasons why females are more likely to remain at school. Those who leave school before completing a qualification are more likely to struggle to find work or education and training opportunities.

Table 2.15 Main activity in 2007 of those initially looking for work, by gender and location: early leavers

		Main activity in 2007										
		School-level	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in labour force	Total
Early leavers	Looking for work	2.3	0.8	1.5	3.8	19.2	3.8	20.3	25.2	13.5	9.8	100
Males	Looking for work	0.0	0.0	2.4	3.6	25.7	1.2	25.1	25.1	12.0	4.8	100
Females	Looking for work	6.2	2.1	0.0	4.1	8.2	8.2	12.4	25.8	14.4	18.6	100
Metro	Looking for work	3.0	1.0	1.0	4.1	19.3	5.1	16.8	24.9	17.3	7.6	100
Non-metro	Looking for work	0.0	0.0	2.9	2.9	19.1	0.0	30.9	26.5	2.9	14.7	100

Part B:

The 2004 cohort of school leavers

chapter

3

Apprentices

The 2005 *On Track* survey of young people who left school in 2004 showed that 5.2 per cent of Year 12 completers were undertaking an apprenticeship in 2005. Of the 4529 early school leavers interviewed as part of the *On Track* survey in 2005, 29.8 per cent were apprentices. The 2007 longitudinal survey followed-up a large number of these apprentices to find out what they were doing in 2007, two years after leaving school. The sample comprised 1427 apprentices, 1023 who were Year 12 completers and 404 early school leavers.

This chapter presents information on the status of apprentices in 2007, including those who continued into the third year of their apprenticeship as well as those who discontinued. Reasons for discontinuing and the current activities of those no longer in apprenticeships are reported.

→ Continuation and withdrawal

Figure 3.1 presents the progress of the school leavers who took up an apprenticeship, now in their third post-school year (2007). It shows that

of those surveyed who were apprentices in 2005, 76.2 per cent were still doing that apprenticeship in 2007. Most of the remainder (16.8 per cent of the total group) had discontinued their apprenticeship, while a small proportion reported having completed it already (7 per cent). Of those who discontinued, 11.4 per cent had left during the first year of their indenture, while 5.4 per cent had discontinued during the second year.

As Figure 3.1 demonstrates, the patterns varied slightly for apprentices who were Year 12 completers compared to the early school leavers who went on to become apprentices. The discontinuation rate for example, was marginally higher among early leavers (17.3 per cent compared with 16.3 per cent for Year 12 completers). Conversely, completion rates were higher for Year 12 completers with 8.5 per cent reporting having completed their apprenticeship compared to 5.1 per cent for early leavers. Continuation rates were slightly stronger for early leavers: 75.2 per cent of apprentices who completed Year 12 were continuing their apprenticeship in 2007, while 77.5 per cent of the early school leavers who were apprentices in 2005 were still doing the same apprenticeship in 2007.

Figure 3.1 Continuation status of apprentices

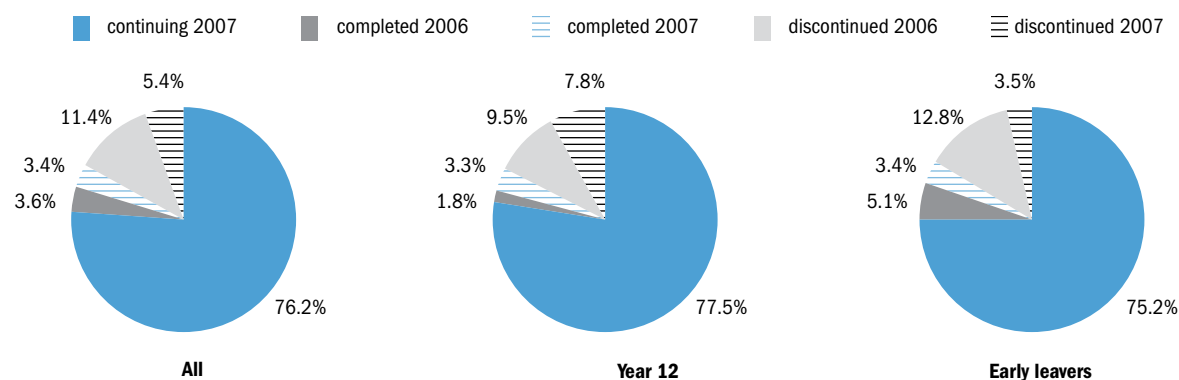


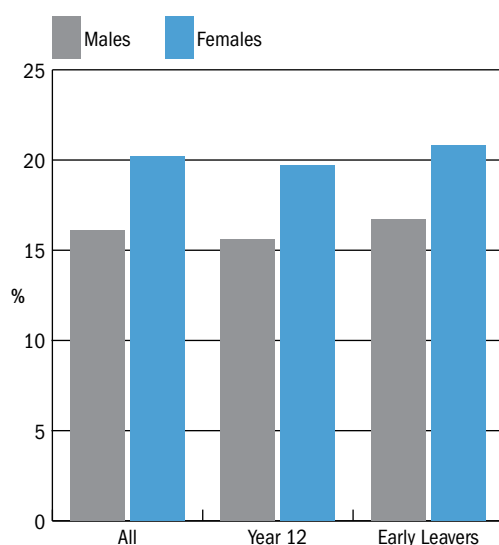
Table 3.1 Rate and year of discontinuation in apprenticeships, by gender (%)

	All (%)		Year 12 (%)		Early Leavers (%)	
	Males	Females	Males	Females	Males	Females
Discontinued 2006	10.4	16.5	11.9	17.2	8.4	15.6
Discontinued 2007	5.7	3.6	3.7	2.5	8.3	5.2
Total	16.1	20.2	15.6	19.7	16.7	20.8

Discontinuation across different groups

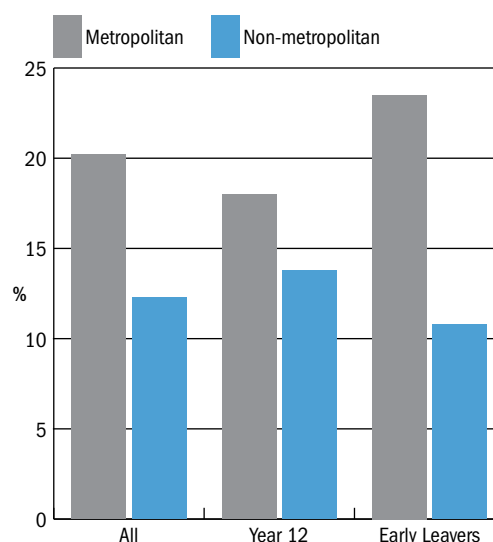
Males and females

Discontinuation rates were slightly stronger among females than among males. Figure 3.2 shows that by 2007, females were more likely than males to have dropped out of the apprenticeship in which they were engaged in 2005. One in five females had discontinued in either 2006 or 2007, compared to 16 per cent of males. This pattern was repeated for both Year 12 completers and early leavers. Males however had higher proportions of discontinuations during the third rather than second year of their apprenticeship (see Table 3.1 above). This is particularly the case for male early school leavers, who were equally likely to dropout in 2007 as 2006 (8.4 per cent discontinued in 2006 compared to 8.3 per cent in 2007) whereas female early leavers had three times as many dropouts in 2006 as 2007 (15.6 per cent discontinued in 2006 compared to 5.2 per cent in 2007).

Figure 3.2 Rate of apprenticeship discontinuation, by gender (%)

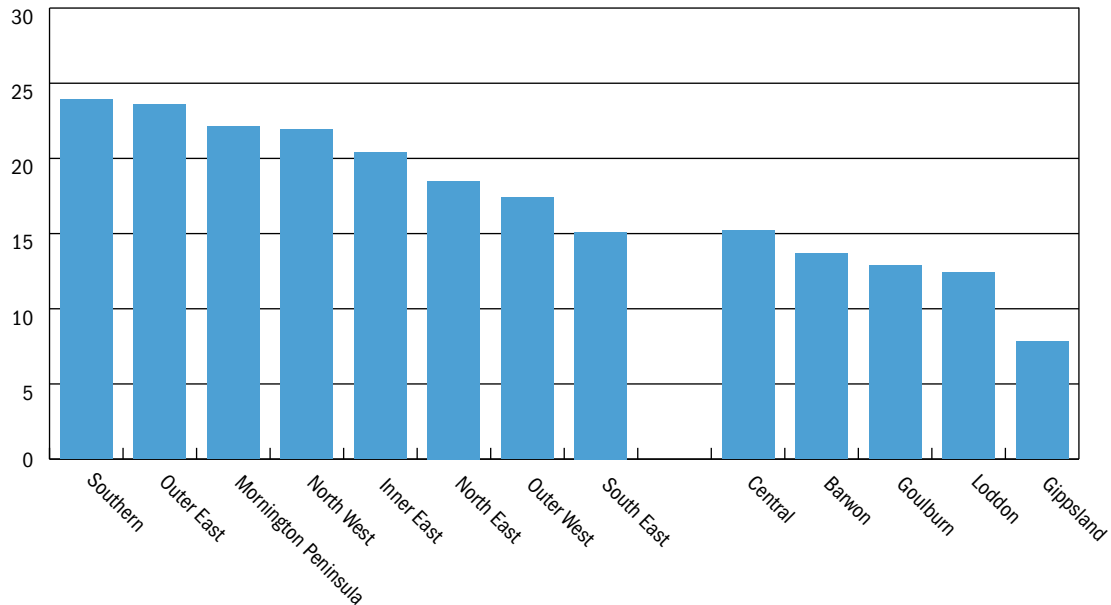
Region

The experiences in relation to continuing or discontinuing in apprenticeships also varied by region. These are displayed in Figure 3.3 which presents the rates by location, comparing those who were living in metropolitan areas in 2004 and those living in non-metropolitan areas. Discontinuation rates were higher for apprentices in metropolitan areas, with one in five having dropped out by 2007, compared to one in eight of those in non-metropolitan regions. These regional differences are less strong for Year 12 completers (only 4 percentage points difference between the rates) and magnified for early leavers. Metropolitan early leavers were more than twice as likely to have discontinued their apprenticeship three years out of school than non-metropolitan apprentices (23 per cent metropolitan compared to 11 per cent for non-metropolitan).

Figure 3.3 Rate of apprenticeship discontinuation, by location (%)

Reporting rates for metropolitan Melbourne as a whole conceals some variation within metropolitan Melbourne. Figure 3.4 presents the discontinuation rates by labour force region, comparing those in Melbourne with those in other parts of the state.

Figure 3.4 Rate of apprenticeship discontinuation, by labour force region (%)



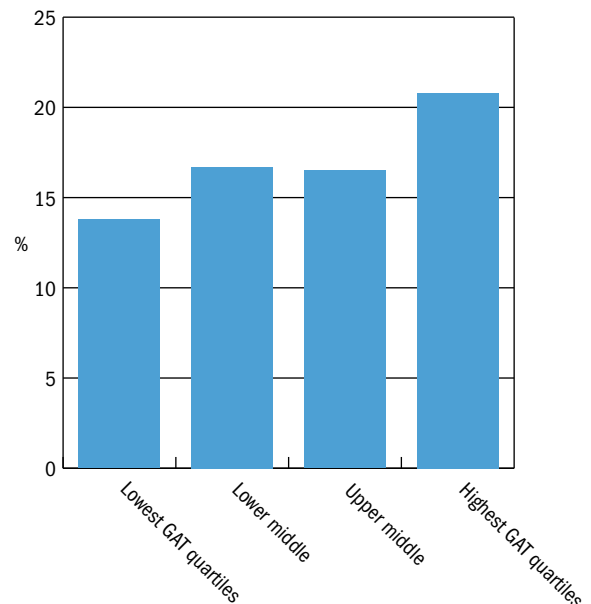
In southern and outer-eastern Melbourne, as many as 24 per cent of apprentices discontinued, while south-east Melbourne had only a 15 per cent discontinuation rate. In regional Victoria, discontinuation rates ranged from 8 per cent in Gippsland compared to 15 per cent in Central Highlands. In addition, apprentices continue their contracted training more frequently in rural and provincial city areas of Victoria than in the city.

Achievement

Figure 3.5 presents the rates of discontinuation based on achievement levels (GAT) of apprentices when they were in school. The results relate only to the Year 12 completers who took up an apprenticeship because it was for this group only that achievement results were available. The achievement groups are based on the quartiles of achievement of all Year 12 students in 2004. As Table 2 in the introduction showed, apprentices are far more often drawn from the lowest quartile of achievers rather than the highest, with 51.3 per cent of apprentices represented in the lowest quartile.

The results show that apprentices in 2005 who were lower achievers in Year 12 were less likely than their higher achieving counterparts to have discontinued two years later. This may be because of other options that higher achievers wish to pursue. The option of university and other forms of study may well have influenced the higher rate of discontinuation among higher achieving school completers.

Figure 3.5 Rate of apprenticeship dropout by GAT achievement (quartiles): Year 12 completers only

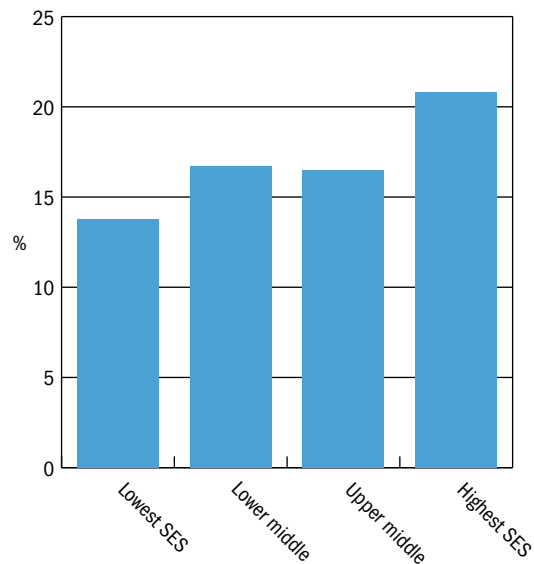


Socio-economic Status (SES)

Figure 3.6 presents the rates of discontinuation based on the SES background of apprentices. The results are restricted to the Year 12 completers who took up an apprenticeship. The SES groups are based on the quartiles of SES of all Year 12 students in 2004.

As with achievement, apprentices from lower socioeconomic status (SES) backgrounds were less likely to discontinue their apprenticeship than those from higher SES backgrounds.

Figure 3.6 *Rate of apprenticeship discontinuation by socioeconomic status (quartiles): Year 12 completers only*



Reasons for discontinuing

Those who discontinued their apprenticeship were asked about the main reason behind the decision to do so. Figure 3.7 presents some of the reasons identified by respondents for not continuing in their apprenticeship training. Overall, the most common response was simply that the individual “didn’t like it”. This reason accounted for 27 per cent of the former apprentices.

Leaving the apprenticeship due to a change in personal circumstances or due to incompatibility with one’s employer were the other most common reasons given (17 and 10 per cent respectively). Nine percent reported being forced to discontinue their apprenticeship, either because their own employment was terminated or the business ceased to operate.

Year 12 completers were more likely than early leavers to report a change in personal circumstances, wanting to ‘try something else’ or that they had changed to another form of study or training. Early leavers who left their apprenticeship were more likely to report interpersonal issues with their employer as the main reason for leaving. Financial issues also played a role for some early leavers who discontinued, with 6 per cent reporting being underpaid as a reason for moving onto something else.

Figure 3.7 *Main reasons for not continuing apprenticeship (%)*

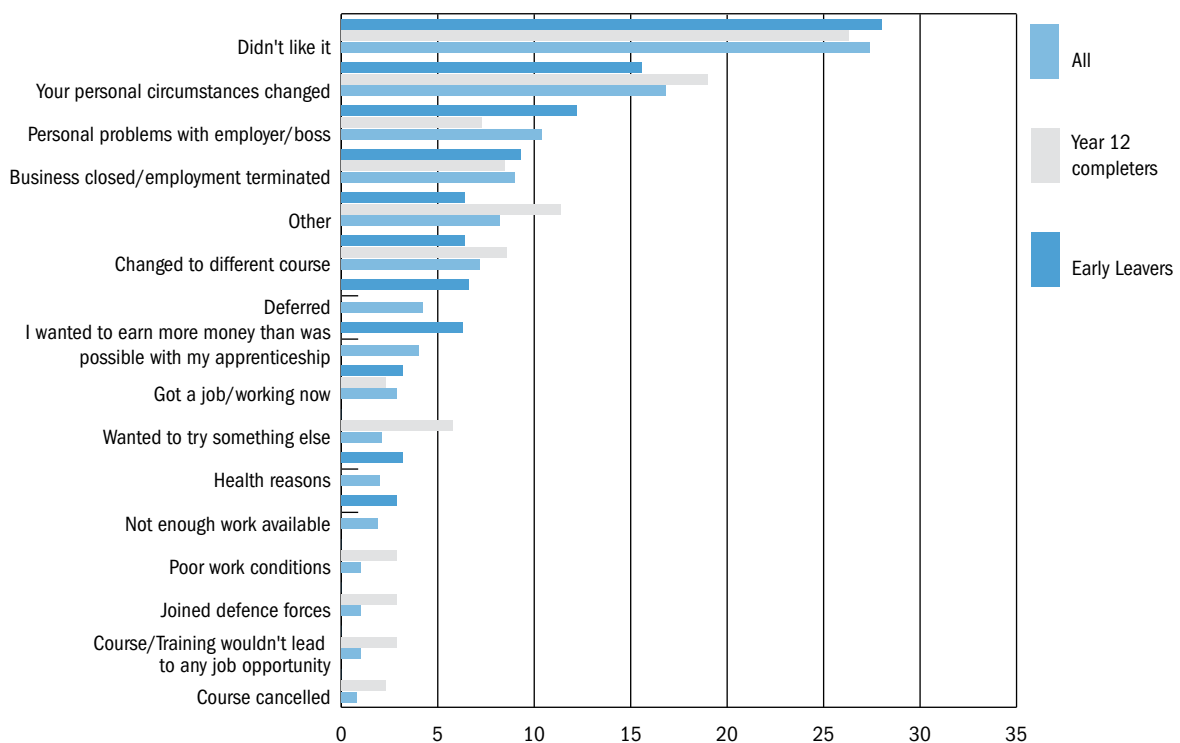


Figure 3.8 Destinations of apprentices who discontinued, by gender (%)

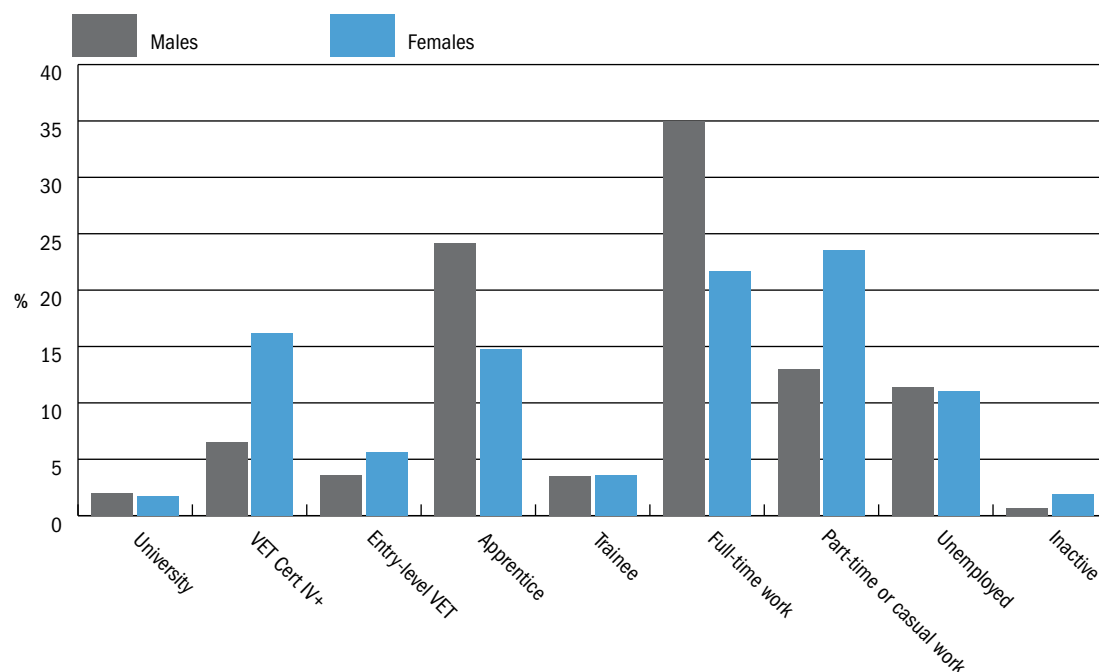
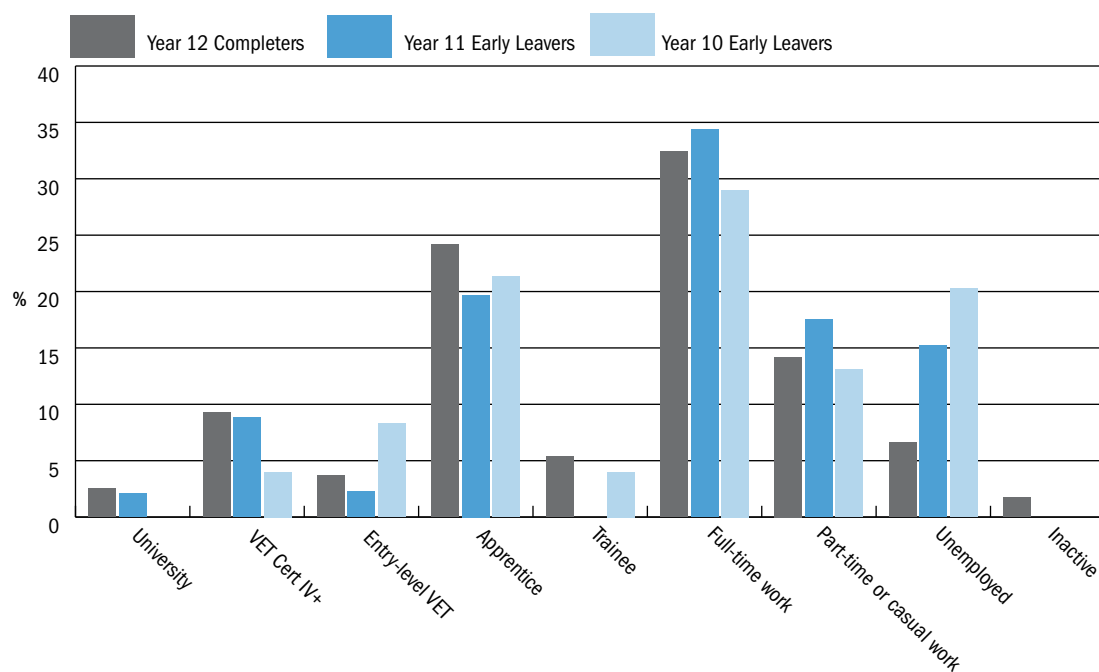


Figure 3.9 Destinations of apprentices who discontinued, by school attainment (%)



→ Destinations of apprentices

The destinations in 2007 of those who discontinued the apprenticeship they were doing in 2005 vary considerably by gender. Nearly one-quarter of males (24 per cent) who discontinued their original indentured training reported that they had gained another apprenticeship in 2007 (see Figure 3.8). A further 35 per cent were in full-time work and 13 per cent were in part-time or casual work. In contrast, only 15 per cent of females who discontinued their 2005 apprenticeship were apprentices in 2007, and only 22 per cent were engaged in full-time employment. Female former apprentices were more likely to be employed in part-time or casual work with nearly one-quarter or 24 per cent in this less secure position. VET study at Certificate IV level or above was another strong destination for women (17 per cent compared to 7 per cent of men). Females were also more likely than males to be undertaking a campus-based entry or middle level VET course at Certificate I, II or III level. A small proportion of females and males had enrolled at university (2 per cent) or a traineeship (4 per cent). Similar proportions of both males and females were looking for work at the time of the survey (11 per cent for each group).

Three years after leaving school, females who had entered an apprenticeship but discontinued were more tenuously placed than their male counterparts with 37 per cent looking for work, inactive or in part-time work in 2007 compared to 25 per cent of males.

Whether an early school leaver who was an apprentice in 2005 left school in Year 10 or in Year 11 has some impact on the destinations of those who discontinue an apprenticeship. Those who left in Year 10 are more likely to enter campus-based VET to study at a lower level after dropping out of their apprenticeship (see Figure 3.9). Year 11 leavers entered into a VET Certificate IV or above or university course at similar rates to their Year 12 completer counterparts.

Year 10 early leavers were least likely to be in full-time work (29 per cent compared to 34 per cent Year 11 leavers). Year 11 early leavers had the highest proportions in part-time or casual work (17 per cent compared to 13 per cent Year 10 early leavers).

The proportion of discontinued apprentices looking for work decreased with school attainment. One in five former apprentices who had left school at Year 10 were looking for work in 2007 compared to 15 per cent of Year 11 early leavers.

By comparison to the earliest school leavers in particular, apprentices who discontinued, but who completed Year 12, have more favourable outcomes. They are more likely to be in some form of study or training and less likely to be looking for a job.

Year 12 completers may be less dependent on having to remain or complete apprenticeships if they do not like the training they have experienced. Other options are available for this group. This becomes apparent in looking at the reported destinations of the Year 12 completers who discontinued their apprenticeships after two years. University, higher-level VET study and changing to another apprenticeship occur at higher rates than for early leavers.

chapter

4

Trainees

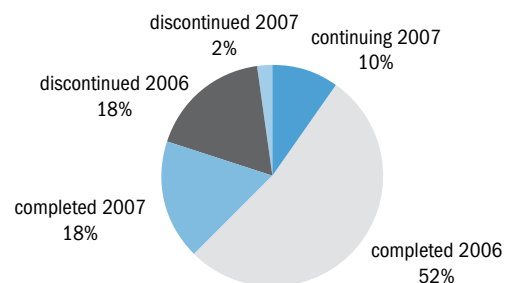
Just under five per cent of Year 12 completers, and approximately eight per cent of early school leavers who took part in the 2005 *On Track* survey were undertaking a traineeship in 2005. Because of the large differences in the numbers of Year 12 completers compared to early school leavers each year, it means that most traineeships are taken up by Year 12 completers. For this reason there are 615 trainees in the longitudinal sample in 2007 who were Year 12 completers in 2004, compared to only 35 early leavers.

As many traineeships can be completed within a twelve-month period, it is of particular interest to examine the destinations of this group of young people, as measured by the 2007 longitudinal survey, at least two years on from commencement of the traineeship. This chapter presents information on the status of trainees in 2007, including those who completed, those who dropped out and those who are continuing. The current activities of those no longer in traineeships are reported.

→ Traineeship completion

Figure 4.1 presents the 2007 status of the school leavers who took up a traineeship in their first post-school year (2005). As we would expect only a small proportion (10 per cent) were still completing their traineeship when surveyed in 2007. Over half the group of trainees had completed their indenture in 2006 and a further 18 per cent had completed by 2007; in total seven in ten trainees had completed. One in five (20 per cent) had withdrawn from their training without completing the traineeship (18 per cent in the first year of their traineeship and 2 per cent in the second year).

Figure 4.1 Status of trainees in 2007



Non-completion rates vary by gender, with higher discontinuation rates among males. The rate of non-completion was 23 per cent for males and 18 per cent for females.

Figure 4.2 presents traineeship non-completion rates by region — labour force regions in Melbourne and those in the rest of Victoria. Overall discontinuation rates were higher in metropolitan Melbourne with 23 per cent of young people who had commenced a traineeship in 2005 withdrawing without completing by 2007, compared to 16 per cent of non-metropolitan trainees. The rate of non-completion varied across the urban and rural areas. Within Melbourne half of all trainees from north-west Melbourne had withdrawn without completing, while those from the outer east had a non-completion rate of 12 per cent. Meanwhile in country Victoria, discontinuation rates varied from a high of 19 per cent in Barwon to 12 per cent in Central Highlands.

Figure 4.2 Rates of traineeship discontinuation, by labour force region (%)

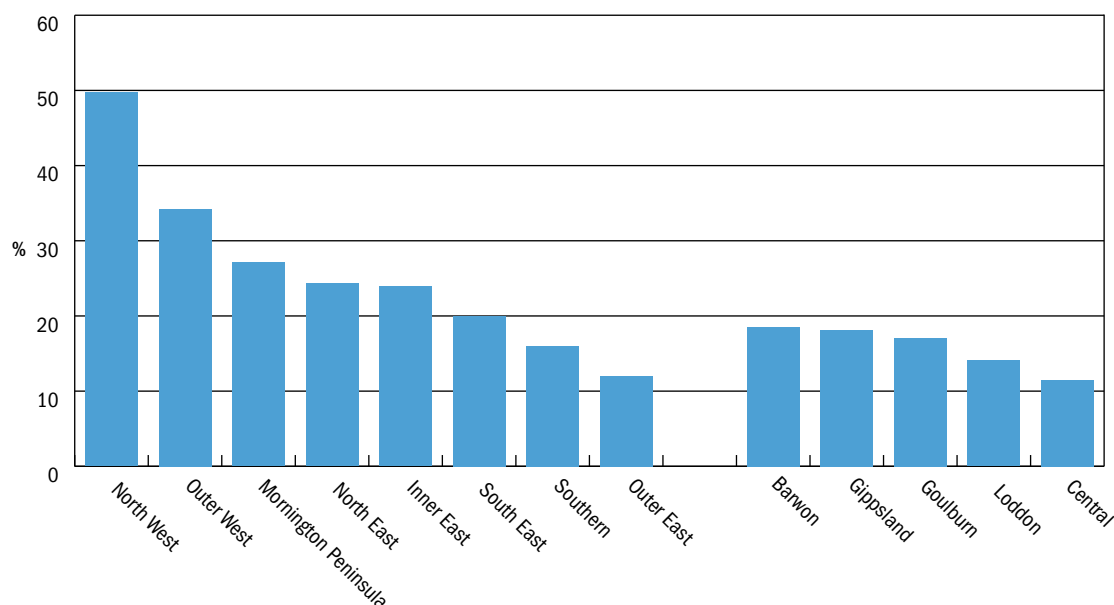
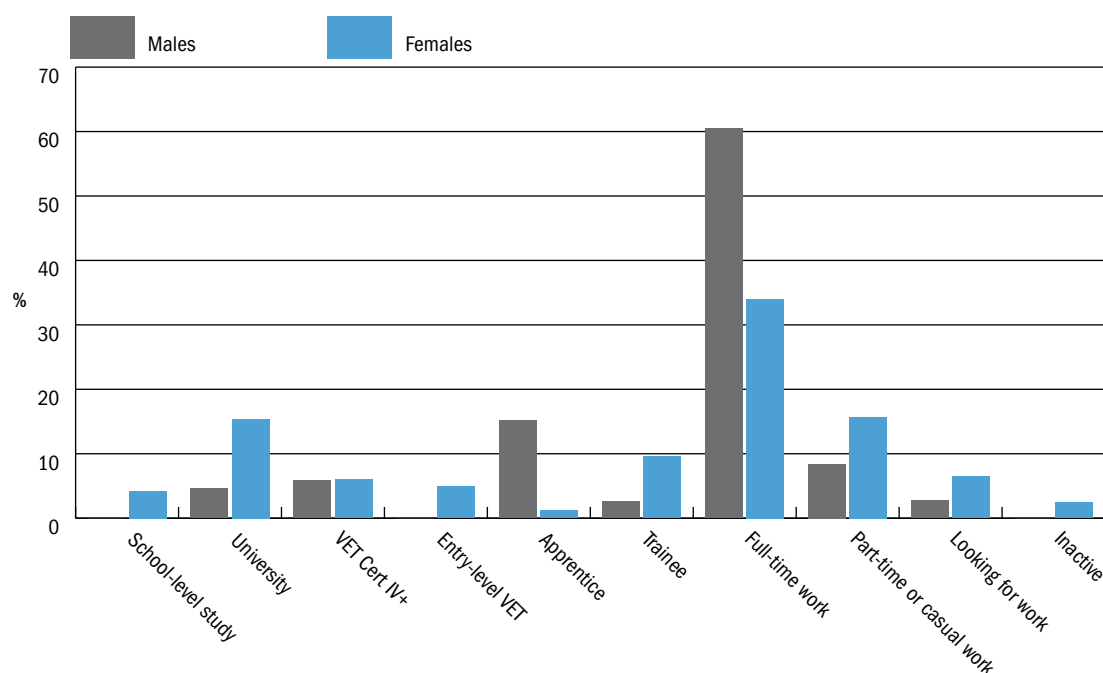


Figure 4.3 Destinations of trainees who discontinued their traineeship, by gender



→ Destinations of Trainees

Non-completers

Figure 4.3 presents the activities in 2007 of those who discontinued their 2005 traineeship, most were either in full-time work or some kind of study or training. Among males, 60 per cent were employed full-time, and 15 per cent were undertaking an apprenticeship. Among females, a third were in full-time work and a fifth were in

study at either university (15 per cent) or in the VET sector at Certificate IV level or higher (6 per cent). A small proportion of non-completer trainees were studying school-level courses (4 per cent) or campus-based VET at Certificates I to III (5 per cent).

There are some differences between the 2007 destinations of trainees from the country who do not complete and those from the city (see Figure 4.4). Trainees in non-metropolitan areas who discontinue are more likely than their city

counterparts to take up university study or an apprenticeship, be in full-time work or to be unemployed. Those from metropolitan areas are more likely to enter VET study at Certificate IV level or higher. Similar proportions of each group were in part-time or casual work (13 per cent metropolitan and 14 per cent non-metropolitan), and small proportions of both groups were undertaking a new traineeship (7 per cent non-metropolitan and 6 per cent metropolitan).

Completers

Figure 4.5 shows the activities in 2007 of those who completed their traineeship in 2005. It reveals that full-time work is the main destination for both males and females who had completed a traineeship, with 46 per cent of both females and males in full-time work in 2007.

Figure 4.4 Destinations of trainees who discontinued their traineeship, by location

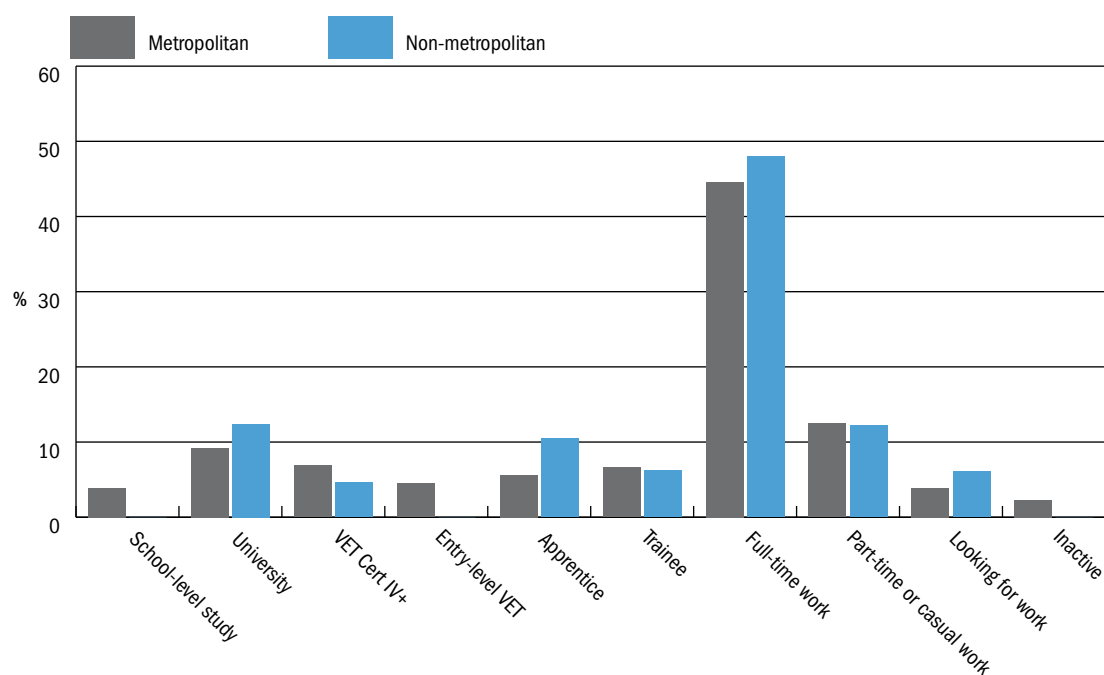
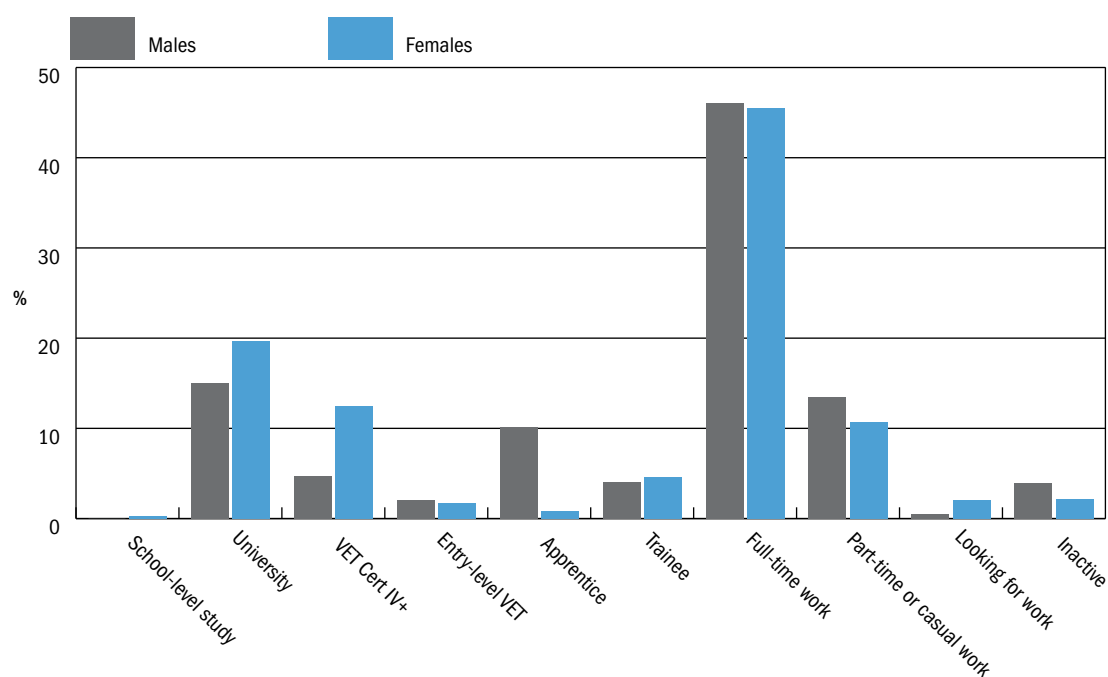


Figure 4.5 Destinations of trainees who completed, by gender



Ten per cent of males who had finished a traineeship had taken up an apprenticeship, whereas this was rare for females (only 1 per cent). Instead, young women were more likely to enroll at university after completing their traineeship (20 per cent compared to 15 per cent), or undertake a campus-based VET course at level Certificate IV or above. For university students it may be that the traineeship involves a gap year, providing an opportunity to participate in structured training and experiment with alternative options before returning to more traditional academic study.

A group of both males and females who complete a traineeship commence a second traineeship (4 per cent of males and five per cent of females).

Slightly higher proportions of trainee completer males had moved into part-time or casual work compared to females (13 per cent compared to 11 per cent). The proportion of both male and female traineeship completers looking for work was extremely low (2 per cent and below).

The destinations of traineeship completers varies by broad location (metropolitan versus non-metropolitan). Figure 4.6 shows that traineeship completers from country Victoria are more likely to have entered university or taken up an apprenticeship or another traineeship, and less likely to be working full-time or be inactive (not in study or training, nor in the labour force), than traineeship completers from metropolitan areas.

→ Importance of traineeship completion for career pathway

As a part of their interview, respondents in jobs at the time of the longitudinal survey were asked if the current job they held was the type of job they would like as a career. Figure 4.7 presents the percentages of traineeship completers who agreed and those who did not agree, and compares them with those who did not complete their traineeship.

Those who were trainees in 2005 and completed their traineeship and were working when contacted in 2007 were 16 per cent more likely than those who dropped out and were working in 2007 to agree that the job they were currently in was the type of job they would like as a career.

Those who discontinued were more likely to disagree than agree that their current job was one they would like to have as a career. It is possible that the traineeship completers have been able to more successfully access jobs based on their study which they view as worthwhile from a career perspective. This is of interest given the importance of full-time work as a post-trainee destination to both completers (males and females) and non-completers (particularly males).

Figure 4.6 Destinations of trainees who completed, by location

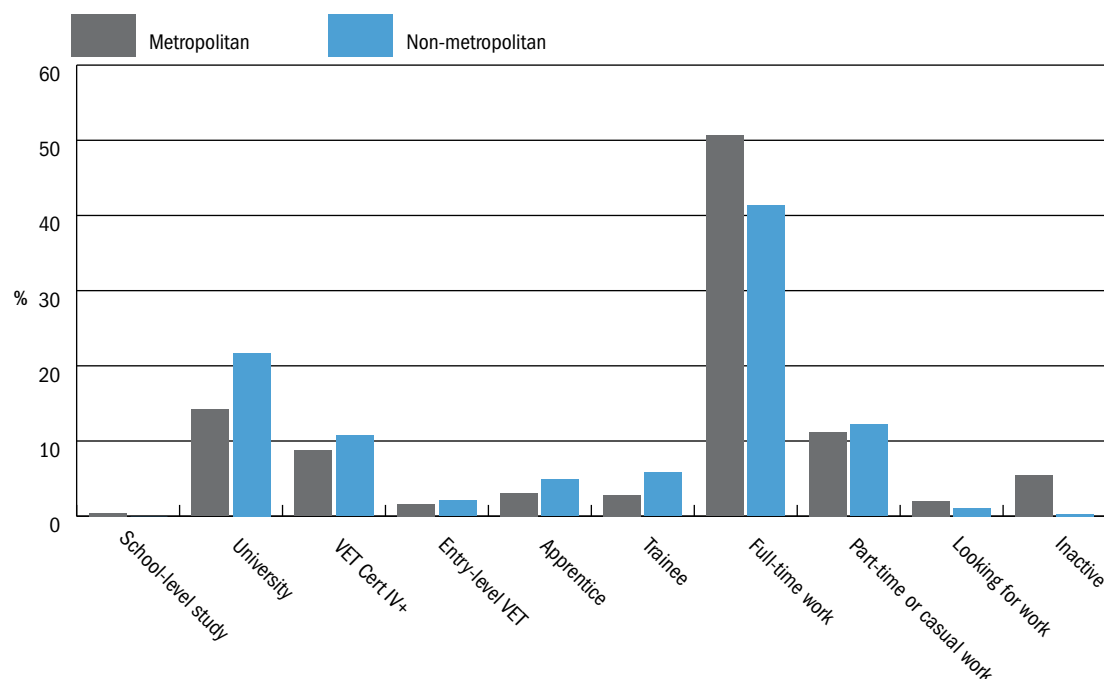
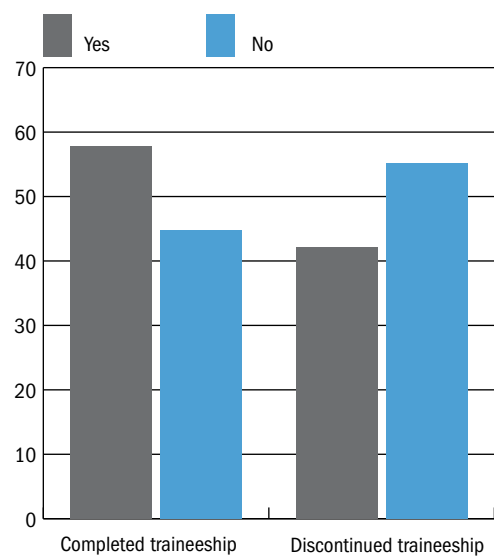


Figure 4.7 Views on current job as career (%)*



* Figures report the percentage of respondents who agree (yes) or disagree (no) with the statement "Is the job you have the type of job you would like as a career?"

chapter

5

Entry-level VET participants

Some 16 per cent of early school leavers in the 2005 *On Track* survey reported that they were studying a VET program at Certificate I, II or III level. This pathway is viewed as a positive one for early leavers. It indicates that while no longer at school, these young people have not turned away from education altogether. The TAFE and ACE sectors offer pathways for early school leavers that have the potential to support successful labour market outcomes and promote skills for lifelong learning. The longitudinal survey offers a chance to examine whether these early leavers continued on this study or training pathway and examine the outcomes two years on.

Additionally, a small but significant number of school completers were known to be studying a campus-based VET course at Certificate I or II level (and in a few cases Certificate III) in the year after finishing school. Given that this level of VET study is available to most students as part of the VCE or VCAL, and VCE graduates are generally considered qualified for entry to the VET sector at Certificate IV level or higher, it is of interest

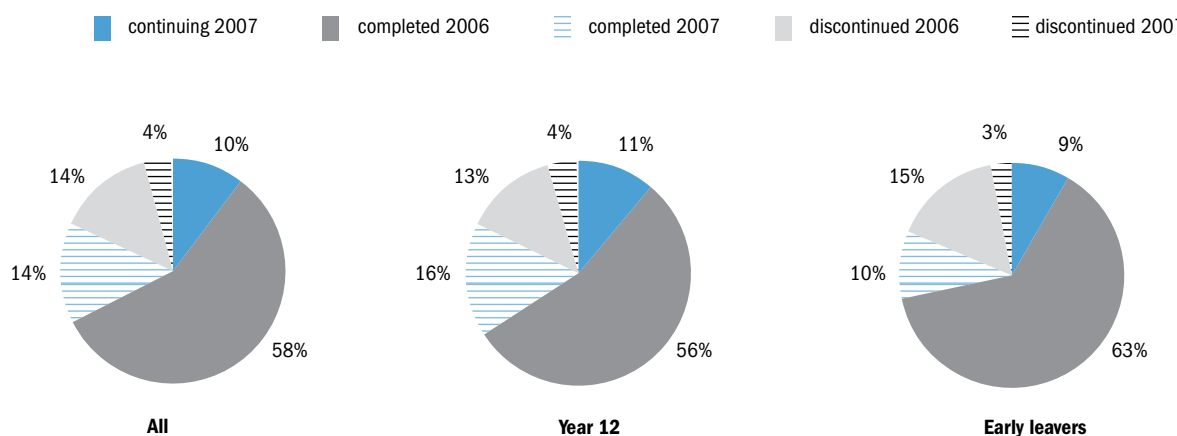
to continue following the pathways of school completers who embark immediately on a basic VET course.

The entry-level VET sample in *On Track longitudinal* comprises 345 early school leavers and 346 Year 12 completers, a total sample of 691 school leavers who entered entry-level VET courses in their first post-school year. This chapter presents information on the status and activities of this group, including those who continued in study, those who completed as well as those who did not. The current activities of those no longer in study are reported.

→ Entry-level VET completion

Figure 5.1 shows the status in 2007 of those who were in entry-level VET study in 2005. It shows that 72 per cent of the longitudinal survey participants who had been studying a VET program at entry-level in 2005 had since

Figure 5.1 Status in 2006 of school leavers in entry-level VET study in 2005

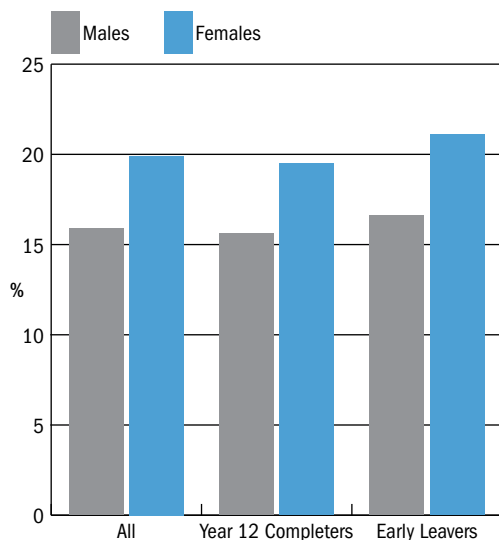


completed that course. A further 10 per cent were still enrolled in the course, and the remaining 17 per cent had discontinued without completing.

Over seven in ten of both the group of early school leavers and the year 12 completers who were studying VET programs at Certificate I, II or III in 2005 had completed their course by the time they were interviewed in two years later in 2007 (72 per cent completion rate for each). Similar proportions of early school leavers and Year 12 completers had discontinued without completing: 18 per cent and 17 per cent respectively. For both groups, discontinuation was more likely to occur by the end of the first year of study (2006) rather than the second (2007).

Rates of non-completion varied to an extent by gender (see Figure 5.2). Females in entry-level study in 2005 were slightly more likely to not complete their course than males were. The gender gap was similar for both early leavers and Year 12 completers (with a difference of 3 percentage points between female and male Year 12 completers and 4 percentage points between early leavers).

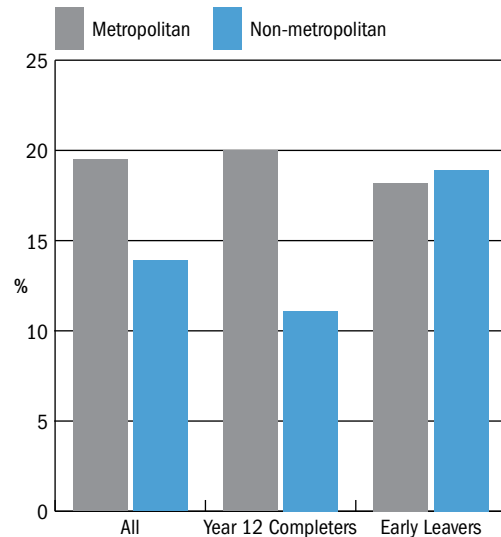
Figure 5.2 *Non-completion rates of entry-level VET, by gender*



Differences in rates of non-completion did not vary much by region for early leavers. Figure 5.3 shows that the rates were nearly the same for early leavers from metropolitan as for those from non-metropolitan Victoria (with discontinuation rates of 18 and 19 per cent respectively). However, there were strong differences for Year 12 completers. Year 12 completers metropolitan locations were more almost twice

as likely to withdraw from study than those in non-metropolitan areas (20 per cent compared to 11 per cent withdrawing within two years of commencing the training).

Figure 5.3 *Non-completion rates of entry-level VET, by location*



→ Activities in 2007 of entry-level VET students

Males and Females

The 2007 destinations of the young people who had commenced an entry-level VET course in 2005 vary considerably by gender. The most prominent difference is the proportion of males undertaking an apprenticeship two years after their initial enrolment in a VET Certificate I, II or III course. Over half of these young men were undertaking an apprenticeship in 2007 (55 per cent) compared to only 3 per cent of their female counterparts.

The young women were represented in similar proportions in full-time employment positions (25 per cent) and part-time or casual work (23 per cent). This compared to 15 per cent of males in full-time work and 9 per cent in part-time employment. Females were more likely to be enrolled in campus-based VET (22 per cent, all courses levels compared to 9 per cent for males) and at university (9 per cent compared to 2 per cent for males). Overall, the destinations for young women were less secure, with over one-third in either part-time work, looking for work or not in the labour force.

Figure 5.4 Activities in 2007 of 2005 entry-level VET students, by gender

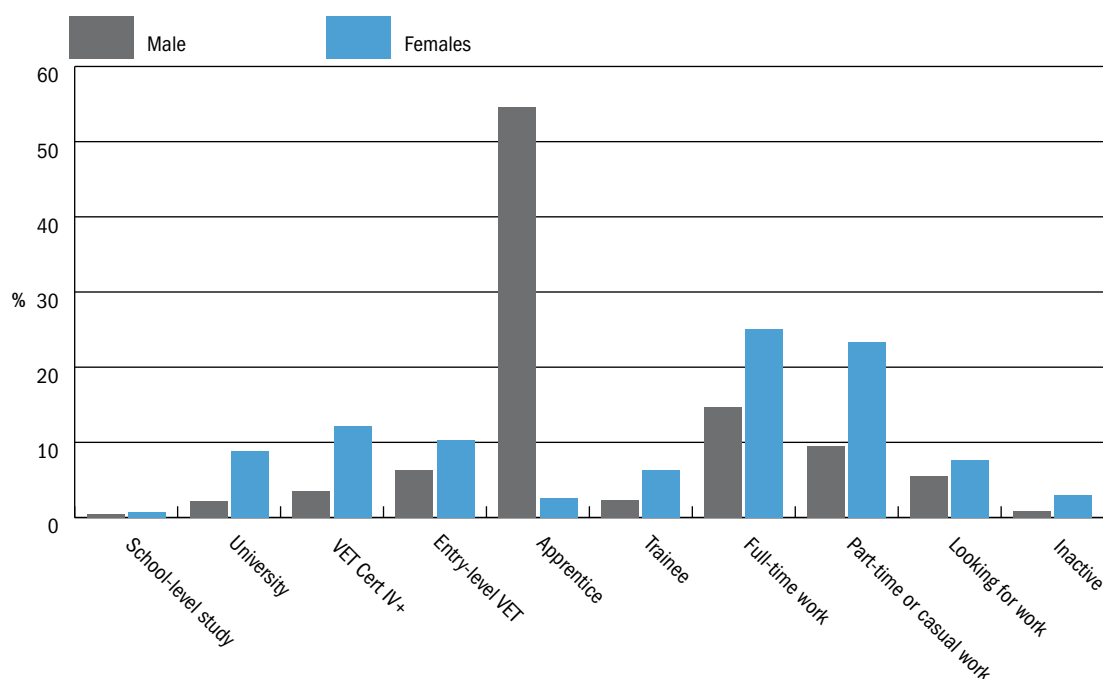
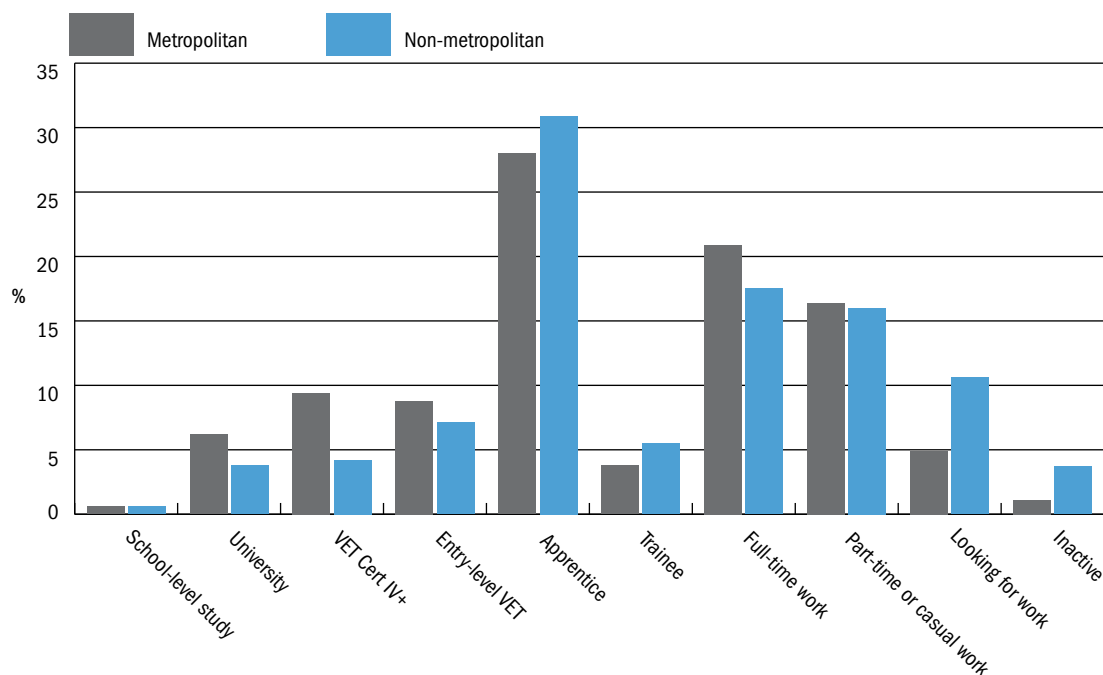


Figure 5.5 Activities in 2007 of 2005 entry-level VET students, by location



Location

While there were less strong differences between the main activities of entry-level VET students in 2007 classified by broad location, there are some points of distinction between the two groups (see Figure 5.5). Those entry-level VET students who had attended school in metropolitan Melbourne were more likely in 2007 to be undertaking campus-based study – university and

VET – than their non-metropolitan counterparts. Conversely rural school leavers were more likely to be undertaking formal training on-the-job (both apprentices and trainees, although the differences are small). The non-metropolitan group demonstrated more vulnerability however, with looking for work rates double that of the city group (11 per cent compared to 5 per cent). Metropolitan school leavers were more likely to be

undertaking full-time work in 2007, while similar proportions of both groups were undertaking part-time work 2 years after enrolling in an entry-level VET course.

Non-completers

The 2007 destinations of school leavers who were enrolled in entry-level VET programs in 2005 but had discontinued are given in Figure 5.6 below. The destinations for Year 12 completers and early leavers who withdrew from their 2005 entry-level VET courses are reported separately, as well as for the group as a whole.

Figure 5.6 shows that the most common destination in 2007 of early school leaver respondents who dropped out of an entry-level VET course was looking out of work (24 per cent), and a further 17 per cent were in part-time or casual work. While Year 12 completers who discontinued an entry-level VET course were equally likely to be in part-time or casual work (19 per cent), their rate of looking for work was much lower at only 5 per cent, or about one-fifth of the rate for early leavers. Early leavers who made the transition to entry-level VET from school and who do not complete their study, more often remain marginalised, not engaged in full-time work, study or training. Eleven per cent of early leavers who had discontinued were inactive, that is not in study or training nor working nor looking for work (compared to 1 per cent for Year 12 completers).

Many the inactive group were females undertaking home duties.

Year 12 completers who have since taken up further study are more likely to be enrolled at Certificate IV level or higher, while early school leavers tend to remain in entry-level VET courses. Apprenticeships were secured by around 14 per cent of early school leavers and 16 per cent of school completers. Very small proportions of both early leavers and school completers were undertaking a traineeship after discontinuing from their entry-level VET course.

Completers

A large number of respondents who completed their entry-level VET course after completing Year 12 appear to have used it as a stepping stone to a training contract (see Figure 5.7). The lack of a school certificate does not appear to be a barrier to this pathway for early leavers who have completed an entry-level VET course, with 30 per cent of this group of early leavers and school completers each undertaking apprenticeships in 2007.

However early leavers who have completed a Certificate I, II or III were more vulnerable to unemployment (looking for work) than those who had already completed the senior school certificate, with 14 per cent of these early leavers looking for work in 2007 (compared to 3 per cent of Year 12 completers).

Figure 5.6 Activities in 2007 of entry-level VET students who discontinued, by school completion

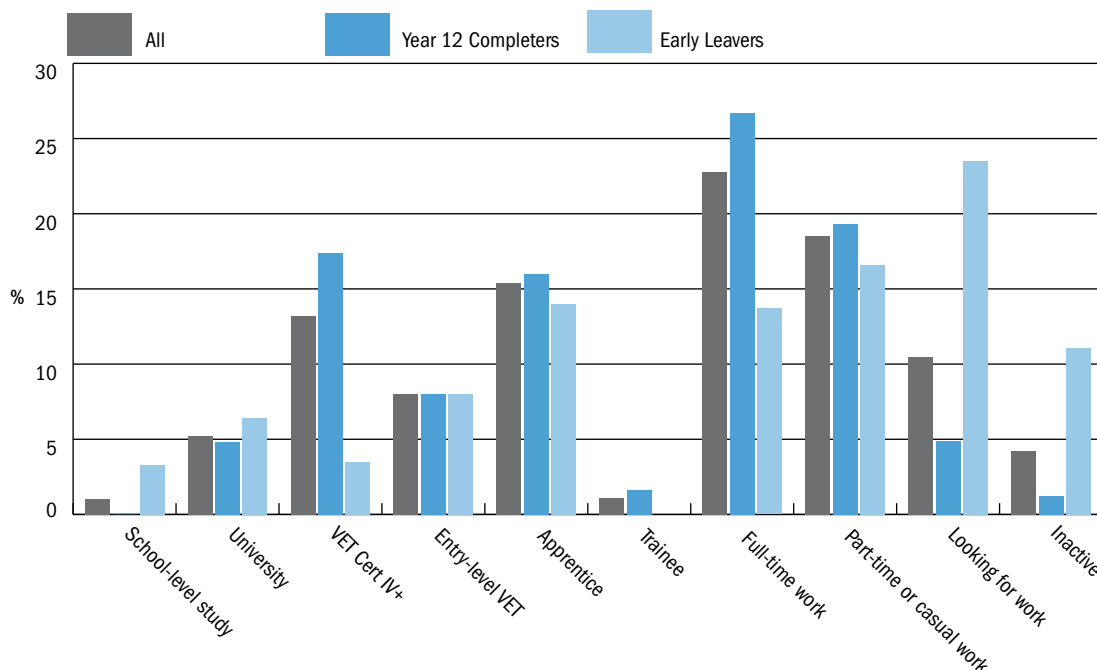
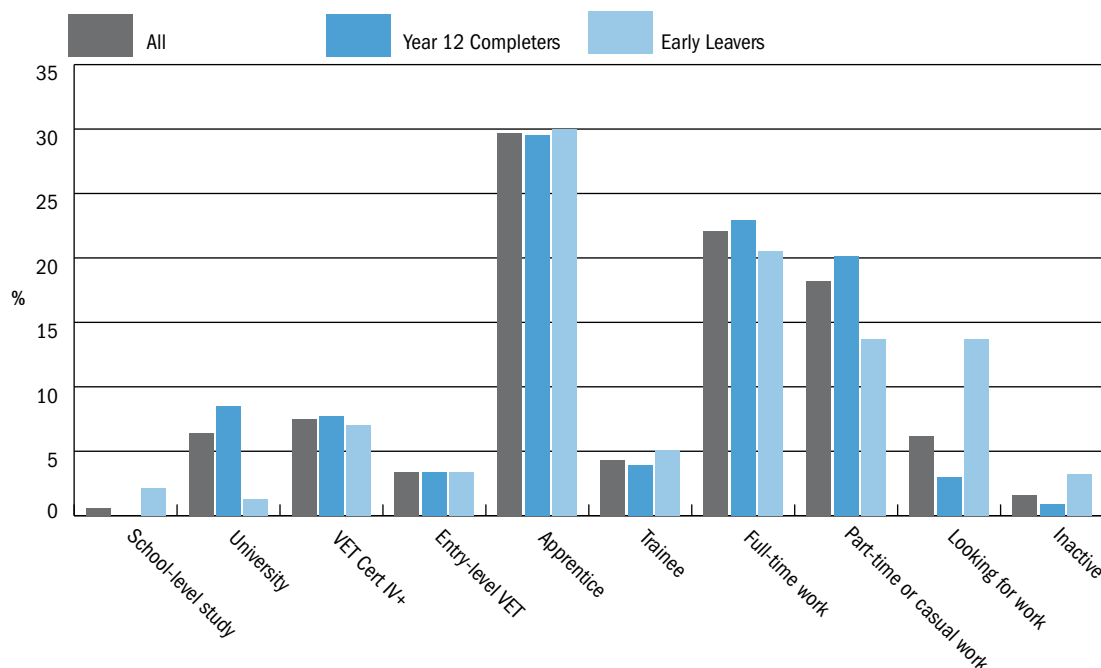


Figure 5.7 Activities in 2007 of entry-level VET students who completed, by school completion



Only small proportions of this group had used their entry-level VET course as a platform for further campus-based study. Similar proportions of early leavers and school completers had moved on to a Certificate IV or above course (7 per cent and 8 per cent respectively). In addition 9 per cent of Year 12 completers had commenced study at university.

→ School completers and early leavers looking for work

Fourteen per cent of early leavers who had completed an entry-level VET course were looking for work when surveyed in 2007. Six per cent of the school completer group were looking for work. For early leavers who did not complete their entry-level VET qualification, nearly one-quarter or 24 per cent were looking for work in 2007, along with 5 per cent of school completers who had discontinued.

The majority of early school leavers and school completers who were enrolled in an entry-level VET course in 2005 and who were looking for work in 2007 report that they had been looking for work for less than four months (see Figure 5.8 below), although one in five early leavers reported looking for between three and six months. Similar proportions of early leavers and school completers had been searching for a job for between six and twelve months.

Figure 5.8 Number of months looking for work, early leavers and school completers in 2007

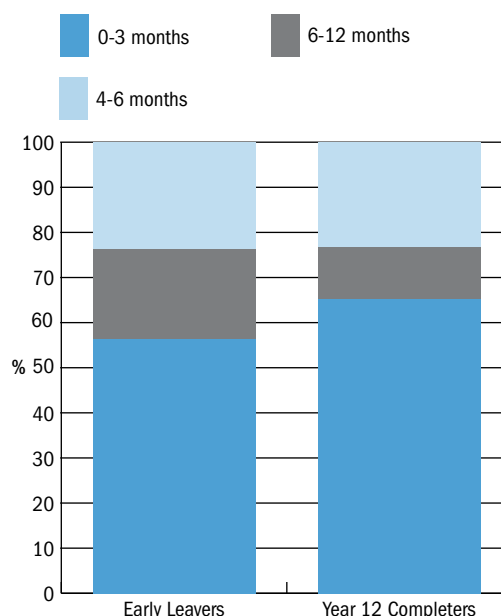
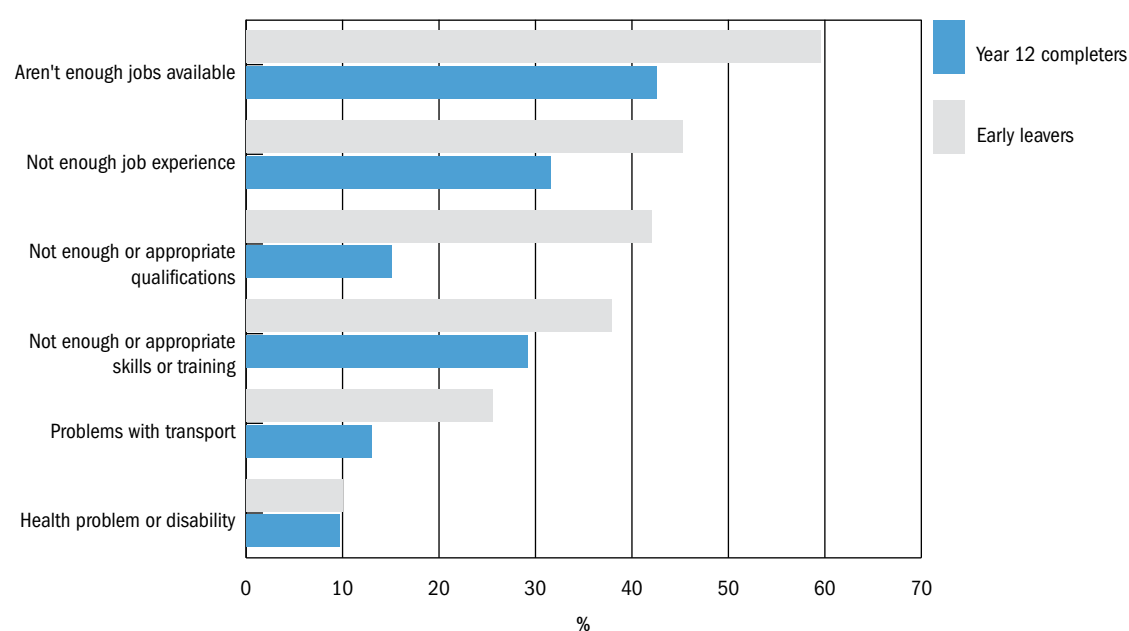


Figure 5.9 reports some reasons given for not being able to find work. Sixty per cent of early leavers looking for work in 2007 and 43 per cent of school completers in the same position report that labour market conditions, in the form of a shortage of jobs, is a major reason for not securing jobs. However, skills and training figure strongly, particularly amongst early leavers. While

almost one-third of school completers identify a lack of work experience as critical (32 per cent) the figure is even higher for early leavers (43 per cent).

The strongest difference between school completers and early leavers here is the proportion reporting a lack of qualifications as a barrier to finding work. Forty-two per cent of early leavers identified this as an issue compared to 15 per cent of school completers.

Figure 5.9 *Reasons for unemployment: early leaver VET completers looking for work in 2006*



chapter

6

VCAL graduates

The Victorian Certificate of Applied Learning (VCAL) was introduced in 2002 as an accredited senior year certificate that provides an alternative to the Victorian Certificate of Education. VCAL offers a more practical or hands-on option for students in Years 11 and 12. It provides courses which offer combinations of work-related experience, as well as literacy and numeracy skills, and the opportunity to acquire other skills needed for life and work. In 2005, more than 10,000 students in Victoria were enrolled in VCAL courses. There is considerable interest in the outcomes of students participating in VCAL, including the experiences of VCAL students in the transition from school to work.

The 2004 *On Track longitudinal* 2007 cohort contains a sample of 648 VCAL graduates. This chapter presents information on the status of the VCAL graduates in 2007, in the third year after leaving school. It reports on the main activities of this group over the three-year period and compares them against VCE graduates and early leavers at a similar stage.

→ Destinations of VCAL graduates in their third post-school year

Table 6.1 provides an overview, for school completers who completed VCAL rather than VCE in 2004, of the major destinations in 2007. As an alternative senior school certificate, with its applied nature, VCAL could be expected to provide students with a solid platform from which to access VET and/or employment after leaving school. Indeed, when contacted in 2005 almost a third of the VCAL graduates were engaged in an apprenticeship, and a further 40 per cent were either in another form of VET study or training or in full-time work. The longitudinal study provides

a picture of the stability of these post-school outcomes for VCAL students

The first panel presents row percentages, which are the percentages based on the 2005 main activity. It shows that of the VCAL graduates who took up an apprenticeship in their first post-school year (2005), 84 per cent were still engaged in that training in 2007. A further 8.5 per cent were no longer doing their apprenticeship and were in full-time work. Similarly, of those working full-time in 2004, 44.5 per cent were still in full-time jobs in 2007, while a further 15.3 per cent had moved into an apprenticeship and 14.9 per cent were looking for work.

The second panel presents the figures as column percentages, that is, the percentages expressed in terms of the 2007 main activity. Therefore, of those looking for work in 2007 (representing 6.8 per cent of VCAL graduates), 13.5 per cent had been undertaking a Certificate IV or above in 2005, 20.2 per cent were in entry-level VET courses in 2005, 21.7 per cent had been working full-time, and 16 per cent were also looking for work in 2005.

More than half (54.8 per cent) of the few university students were still in enrolled at university – not a surprising finding given that these are typically pathways that take a minimum of three years to complete. The 2005 university students not in study were either working full-time (19.7 per cent) or part-time (25.5 per cent). Approximately 20 per cent of VCAL graduates Certificate IV or above VET study in 2005 were studying at the same level in 2007. Most who were not studying had moved into employment, with one-third in full-time work and 18.4 per cent in part-time work. Nearly one in eight of this group were looking for work in 2007. Only 7 per cent who had been in basic VET courses were still studying at Certificate III level or below, while 19.1 per cent

Table 6.1 VCAL graduates: activities in 2007

Activity in 2005	Main activity in 2007									
	University	VET Cert IV+	VET Entry-level	Apprentice	Trainee	Full-time work	Part-time work	Looking for work	Not in the labour force	Total
	Row percentages (percentage based on 2005 activity)									
University	54.8					19.7	25.5			100.0
VET Cert 4+	3.8	19.1		7.4	3.8	33.2	18.4	12.0	2.2	100.0
Entry-level VET	1.1	4.9	6.9	19.1	5.4	21.3	28.4	8.7	4.2	100.0
Apprenticeship		0.4	1.5	84.0	0.9	8.5	2.0	1.9	0.9	100.0
Traineeship				14.8	9.4	47.0	22.0	3.4	3.5	100.0
Working full-time		1.7		15.3	6.8	44.5	10.0	14.9	6.8	100.0
Working part-time		1.4	3.3	8.0	11.9	31.7	34.3	7.9	1.4	100.0
Looking for work		1.1	11.5	16.9	6.7	19.9	29.8	8.6	5.5	100.0
Total	1.4	2.9	3.5	36.7	5.1	22.9	17.8	6.8	2.9	100.0
	Column percentages (percentage based on 2007 activity)									
University	65.7					1.4	2.3			1.6
VET Cert4+	21.7	50.4		1.5	5.7	11.1	7.9	13.5	5.8	7.7
Entry-level VET	12.6	26.8	31.2	8.2	16.5	14.7	25.3	20.2	23.5	15.8
Apprentice		5.0	13.7	75.2	5.6	12.2	3.6	9.3	9.9	32.9
Trainee				2.0	9.0	10.1	6.1	2.5	6.0	4.9
Working full-time		5.7		4.1	13.0	19.3	5.6	21.7	23.4	9.9
Working part-time		7.1	13.9	3.2	33.9	20.2	28.1	16.9	7.3	14.6
Looking for work		4.8	41.2	5.8	16.3	11.0	21.1	16.0	24.1	12.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

had found an apprenticeship, 5.4 per cent a traineeship and nearly half were working (21.3 per cent in full-time employment and 28.4 per cent in part-time). Nearly one-tenth of trainees were still trainees (9.4 per cent), and nearly half had moved into full-time work (47 per cent). Nearly half of the VCAL graduates who were in full-time work and not in study or training in 2005 were still working full-time (44.5 per cent), while 15.3 per cent had secured an apprenticeship and 10 per cent had changed to part-time work.

Over one-third of part-time or casual workers were still working part-time or casually (34.3 per cent), but another one-third had found full-time employment (31.7 per cent).

Of those who had been looking for work in 2005, 8.6 per cent were again looking for work two years later in 2007. Only 19.9 per cent had found full-time work, and 29.8 per cent were in part-time or casual employment. Nearly one-quarter

had moved in to a training contract as either an apprentice (16.9 per cent) or trainee (6.7 per cent) in 2007.

As demonstrated in Figure 6.1, there a strong gender differences in the main destinations of VCAL graduates in 2007, four years on from finishing school. In particular half of all males are undertaking an apprenticeship (52 per cent) compared to 8 per cent of female VCAL graduates. These young women are more likely to be in full-time employment (27 per cent compared to 21 per cent for males) or part-time casual employment (26 per cent compared to 14 per cent for males). They are also twice as likely to be looking for work in 2007 (10 per cent compared to 5 per cent for males). Very similar proportions of both male and females are in campus-based study (university and VET).

The destinations also vary by location although the differences are not as dramatic as between young men and women (see Figure 6.2). Those who completed VCAL in non-metropolitan were more likely than their metropolitan counterparts to be undertaking an apprenticeship (39 per

cent compared to 35 per cent) and slightly more likely to be in full-time work (24 per cent compared to 22 per cent). Twenty per cent of metropolitan VCAL graduates were in part-time or casual positions compared to 15 per cent of non-metropolitan graduates.

Figure 6.1 Destinations of VCAL graduates, by gender (2007)

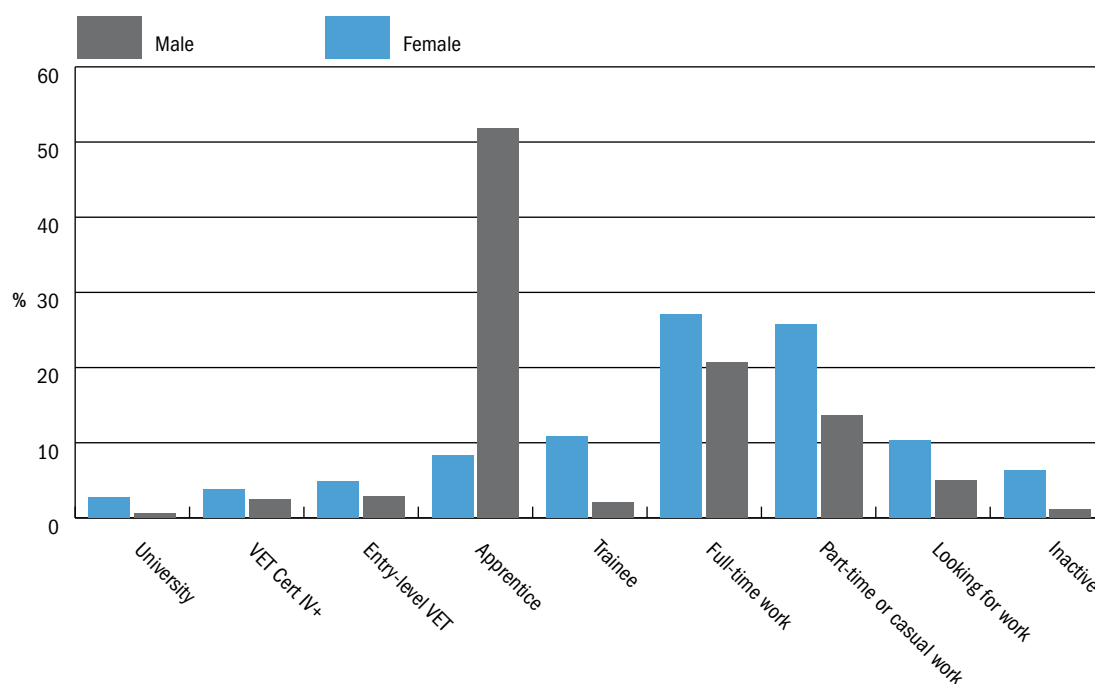
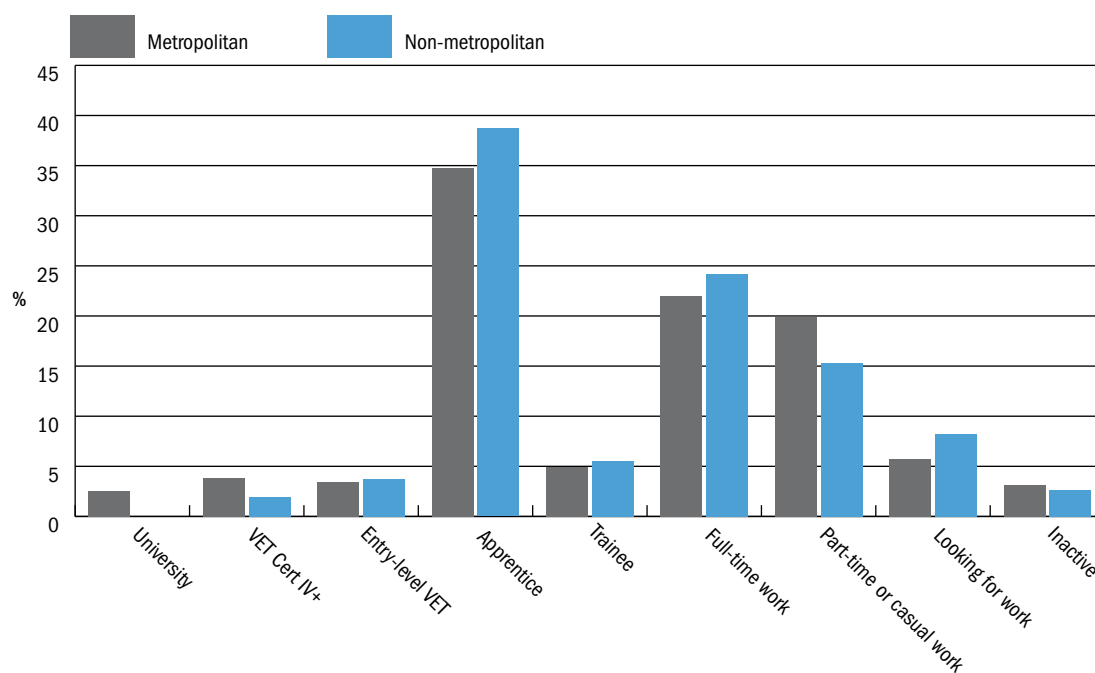


Figure 6.2 Destinations of VCAL graduates, by location (2007)



→ Comparison of the destinations of VCE and VCAL graduates and early leavers

Figure 6.3 shows a comparison of the 2007 destinations of VCAL graduates with the destinations of VCE graduates from the previous year's longitudinal survey cohort, in their third year out of school, as well as the cohort of early school leavers surveyed in the same year. Due to the structure of the longitudinal sample drawn from the main *On Track* survey of 2004 graduates, a comparable group of VCE graduates or early leavers was not available from the same cohort. Instead, VCAL graduates from 2004 are here compared with VCE graduates and early leavers from 2003, who were surveyed in their third post-school year in the 2005 *On Track longitudinal* survey.

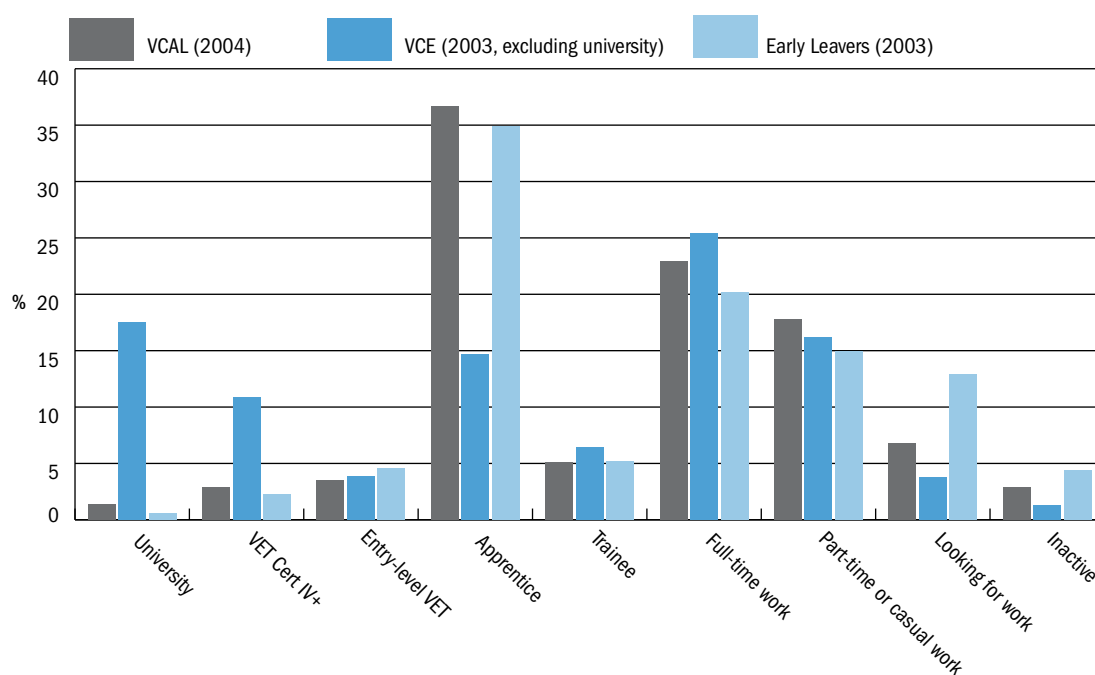
Those who made the transition to university in 2004 have been excluded from the 2003 VCE cohort for the purpose of this analysis. This creates a more meaningful comparison between the VCE and VCAL graduates because it compares school leavers attempting, in large part, to enter

the workforce or further non-university study or training. This is true of both the majority of VCAL graduates and the VCE graduates not entering university.

Figure 6.3 shows that the destinations profiles of the three groups and reveals some marked differences. One of the most notable differences between the VCE and VCAL graduates is the participation rate in apprenticeships, with VCAL graduates entering apprenticeships at two and half times the rate of VCE graduates (37 per cent for VCAL completers compared to 15 per cent for VCE completers). Moreover, early leavers were participating in apprenticeships in almost the same proportions as VCAL graduates (35 per cent).

The figures suggest that at a similar stage three years out from school, the VCE graduates are in university and higher-level VET study (Certificate IV or above) at a much higher rate than both VCAL graduates and early leavers. The proportions in entry-level VET are similar for all three cohorts (low at 4 to 5 per cent). All three cohorts were also as equally likely to be undertaking traineeships, three years after leaving school (5 to 6 per cent).

Figure 6.3 Activities of school leavers in their third post-school year: VCE cohort of 2003, early leaver cohort of 2003 and the VCAL cohort of 2004 compared, excluding university students



Approximately a quarter of both the VCE and VCAL graduates were in full-time work three years out (23 and 25 per cent, respectively). This compares to 20 per cent of those without a school certificate. Proportions in part-time or casual work are highest for VCAL graduates (18 per cent) followed by VCE graduates (16 per cent) and early leavers (15 per cent).

Early leavers are the group most likely to be looking for work, with 13 per cent of this group looking for work three years after leaving school. The looking for work rate for VCAL graduates is approximately half that for early leavers (7 per cent). VCE graduates have the lowest looking for work rate at just 3 per cent.

If part-time work, looking for work and not in the labour force are treated as being more marginal activities, reflecting young people not fully engaged in work or study, then VCE graduates are slightly better positioned than VCAL graduates. VCAL graduates are in turn better placed than early leavers, amongst whom nearly one-third are in this position three years after leaving school (21 per cent of VCE graduates are in part-time work, looking for work or not in the labour force compared to 28 per cent of VCAL graduates and 32 per cent of early leavers).

Conclusion

This report presents some of the experiences of different groups of school leavers across their first few years out of school. It shows that most young people remain positively engaged in education, training and work in the transition from school. Almost 60 per cent of Year 12 completers from 2003 were engaged in study and training and a further 28 per cent were in full-time work in 2007. Very few were looking for work (2.6 per cent). For early school leavers, over 40 per cent remain engaged in study and training four years out from school, while another third are in full-time work. Current forms of education and training provision are providing important avenues for vocational preparation, enhanced skill formation and career entry and development.

Vocational preparation is important at a time in which skilled workers are in heavy demand across Australia and in short supply. School leavers, both completers and early leavers, who enrol in vocational education and training courses (apprenticeships, traineeships, campus-based VET) tend to complete their study or remain engaged in study and training in high numbers. About 40 per cent of the early leavers from 2003 were still engaged in education and training in 2007. The rate for Year 12 leavers was about 22 per cent. The continuation rates in apprenticeships are high: over 75 per cent of those who took up an apprenticeship after leaving school had either completed or were still participating. Completion rates are also strong in campus-based VET. Moreover, in the transition for those completing their training (including traineeships and apprenticeships) there are low levels of unemployment (proportion looking for work).

Some young people use their initial education and training experiences as stepping stones to higher-level study. About one-quarter of the school leavers who entered a campus-based VET course (at any level) in 2004 were enrolled in a university course in 2007. This shows the important role VET can play as a pathway to higher education. About 1 in 5 of the 2003 Year 12 completers entered a VET course in 2004. The high transfer rate of this group to university suggests that

about 5 per cent of all Year 12 completers take up a high-level VET course on leaving school and transfer to university study within three years.

Pathways through the various forms of education and training are working successfully for many Victorian school leavers, though this does not mean that there are not areas needing closer attention. The university discontinuation rates for the longitudinal sample involve more than 1 in 4 university entrants. This is roughly equivalent to the national figure of university non-completion estimated by Martin, Maclachlan and Karmel (2001), though their estimate was calculated over a 7 rather than 4 year period. The discontinuation rate is stronger for males than females (32 per cent for males as against 24 per cent for females). The rate of discontinuation may not signal a major issue. It may be that in the initial transition years, young people change direction and pursue different activities as they work out what it is they want to do for a career. Over one-third of the male discontinuers indicated that they changed because they did not like the course they were doing and wanted to try something different. However, some of the sample members who entered university in 2004 and have withdrawn for various reasons may later return and complete their study. In fact half of all those who had discontinued their 2004 study were enrolled in a new university course in 2007. Some of the discontinuers indicated that this was their intention and they just wanted some time out from study. However, there may also be a need for universities to look more carefully at whether or not they are adequately meeting the needs of entrants.

While most school leavers make positive progress in the transition to work and study over the initial years, there are groups of early leavers who struggle to obtain secure forms of study and work. In 2004, 19 per cent of early school leavers from the previous year were looking for work. This is a rate much higher than for Year 12 completers (4.7 per cent). This is partly due to the number of Year 12 completers who enter university rather than the labour force. However, even if this is factored in, the rate for early leavers is still almost three

times that of Year 12 completers. It highlights the more difficult circumstances that early leavers face in trying to successfully negotiate transition from school to work. Of the early leavers who left school in 2003 and were looking for work the following year, approximately seven in ten (69 per cent) in 2007 were not engaged in any form of education or training. Some were in full-time work (20.6 per cent). However, almost half of the early leavers initially looking for work on leaving school were in part-time work (25.2 per cent), looking for work (13.4 per cent) or not in the labour force (9.7 per cent). Despite the carriage of time, a large proportion of those initially looking for work have remained in a marginal workforce status. The rates are substantially more marked than for Year 12 completers indicating that higher proportions of early school leavers can be disadvantaged in making the transition from school to work. Female early leavers are most affected. Almost 60 per cent who were initially looking for work remained in a marginalised status three years later.

Where early leavers do engage in education and training, completion of a qualification rewards them with greater access to employment, indicating the value of education and training qualifications for this group. It highlights the continuing need to strengthen post-school support and opportunities in VET. Most of those who struggle in the initial years are dependent on VET, particularly TAFE, as their opportunity for engaging in education and training. There is a need to recognise and reinforce the important role of apprenticeships and other VET certificate courses, as these are proving to be viable pathways to employment, particularly for early school leavers. The legislative provision for guaranteed opportunities for study or vocational training is very important in this regard.

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appendix

1

Survey Instruments

The University of Melbourne – Longitudinal Survey 2007

Questionnaire – 2003 Cohort

Introduction

Hello, my name is, from Fieldworks. May I please speak to (name on list)? I'm ringing on behalf of *On Track*, a Victorian Department of Education project. We contacted you last year to ask some questions about your study and work situation, and you told the interviewer that we could contact you again this year.

We would now like to ask you a few questions about your current study and work situation, which will only take about three 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.

This year those who complete the interview are eligible to be in a draw for over 600 iPod products. Details of the competition can be found at www.education.vic.gov.au

Post-school Study

[IF DOING FULL-TIME STUDY/PART-TIME STUDY/AN APPRENTICESHIP/TRAINEEESHIP IN 2006 ASK Q1, OTHERWISE GO TO Q6A]

Q1. At your last interview you said you were doing (specify course, traineeship or apprenticeship). Are you still doing that same (specify course, traineeship or apprenticeship)?

☐ Yes

1 (GO TO Q13)

☐ No

2 (GO TO Q2A)

[IF Q1=2 ASK Q2A, OTHERWISE GO TO Q13]

Q2A Did you complete it?

☐ Yes

1 (GO TO Q3)

☐ No

2 (GO TO Q2B)

Q2B. What is the main reason you did not complete the (course, traineeship, apprenticeship)? [Do not read out, but can be used for prompting].

- | | |
|--|----|
| Your personal circumstances changed | 1 |
| Got a job/working now | 2 |
| Deferred | 3 |
| Changed to full-time/part-time | 4 |
| Didn't like it | 5 |
| Couldn't cope with the study demands | 6 |
| There was too much travel involved | 7 |
| It was too expensive | 8 |
| Course wouldn't lead to any job opportunity. | 9 |
| I wanted to earn more money than was possible with my apprenticeship/traineeship | 10 |
| Other (please specify) | 11 |
| Don't know | 12 |

[ASK IF Q2A=1, OTHERWISE GO TO Q6A]

Q3. Are you satisfied with the choice of study or course you have undertaken?

- | | |
|------------------------------|--------------|
| <input type="checkbox"/> Yes | 1(GO TO Q6a) |
| <input type="checkbox"/> No | 2 (GO TO Q4) |

Q4. What are the reasons for your dissatisfaction?

_____ (verbatim response)

[ASK IF Q1=2]

Q6a Are you now doing an apprenticeship, traineeship, or any full-time or part-time study?

- | | |
|-------------------------------------|---|
| Apprenticeship | 1 |
| Traineeship | 2 |
| Secondary school subjects at school | 3 |
| Secondary school subjects at TAFE | 4 |
| Full-time post-school study | 5 |
| Part-time post-school study | 6 |
| None | 7 |

[ASK IF Q6A=7]

Q6b. Do you have any plans to enter an apprenticeship, traineeship, or any full-time or part-time study in the next year?

- | | |
|------------------------------|----------------|
| <input type="checkbox"/> Yes | 1(GO TO Q.14) |
| <input type="checkbox"/> No | 2 (GO TO Q.14) |

[ASK IF Q6A=1-6]

Q7. When did you start this study/apprenticeship/traineeship?

Year _____

Q9. And are you currently studying at ... READ OUT

- | | |
|---|---|
| University | 1 |
| TAFE | 2 |
| A Private Training College | 3 |
| An Adult and Community Education provider | 4 |
| Other (please specify) | 5 |

Q10 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 Central Gippsland TAFE

LaTrobe

RMIT East Gippsland Institute

Swinburne

Ballarat

Australian Catholic University

Charles Sturt University

NSW universities

QLD universities

SA universities

Tas universities

WA universities

ACT universities

NT universities

TAFES

Bendigo Regional Institute of TAFE

Box Hill Institute of TAFE

Chisholm Institute of TAFE

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)

Other (specify)

Q10b On which campus are you located?

Q11. What is your main area of study? (Multiple response for double degrees)

1	NATURAL AND PHYSICAL SCIENCES (including) Biological Sciences Chemical Sciences Earth Sciences Mathematical Sciences Other Natural and Physical Sciences Physics and Astronomy	7	EDUCATION (including) Curriculum and Education Studies Other Education Teacher Education
2	INFORMATION TECHNOLOGY (including) Computer Science Information Systems Other Information Technology	8	MANAGEMENT AND COMMERCE (including) Accounting Banking, Finance and Related Fields Business and Management Office Studies Other Management and Commerce Sales and Marketing Tourism
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	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
4	ARCHITECTURE AND BUILDING (including) Architecture and Urban Environment Building	10	CREATIVE ARTS (including) Communication and Media Studies Graphic and Design Studies Other Creative Arts Performing Arts Visual arts and Crafts
5	AGRICULTURE, ENVIRONMENTAL & RELATED (including) Agriculture Horticulture and Viticulture Forestry Studies Fisheries Studies Environmental Studies Other Agriculture, Environmental & Related Studies	11	FOOD, HOSPITALITY AND PERSONAL SERVICES (including) Food and Hospitality Personal Services
6	HEALTH (including) Complementary Therapies Dental Studies Medical Studies Nursing Optical Science Other Health Pharmacy Public Health Radiography Rehabilitation Therapies Veterinary Studies	12	MIXED FIELD PROGRAMMES (including) Employment Skills Programmes General Education Programmes Other Mixed Field Programmes Social Skills Programmes

Q12. What level are you studying?

[READ OUT IF NECESSARY; NOTE UNIVERSITY STUDENTS SHOULD BE STUDYING AN UNDERGRADUATE DEGREE BUT MUST CONFIRM]

- | | |
|--|----|
| <input type="checkbox"/> Undergraduate degree | 1 |
| <input type="checkbox"/> Advanced Diploma | 2 |
| <input type="checkbox"/> Diploma | 3 |
| <input type="checkbox"/> Certificate 4 | 4 |
| <input type="checkbox"/> Certificate 3 | 5 |
| <input type="checkbox"/> Certificate 2 | 6 |
| <input type="checkbox"/> Certificate 1 | 7 |
| <input type="checkbox"/> Certificate Unspecified | 9 |
| <input type="checkbox"/> Other (specify) | 10 |

Q13. Are you receiving Youth Allowance to support you while you study?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

Q14. Have you been in any other study or training since we contacted you last year?

- | | |
|------------------------------|----------------|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | (GO TO Q21A) 2 |

Name of course .

Level of certificate (USE Q12 FRAME

Place of study (USE Q10 FRAME)

Months of study.

Q15. Did you complete that study?

- | | |
|------------------------------|---------------|
| <input type="checkbox"/> Yes | (GO TO Q17) 1 |
| <input type="checkbox"/> No | (GO TO Q16) 2 |

Q16. Are you still doing that study?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

WORK

ASK Q17 IF IN WORK IN 2006

OTHERWISE GO TO Q.20

Q17. At your last interview, you told us that you were working. Do you still have that job?

- | | |
|------------------------------|----------------|
| <input type="checkbox"/> Yes | 1 (GO TO Q21A) |
| <input type="checkbox"/> No | 2 (GO TO Q18) |

[ASK IF Q17=2]

Q18. When did you finish that job:

Year_____

Q19. What was the main reason you left that job?	
Was only a holiday job	1
Was a temporary/seasonal job	2
Got laid off/sacked	3
Not satisfied with the job	4
Went to live somewhere else	5
Reasons to do with study	6
To get another job/better job	7
Hours not suitable.	8
Not paid enough.	9
Health reasons.	10
Other.	11
Specify _____	

[IF Q19=6 ASK Q19A]

Q19a. What was the main reason the job affected your study?	
Wages not enough to support study	1
Work left no time for study	2
Other.	3
Specify _____	

[IF Q19=7]

Q19. Was the job you left in an area you wanted to pursue a career in?	
<input type="checkbox"/> Yes	1
<input type="checkbox"/> No	2

[IF Q17=1 OR Q6A=1 OR Q6A=2, SKIP Q20, GO TO Q21A]

Q20. Are you currently working?	
<input type="checkbox"/> Yes	1
<input type="checkbox"/> No	2

[IF Q15=1 AND Q20=1]

Q20a. Is the job related at all to the study you completed in 2006?	
<input type="checkbox"/> Yes	1
<input type="checkbox"/> No	2

[IF Q20=1 OR Q17=1 Q6A=(1 OR 2) ASK Q21A] OTHERS GO TO Q30

Q21A. Do you have more than one job?	
<input type="checkbox"/> Yes	1
<input type="checkbox"/> No	2

(I HAVE SOME QUESTIONS ABOUT THE MAIN JOB YOU ARE WORKING IN, THAT IS THE JOB IN WHICH YOU WORK THE MOST HOURS)

Q21B. Is your work...READ OUT [SINGLE RESPONSE]

- | | |
|------------------------------|---|
| As part of an apprenticeship | 1 |
| As part of a traineeship | 2 |
| As a full-time employee | 3 |
| As a part-time employee | 4 |
| As a casual employee | 5 |
| As part of your own business | 6 |
| None of the above | 7 |
- (if None of above, Specify_____)

Q22 How many hours are you working on average per week?

..... (number of hours)

Q23 What is your job? [DON'T READ OUT; SINGLE RESPONSE]

Accounting, Finance and Management Accountants Accounts and Payroll Clerks Bookkeepers Finance, Banking and Insurance Human Resources, OH&S and Legal Managers ■ Building and Construction Boat Builders and Shipwrights Bricklayers and Stonemasons Building and Construction Professionals Cabinet Makers and Furniture Finishers Carpenters and Joiners Concreters and Construction Workers Glass Trades Painters and Decorators Plasterers Plumbers Tilers, Slaters and Floor Finishers ■ Cleaning Caretakers and Handypersons Cleaners Laundry and Housekeeping ■ Clerks, Receptionists and Secretaries Data Entry General Clerks Mail and Filing Clerks Office Assistants and Office Managers Production and Transport Clerks Receptionists Secretaries and Personal Assistants ■ Computing and IT IT Business Specialists IT Management IT Operations IT Other Occupations IT Systems Analysis and Design IT Systems Development IT Technical/Engineer ■ Drivers and Transport Delivery Drivers Freight and Furniture Handlers Other Transport Taxi Drivers and Chauffeurs Truck Drivers ■ Electrical and Electronics Trades Electrical Trades Telecommunications and Electronics ■ Engineering, Science and the Environment Engineers Science and Environment ■ Food, Hospitality and Tourism Baking and Pastrycooking Bar Attendants Butchers and Slaughterers Chefs and Wine Makers Cooks Flight and Travel Attendants Hotel and Gaming Workers Hotel, Motel, Club and Restaurant Managers Kitchenhands Travel Agents and Tour Guides Waiters	■ Gardening, Farming and Fishing Animal Workers Farm Workers and Farmers Fishing and Forestry Workers Gardeners and Nursery Workers Government and Defence Defence Public Service ■ Health, Fitness, Hair and Beauty Beauty Therapists Hairdressers Health Support Medical Professionals Nurses and Nurses' Aides Sport and Fitness ■ Labourers, Factory and Machine Workers Clothing and Textile Workers Construction and Earthmoving Labourers Factory Workers and Packers General Labourers Machine Operators Mobile Machine and Mining Workers Other Labourers ■ Marketing and Sales Representatives General Sales Representatives Marketing, PR and Advertising Real Estate and Property Technical Sales Representatives Telemarketing and Call Centres ■ Media, the Arts and Printing Media Printing The Arts ■ Metal and Engineering Trades Boilermakers and Welders Metal Fitters and Machinists Other Metal and Engineering Trades Sheetmetal Workers ■ Motor Vehicle Service and Repair Automotive Electricians Car Parts and Accessories Motor Mechanics Panel Beaters and Vehicle Painters ■ Sales Assistants and Storepersons Checkout Operators and Cashiers Other Retail Sales Assistants Shop Managers, Florists and Jewellers Storepersons ■ Social, Welfare and Security Carers Security Officers, Guards, Police and Fire Social and Welfare ■ Teaching, Child Care and Library Child Care Library Teachers, Tutors and Teachers' Aides	
---	--	--

Q23B. Is the job you have the type of job you would like as a career?

- ☐ Yes
☐ No

1
2

Q23C. How satisfied are you with this job?

- | | |
|---------------------|---|
| Very satisfied | 1 |
| Fairly satisfied | 2 |
| Fairly dissatisfied | 3 |
| Very dissatisfied | 4 |

Q24. Since we last spoke to you, have you taken part in any formal training in this job (such as seminars, workshops, presentations or other kinds of training organized by work)?

- | | |
|------------------------------|---------------|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | (GO TO Q27) 2 |

Q25. Has this been at your workplace, somewhere away from it, or both?

- | | |
|---------------------|---|
| At workplace | 1 |
| Away from workplace | 2 |
| Both | 3 |

Q26. How many days have you attended training courses as part of your job, since we last spoke to you?

_____ (Number of days)

Q27. Since we last spoke to you, have you taken part in any informal training in this job (such as being shown by others how to do parts of your job, watching others to learn how to do your job)?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

[IF Q21B=4 OR Q21B=5 ASK Q28, OTHERWISE GO TO Q29]

Q28. You said that you were working part-time/as a casual. Would you rather be working full-time, or part-time/casual?

- | | |
|---|---|
| <input type="checkbox"/> Full-time | 1 |
| <input type="checkbox"/> Part-time/casual | 2 |

Q29. Are you looking for an additional or a new job?

- | | |
|-------------------------|---|
| Yes, additional job | 1 |
| Yes, new job | 2 |
| No | 3 |
| Both additional and new | 4 |

Q30. (Apart from your current job) How many other jobs have you had since we last spoke to you?

_____ (Number)

IF Q20=2 AND Q30=0 THEN GOTO Q32

Q31. Since we last spoke to you, how many months have you worked either in paid work or in your own business?

LOOKING FOR WORK

[ASK Q32 IF Q20=2, OTHERS GO TO Q35]

Q32. Are you.. READ OUT

Looking for work	1
Not looking for work	2 (SKIP TO Q36)

[ASK IF Q32=1]

Q33. Have you been looking for full-time work, or only part-time work?

Full-time.	1
Part-time.	2
Either/both.	3

Q34. There are problems people can have when looking for work. Have you personally had trouble finding a job because of...

A health problem or disability	Yes/No
Problems with transport	Yes/No
Not enough or appropriate skills or training	Yes/No
Not enough or appropriate qualifications	Yes/No
Not enough job experience	Yes/No
Aren't enough jobs available	Yes/No
Other reason	(PLEASE SPECIFY)

IF Q29=3, GO TO Q36

Q35. Since we last spoke to you, how many months have you been looking for work?

[IF Q20=2 AND Q32=2 ASK Q36, OTHER WISE GO TO Q37]

Q36. What would you say is your present main activity?

Study/training.	1
Home duties/looking after children.	2
Travel or holiday.	3
Ill/unable to work.	4
Other (specify).	5

GENERAL

Q37a. Since leaving school how satisfied have you been with:

(Very satisfied Satisfied Dissatisfied Very dissatisfied)

How well school
prepared you for work

How well school
prepared you for
further study

Your education and
training options

Your work options

ASK IF Q1(YES) OR Q4(YES) OR Q6A(CODES 1 TO 6).

Q37b. How satisfied are you with:

(Very satisfied Satisfied Dissatisfied Very dissatisfied)

Your current study

(ASK ONLY IF CURRENTLY STUDYING)

Q37c. Did you receive career advice at school?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

IF YES, THEN ASK:

Has the career advice you received at school proved useful in:

(Very useful Somewhat Useful Not useful)

Preparing you for work.

Preparing you for further study.

Informing you about education
and training options.

Informing you about your
work options.

IF NO, THEN ASK:

Have you been able to access career advice since leaving school?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

If yes, where (_____)verbatim response

Q38. Since leaving school, have things worked out how you wanted them to?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

If yes, in what way?

If no, in what way?

[ASK IF Q38=2]

Looking back what would you have done differently?

CLOSING STATEMENT

Past *On Track* reports are available on the Department of Education's website. 2007 reports will be available later this year. [If asked the website is www.det.vic.gov.au].

That is the end of the interview.

This is the final year that we will be contacting you as part of *On Track*. We would like to thank you very much for your time and assistance and for contributing to the study over the last four years.

The University of Melbourne – Longitudinal Survey 2007

Questionnaire – 2004 Cohort

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. We contacted you last year to ask some questions about your study and work situation, and you told the interviewer that we could contact you again this year.

We would now like to ask you a few questions about your current study and work situation, which will only take about three 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.

This year those who complete the interview are eligible to be in a draw for over 600 iPod products. Details of the competition can be found at www.education.vic.gov.au

Post-school Study

[IF DOING FULL-TIME STUDY/PART-TIME STUDY/AN APPRENTICESHIP/TRAINEEESHIP IN 2006 ASK Q1, OTHERWISE GO TO Q6A]

Q1. At your last interview you said you were doing (specify course, traineeship or apprenticeship). Are you still doing that same (specify course, traineeship or apprenticeship)?

Yes 1 (GO TO Q13)

No 2 (GO TO Q2A)

[IF Q1=2 ASK Q2A, OTHERWISE GO TO Q13]

Q2A. Did you complete it?

Yes 1 (GO TO Q6A)

No 2 (GO TO Q2B)

Q2B. What is the main reason you did not complete the (course, traineeship, apprenticeship)? [Do not read out, but can be used for prompting].

- | | |
|--|----|
| Your personal circumstances changed | 1 |
| Got a job/working now | 2 |
| Deferred | 3 |
| Changed to full-time/part-time | 4 |
| Didn't like it | 5 |
| Couldn't cope with the study demands | 6 |
| There was too much travel involved | 7 |
| It was too expensive | 8 |
| Course wouldn't lead to any job opportunity. | 9 |
| I wanted to earn more money than was possible with my apprenticeship/traineeship | 10 |
| Other (please specify) | 11 |
| Don't know | 12 |

[ASK IF Q1=2]

Q6a. Are you now doing an apprenticeship, traineeship, or any full-time or part-time study?

- | | |
|-------------------------------------|---|
| Apprenticeship | 1 |
| Traineeship | 2 |
| Secondary school subjects at school | 3 |
| Secondary school subjects at TAFE | 4 |
| Full-time post-school study | 5 |
| Part-time post-school study | 6 |
| None | 7 |

[ASK IF Q6A=7]

Q6b. Do you have any plans to enter an apprenticeship, traineeship, or any full-time or part-time study in the next year?

- | | |
|------------------------------|----------------|
| <input type="checkbox"/> Yes | 1(GO TO Q.14) |
| <input type="checkbox"/> No | 2 (GO TO Q.14) |

[ASK IF Q4=2 IN 2006]

Q6c. Is this a course that you deferred taking up in 2005?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

[ASK IF Q6A=1-6]

Q7. When did you start this study/apprenticeship/traineeship?

Month _____
Year _____

Q9. And are you currently studying at ... READ OUT

- | | |
|---|---|
| University | 1 |
| TAFE | 2 |
| A Private Training College | 3 |
| An Adult and Community Education provider | 4 |
| Other (please specify)..... | 5 |

Q10 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

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)

Other (specify)

Q10b On which campus are you located?

Q11. What is your main area of study? (Multiple response for double degrees)

1	NATURAL AND PHYSICAL SCIENCES (including) Biological Sciences Chemical Sciences Earth Sciences Mathematical Sciences Other Natural and Physical Sciences Physics and Astronomy	7	EDUCATION (including) Curriculum and Education Studies Other Education Teacher Education
2	INFORMATION TECHNOLOGY (including) Computer Science Information Systems Other Information Technology	8	MANAGEMENT AND COMMERCE (including) Accounting Banking, Finance and Related Fields Business and Management Office Studies Other Management and Commerce Sales and Marketing Tourism
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	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
4	ARCHITECTURE AND BUILDING (including) Architecture and Urban Environment Building	10	CREATIVE ARTS (including) Communication and Media Studies Graphic and Design Studies Other Creative Arts Performing Arts Visual arts and Crafts
5	AGRICULTURE, ENVIRONMENTAL & RELATED (including) Agriculture Horticulture and Viticulture Forestry Studies Fisheries Studies Environmental Studies Other Agriculture, Environmental & Related Studies	11	FOOD, HOSPITALITY AND PERSONAL SERVICES (including) Food and Hospitality Personal Services
6	HEALTH (including) Complementary Therapies Dental Studies Medical Studies Nursing Optical Science Other Health Pharmacy Public Health Radiography Rehabilitation Therapies Veterinary Studies	12	MIXED FIELD PROGRAMMES (including) Employment Skills Programmes General Education Programmes Other Mixed Field Programmes Social Skills Programmes

Q12. What level are you studying?

[READ OUT IF NECESSARY; NOTE UNIVERSITY STUDENTS SHOULD BE STUDYING AN UNDERGRADUATE DEGREE BUT MUST CONFIRM]

Undergraduate degree	1
Advanced Diploma	2
Diploma	3
Certificate 4	4
Certificate 3	5
Certificate 2	6
Certificate 1	7
Certificate Unspecified	9
Other (specify)	
10	

Q13. Are you receiving Youth Allowance to support you while you study?

- ☐ Yes 1
- ☐ No 2

Q14. Have you been in any other study or training since we contacted you last year?

- ☐ Yes 1
- ☐ No (GO TO Q21A) 2

Name of course

Level of certificate (USE Q12 FRAME).....

Place of study (USE Q10 FRAME).....

Months of study.....

Q15. Did you complete that study?

- ☐ Yes (GO TO Q17) 1
- ☐ No (GO TO Q16) 2

Q16. Are you still doing that study?

- ☐ Yes 1
- ☐ No 2

WORK

ASK Q17 IF IN WORK IN 2005

OTHERWISE GO TO Q.20

Q17. At your last interview, you told us that you were working. Do you still have that job?

- ☐ Yes 1 (GO TO Q21A)
- ☐ No 2 (GO TO Q18)

[ASK IF Q17=2]

Q18. When did you finish that job:

Month_____

Year_____

Q19. What was the main reason you left that job?

- | | |
|-------------------------------|----|
| Was only a holiday job | 1 |
| Was a temporary/seasonal job | 2 |
| Got laid off/sacked | 3 |
| Not satisfied with the job | 4 |
| Went to live somewhere else | 5 |
| Reasons to do with study | 6 |
| To get another job/better job | 7 |
| Hours not suitable. | 8 |
| Not paid enough. | 9 |
| Health reasons. | 10 |
| Other. | 11 |
| Specify _____ | |

[IF Q17=1 OR Q6A=1 OR Q6A=2, SKIP Q20, OTHERS GO TO Q21A]

Q20. Are you currently working?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

[IF Q20=1 OR Q17=1 Q6A=(1 OR 2) ASK Q21A] OTHERS GO TO Q30

Q21A. Do you have more than one job?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

(I HAVE SOME QUESTIONS ABOUT THE MAIN JOB YOU ARE WORKING IN, THAT IS THE JOB IN WHICH YOU WORK THE MOST HOURS)

Q21B. Is your work...READ OUT

[SINGLE RESPONSE]

- | | |
|------------------------------|---|
| As part of an apprenticeship | 1 |
| As part of a traineeship | 2 |
| As a full-time employee | 3 |
| As a part-time employee | 4 |
| As a casual employee | 5 |
| As part of your own business | 6 |
| None of the above | 7 |

Q22 How many hours are you working on average per week?

..... (number of hours)

Q23 What is your job? [DON'T READ OUT; SINGLE RESPONSE]

Accounting, Finance and Management Accountants Accounts and Payroll Clerks Bookkeepers Finance, Banking and Insurance Human Resources, OH&S and Legal Managers ■ Building and Construction Boat Builders and Shipwrights Bricklayers and Stonemasons Building and Construction Professionals Cabinet Makers and Furniture Finishers Carpenters and Joiners Concreters and Construction Workers Glass Trades Painters and Decorators Plasterers Plumbers Tilers, Slaters and Floor Finishers ■ Cleaning Caretakers and Handypersons Cleaners Laundry and Housekeeping ■ Clerks, Receptionists and Secretaries Data Entry General Clerks Mail and Filing Clerks Office Assistants and Office Managers Production and Transport Clerks Receptionists Secretaries and Personal Assistants ■ Computing and IT IT Business Specialists IT Management IT Operations IT Other Occupations IT Systems Analysis and Design IT Systems Development IT Technical/Engineer ■ Drivers and Transport Delivery Drivers Freight and Furniture Handlers Other Transport Taxi Drivers and Chauffeurs Truck Drivers ■ Electrical and Electronics Trades Electrical Trades Telecommunications and Electronics ■ Engineering, Science and the Environment Engineers Science and Environment ■ Food, Hospitality and Tourism Baking and Pastrycooking Bar Attendants Butchers and Slaughterers Chefs and Wine Makers Cooks Flight and Travel Attendants Hotel and Gaming Workers Hotel, Motel, Club and Restaurant Managers Kitchenhands Travel Agents and Tour Guides Waiters	■ Gardening, Farming and Fishing Animal Workers Farm Workers and Farmers Fishing and Forestry Workers Gardeners and Nursery Workers Government and Defence Defence Public Service ■ Health, Fitness, Hair and Beauty Beauty Therapists Hairdressers Health Support Medical Professionals Nurses and Nurses' Aides Sport and Fitness ■ Labourers, Factory and Machine Workers Clothing and Textile Workers Construction and Earthmoving Labourers Factory Workers and Packers General Labourers Machine Operators Mobile Machine and Mining Workers Other Labourers ■ Marketing and Sales Representatives General Sales Representatives Marketing, PR and Advertising Real Estate and Property Technical Sales Representatives Telemarketing and Call Centres ■ Media, the Arts and Printing Media Printing The Arts ■ Metal and Engineering Trades Boilermakers and Welders Metal Fitters and Machinists Other Metal and Engineering Trades Sheetmetal Workers ■ Motor Vehicle Service and Repair Automotive Electricians Car Parts and Accessories Motor Mechanics Panel Beaters and Vehicle Painters ■ Sales Assistants and Storepersons Checkout Operators and Cashiers Other Retail Sales Assistants Shop Managers, Florists and Jewellers Storepersons ■ Social, Welfare and Security Carers Security Officers, Guards, Police and Fire Social and Welfare ■ Teaching, Child Care and Library Child Care Library Teachers, Tutors and Teachers' Aides	
---	--	--

Q23B. Is the job you have the type of job you would like as a career?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

Q23C. How satisfied are you with this job?

- | | |
|---------------------|---|
| Very satisfied | 1 |
| Fairly satisfied | 2 |
| Fairly dissatisfied | 3 |
| Very dissatisfied | 4 |

Q24. Since we last spoke to you, have you taken part in any formal training in this job (such as seminars, workshops, presentations or other kinds of training organized by work)?

- | | |
|------------------------------|---------------|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | (GO TO Q27) 2 |

Q25. Has this been at your workplace, somewhere away from it, or both?

- | | |
|---------------------|---|
| At workplace | 1 |
| Away from workplace | 2 |
| Both | 3 |

Q26. How many days have you attended training courses as part of your job, since we last spoke to you?

_____ (Number of days)

Q27. Since we last spoke to you, have you taken part in any informal training in this job (such as being shown by others how to do parts of your job, watching others to learn how to do your job)?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | 1 |
| <input type="checkbox"/> No | 2 |

[IF Q21B=4 OR Q21B=5 ASK Q28, OTHERWISE GO TO Q29]

Q28. You said that you were working part-time/as a casual. Would you rather be working full-time, or part-time/casual?

- | | |
|------------------|---|
| Full-time | 1 |
| Part-time/casual | 2 |

Q29. Are you looking for an additional or a new job?

- | | |
|-------------------------|---|
| Yes, additional job | 1 |
| Yes, new job | 2 |
| No | 3 |
| Both additional and new | 4 |

Q30. (Apart from your current job) How many other jobs have you had since we last spoke to you?

_____ (Number)

IF Q20=2 AND Q30=0 THEN GO TO Q32

Q31. Since we last spoke to you, how many months have you worked either in paid work or in your own business?

LOOKING FOR WORK

[ASK Q32 IF Q20=2, OTHERS GO TO Q35]

Q32. Are you.. READ OUT

READ OUT

Looking for work	1
Not looking for work	2 (SKIP TO Q36)

[ASK IF Q32=1]

Q33. Have you been looking for full-time work, or only part-time work?

Full-time.	1
Part-time.	2
Either/both.	3

Q34. There are problems people can have when looking for work. Have you personally had trouble finding a job because of...

A health problem or disability	Yes/No
Problems with transport	Yes/No
Not enough or appropriate skills or training	Yes/No
Not enough or appropriate qualifications	Yes/No
Not enough job experience	Yes/No
Aren't enough jobs available	Yes/No
Other reason	(PLEASE SPECIFY)

IF Q29=3, GO TO Q36

Q35. Since we last spoke to you, how many months have you been looking for work?

[IF Q20=2 AND Q32=2 ASK Q36, OTHER WISE GO TO Q37]

Q36. What would you say is your present main activity?

Study/training.	1
Home duties/looking after children.	2
Travel or holiday.	3
Ill/unable to work.	4
Other (specify).	5

GENERAL

Q37a. Since leaving school how satisfied have you been with:

(Very satisfied Satisfied Dissatisfied Very dissatisfied)

How well school
prepared you for work

How well school
prepared you for
further study

Your education and
training options

Your work options

Life in general

ASK IF Q1(YES) OR Q4(YES) OR Q6A(CODES 1 TO 6).

Q37b. How satisfied are you with:

(Very satisfied Satisfied Dissatisfied Very dissatisfied)

Your current study
(ask only if currently studying)

Did you receive career advice at school?

☐ Yes

1

☐ No

2

IF YES, THEN ASK:

Has the career advice you received at school proved useful in:
(Very useful Somewhat Useful Not useful)

Preparing you for work.

Preparing you for further study.

Informing you about education and training options.

Informing you about your work options.

IF NO, THEN ASK:

Have you been able to access career advice since leaving school?

☐ Yes

1

☐ No

2

If yes, where (_____) verbatim response

Q38. Since leaving school, have things worked out how you wanted them to?

☐ Yes

1

☐ No

2

If yes, in what way?

If no, in what way?

[ASK IF Q38=2]

Looking back what would you have done differently?

Q39. And lastly, we would like to contact you again next year to see how your plans are working out.
Can we reach you next year on your current phone number?

☐ Yes

1

☐ No

2

[ASK 40 IF Q39=2]

Q40. What other number can we contact you on?

Q43. Could we also have the name and number of someone who will know where you are in case we cannot contact you next year?

Name _____

Number _____

CLOSING STATEMENT

Past *On Track* reports are available on DE&T's website. 2006 reports will be available later this year. [If asked the website is www.det.vic.gov.au].

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

