



Department of Education and  
Early Childhood Development

# The *On Track* Survey 2010 Longitudinal report

The 2007 cohort 3 years on



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Sheldon Rothman  
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# Acronyms and abbreviations

|               |   |
|---------------|---|
| <b>ABS</b>    | Australian Bureau of Statistics                         |
| <b>ACER</b>   | Australian Council for Educational Research             |
| <b>DEECD</b>  | Department of Education and Early Childhood Development |
| <b>GAT</b>    | General Achievement Test                                |
| <b>IB</b>     | International Baccalaureate                             |
| <b>NILFET</b> | Not in labour force, education or training              |
| <b>SES</b>    | socioeconomic status                                    |
| <b>SRC</b>    | Social Research Centre                                  |
| <b>TAFE</b>   | Technical and Further Education                         |
| <b>VCAA</b>   | Victorian Curriculum and Assessment Authority           |
| <b>VCAL</b>   | Victorian Certificate of Applied Learning               |
| <b>VCE</b>    | Victorian Certificate of Education                      |
| <b>VET</b>    | Vocational Education and Training                       |



# Executive summary

## Introduction

This report presents results from the 2010 interviews with 4299 young Victorians, as part of the longitudinal component of the *On Track* program. These young people either completed a Year 12 or equivalent certificate in 2007 or left school before receiving a Year 12 certificate during 2007. All of those interviewed in 2010 had been interviewed in 2008 as part of the regular *On Track* program and in 2009 as part of the longitudinal program. This cohort of young people will be interviewed again in 2011, and a final report on their post-school pathways will be released in late 2011.

## Key Findings

### **Large proportions of young Victorians remain positively engaged in education, training and employment three years after school**

Almost three-quarters of Year 12 completers and one-half of early leavers were engaged in some form of education and training in 2010, three years after leaving school. The change in the percentage of Year 12 completers in education and training between 2008 and 2010 reflects both those taking up a deferred university place as well as those completing VET qualifications before entering the workforce. The percentage of early school leavers in education and training remained steady at just over one-half. For both groups, their main activities have shown some degree of movement out of education and training and into the labour market.

### **Course continuation and uptake of deferred university places varies by SES, GAT and geographic location**

Of the Year 12 completers continuing at university, 86% were enrolled in the same course with a slightly higher proportion of males continuing in the same course compared to females. Year 12 completers from higher socioeconomic backgrounds and achieving in the higher GAT quartiles had relatively higher levels of course continuation than those from lower socioeconomic backgrounds and from lower GAT quartiles. This year shows a considerably higher uptake of deferred places in non-metropolitan relative to metropolitan areas.



### **Apprenticeship retention is an important feature of VET pathways**

Apprenticeships remain an important pathway for many early school leavers with 8 in 10 early school leavers remaining in an apprenticeship between 2008 and 2010. Of those early leavers in apprenticeship in 2010, 87% were earning more, 78% were doing more skilled work and 90% reported more responsibility in 2010 compared to 2009.

### **Early school leavers are more vulnerable in the labour market**

Among both Year 12 completers and early school leavers, around one-third of those in full-time employment in 2008 were also in full-time employment in 2010. Nevertheless, there were greater proportions of early school leavers looking for work or not in employment, education and training in 2010, relative to Year 12 completers.



# Chapter 1

## Introduction

### *Aims of On Track*

*On Track* is a continuing program of annual surveys of school leavers designed to provide a broad picture of the outcomes of schooling in Victoria. It does so by documenting the range of academic and vocational pathways that young people enter during the first year after leaving school.

*On Track* seeks to:

- Offer a consistent and comprehensive approach to monitoring the transitions of school leavers following their exit from schooling or its equivalent.
- Report results of the survey to schools, TAFE colleges and other education providers, organisations concerned with assisting young people, policymakers, and the wider public, including parents and students.
- Provide a detailed analysis of the destinations of school leavers in order to address issues for particular subgroups in relation to their success in specific pathways.
- Provide a referral service for school leavers who appear to be experiencing difficulties in the transition process.
- Enable education providers to use the data and analyses as part of the process of monitoring and improving their programs.

The annual *On Track* program comprises two separate surveys: one for completers of Year 12 or its equivalent, and one for early school leavers. *Year 12 or equivalent completers* are defined as those who completed a Victorian Certificate of Education (VCE), International Baccalaureate (IB) or Victorian Certificate of Applied Learning (VCAL, Senior or Intermediate). The sample includes those who completed such qualifications in schools (the large majority), TAFE colleges, or adult and community learning organisations. *Early school leavers* are defined as those students in Years 10, 11 and 12 who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in a VCE or VCAL unit, and who left school before receiving any of the following certificates: VCE, IB, VCAL Senior or VCAL Intermediate. A young person who was awarded the VCAL Intermediate certificate in Year 11 would be considered a Year 12 or equivalent completer; another who was enrolled in a VCE program and left school during Year 12 would be considered an early school leaver.



## The *On Track* longitudinal survey

One component of the *On Track* program is the longitudinal survey, which follows a group of respondents to the *On Track* surveys in selected years. The first longitudinal surveys followed a sample of young people who left school during 2003 and were interviewed annually from 2004 until 2007. A second longitudinal cohort was selected from those who left school in 2004 and were interviewed from 2005 to 2008. Reports on these cohorts (DET, 2006; DoE, 2007; DEECD, 2007, 2009) are available on the Internet at (<http://www.education.vic.gov.au/sensecyouth/ontrack/data.htm>). The composition of each longitudinal cohort is intended to provide information that supports evidence-based policy decisions regarding the transition from school into post-secondary education and training, or work.

This report presents third-year destinations for the most recent *On Track* longitudinal cohort. These young people left school in 2007 and were first interviewed in 2008 as part of the annual *On Track* surveys. At that time, they were asked if they would like to be contacted again as part of the longitudinal study. This group will be interviewed again in 2011. The results reported here are based on the 2010 interviews.

## Survey design

The focus of the current longitudinal group is those young people who are most at risk of experiencing poorer transitions and who can best be influenced by Government policy. A total of 28,390 Year 12 or equivalent completers and 3,850 early school leavers agreed to participate in the longitudinal study, representing 85.4% of completers and 81.2% of early leavers interviewed in 2008. When choosing the sample for the longitudinal study a number of criteria were considered:

- *Sample size.* Resource use must be balanced with data quality when conducting surveys such as *On Track*. In order to ensure there were enough participants in the survey in 2011, the sample selected from the 2008 consenters needed to be large enough to accommodate annual attrition and be able to provide estimates with reasonable confidence intervals in 2011. It was also necessary to ensure that the resulting sample size would allow reasonable estimates of outcomes for both Year 12 or equivalent completers and early school leavers.  
*Decision:* An initial sample size of approximately 6400 would allow a final sample size of at least 3700.
- *School sector.* Government schools enrol the large majority of students at risk, and their programs are more directly affected by Government policy. Of those who consented for the longitudinal study, 54.2% of

completers and 72.4% of early leavers had attended Government schools, for a total of 18,169 young persons.

*Decision:* The longitudinal sample would comprise only those young people whose last enrolment was at a Government school.

- *School-leaver status.* Early school leavers tend to have more problematic transitions from school, relative to Year 12 or equivalent completers. If the ratio of early leavers to Year 12 completers in the consenters group were to be maintained, there would be only 900 early leavers in the initial sample, decreasing to 500 in the final year, after attrition.

*Decision:* The longitudinal sample would comprise all early school leavers who agreed to participate in the longitudinal study and a sample of consenting Year 12 or equivalent completers.

- *Geographic location.* Young people from non-metropolitan areas tend to experience more difficult transitions on average than those from metropolitan areas, particularly among Year 12 completers. In addition, among those who are offered university places, many choose to defer their studies for a year, and the deferral rate has been increasing in recent years.

*Decision:* By oversampling Year 12 completers who had attended schools in non-metropolitan locations, young people who defer university study could be followed to determine if they enrol in the following year, and if they

remain at university in subsequent years.

- *Indigenous Australian status.* The transition from school for Indigenous young people is a major policy concern in Australia. In Victoria, the percentage of Indigenous Australians is small, relative to other States, providing sample estimates with large confidence bands.

*Decision:* The longitudinal sample would include all consenting Indigenous Australians in both the Year 12 completer and early leaver groups.

In addition, 5.9% of Year 12 completer interviews and 7.9% of early leaver interviews in 2008 were conducted with ‘proxies’ – parents or other close relatives – for Government school leavers. These cases were not eligible for the longitudinal sample, as proxies were not asked to provide such consent.

Table 1 presents the major characteristics of the sample, as originally selected for the *On Track* longitudinal survey. All reporting on the sample will include appropriate weights to ensure that those groups that were oversampled do not overly influence the statistics.

**Table 1.1: Main characteristics, by leaver status**

|                                     | Year 12 completers    |              |                              |              | Early school leavers  |              |                              |              |
|-------------------------------------|-----------------------|--------------|------------------------------|--------------|-----------------------|--------------|------------------------------|--------------|
|                                     | 2008 annual interview |              | Designed longitudinal sample |              | 2008 annual interview |              | Designed longitudinal sample |              |
|                                     | n                     | %            | n                            | %            | n                     | %            | n                            | %            |
| <b>Total</b>                        | <b>17953</b>          | <b>100.0</b> | <b>3879</b>                  | <b>100.0</b> | <b>3436</b>           | <b>100.0</b> | <b>2582</b>                  | <b>100.0</b> |
| <b>Gender</b>                       |                       |              |                              |              |                       |              |                              |              |
| Female                              | 9747                  | 54.3         | 2122                         | 54.7         | 1269                  | 36.9         | 969                          | 37.5         |
| Male                                | 8206                  | 45.7         | 1757                         | 45.3         | 2167                  | 63.1         | 1613                         | 62.5         |
| <b>Geographic location</b>          |                       |              |                              |              |                       |              |                              |              |
| Metropolitan                        | 12412                 | 69.1         | 2722                         | 70.2         | 1976                  | 57.5         | 1486                         | 57.6         |
| Non-metropolitan                    | 5541                  | 30.9         | 1157                         | 29.8         | 1460                  | 42.5         | 1096                         | 42.4         |
| <b>Indigenous status</b>            |                       |              |                              |              |                       |              |                              |              |
| Non-Indigenous                      | 16666                 | 98.7         | 3828                         | 98.7         | 3059                  | 96.6         | 2493                         | 96.6         |
| Indigenous                          | 221                   | 1.3          | 51                           | 1.3          | 107                   | 3.4          | 89                           | 3.4          |
| <b>Highest certificate received</b> |                       |              |                              |              |                       |              |                              |              |
| VCE                                 | 16975                 | 94.6         | 3675                         | 94.7         |                       |              |                              |              |
| VCAL Senior                         | 600                   | 3.3          | 126                          | 3.3          |                       |              |                              |              |
| VCAL Intermediate                   | 378                   | 2.1          | 78                           | 2.0          |                       |              |                              |              |
| <b>Year level when left school</b>  |                       |              |                              |              |                       |              |                              |              |
| 10 or below                         |                       |              |                              |              | 752                   | 21.9         | 597                          | 23.1         |
| 11                                  |                       |              |                              |              | 1698                  | 49.4         | 1268                         | 49.1         |
| 12                                  |                       |              |                              |              | 986                   | 28.7         | 717                          | 27.8         |

Notes: All counts are for school leavers who had attended Government schools. Count of 2008 annual survey respondents includes all who were interviewed in 2008. Indigenous status was not asked in proxy interviews. The designed sample of Year 12 completers is based on weighted data. The designed sample of early school leavers is based on unweighted data, as all consenters were selected.

## Survey administration

The longitudinal interviews were conducted during May-June 2010 by the Social Research Centre (SRC) in collaboration with the Australian Council for Educational Research (ACER). Contact was attempted with all of those who had been selected into the longitudinal sample: 3879 Year 12 or equivalent completers and 2582 early school leavers. A total of 4299 interviews were completed (81.9% of the total sample) and of those 4236 (80.7% of the total sample) agreed to be re-contacted in 2011.

One questionnaire was used for both Year 12 or equivalent completers and early school leavers, with individual item variations where appropriate. The questionnaire is included in Appendix 1.

Data collected by SRC were analysed by the research team at ACER, who prepared this report for the Victorian Department of Education and Early Childhood Development (DEECD).

Table 1.2 shows the distributions of the 2008 designed and 2010 achieved samples on selected characteristics. Two variables were used to draw the

sample: geographic location and Indigenous status. For geographic location, there is little difference in the distributions of either the Year 12 completers or the early leavers sample. There are decreases in the percentages of Indigenous young people – from both the Year 12 completer and early school leaver groups – but the designed oversampling should ensure that the remaining Indigenous young people are representative of the original sample.

Among the other variables shown in Table 1.2, there were shifts in the gender balance, with increases in the percentage males of among the early school leavers. In the achieved (2010) sample, there was a slight increase in the percentage of early school leavers who had left in Year 10 or below, relative to the designed (2008) sample. There were also decreases in the percentage of the sample who were from the lowest GAT quartile, a group that is more likely to have difficulty in the transition from school.



**Table 1.2:** Designed and achieved samples for the longitudinal study, 2010

|                                     | Year 12 completers   |              |                      |              | Early school leavers |              |                      |              |
|-------------------------------------|----------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|--------------|
|                                     | Designed sample 2008 |              | Achieved sample 2010 |              | Designed sample 2008 |              | Achieved sample 2010 |              |
|                                     | n                    | %            | n                    | %            | n                    | %            | n                    | %            |
| <b>Total</b>                        | <b>3879</b>          | <b>100.0</b> | <b>2792</b>          | <b>100.0</b> | <b>2582</b>          | <b>100.0</b> | <b>1507</b>          | <b>100.0</b> |
| <b>Design variables</b>             |                      |              |                      |              |                      |              |                      |              |
| <b>Geographic location</b>          |                      |              |                      |              |                      |              |                      |              |
| Metropolitan                        | 2722                 | 70.2         | 1725                 | 61.8         | 1486                 | 57.6         | 878                  | 58.3         |
| Non-metropolitan                    | 1157                 | 29.8         | 1067                 | 38.2         | 1096                 | 42.4         | 629                  | 41.7         |
| <b>Indigenous status</b>            |                      |              |                      |              |                      |              |                      |              |
| Non-Indigenous                      | 3828                 | 98.7         | 2685                 | 96.2         | 2493                 | 96.6         | 1458                 | 96.7         |
| Indigenous                          | 51                   | 1.3          | 107                  | 3.8          | 89                   | 3.4          | 49                   | 3.3          |
| <b>Non-design variables</b>         |                      |              |                      |              |                      |              |                      |              |
| <b>Gender</b>                       |                      |              |                      |              |                      |              |                      |              |
| Female                              | 2122                 | 54.7         | 1515                 | 54.3         | 969                  | 37.5         | 499                  | 33.1         |
| Male                                | 1757                 | 45.3         | 1277                 | 45.7         | 1613                 | 62.5         | 1008                 | 66.9         |
| <b>Highest certificate received</b> |                      |              |                      |              |                      |              |                      |              |
| VCE                                 | 3675                 | 94.7         | 2642                 | 94.6         |                      |              |                      |              |
| VCAL Senior                         | 126                  | 3.3          | 92                   | 3.3          |                      |              |                      |              |
| VCAL Intermediate                   | 78                   | 2.0          | 58                   | 2.1          |                      |              |                      |              |
| VCAL Foundation                     |                      |              |                      |              |                      |              | 33                   | 2.2          |
| <b>Year level when left school</b>  |                      |              |                      |              |                      |              |                      |              |
| 10 or below                         |                      |              |                      |              | 597                  | 23.1         | 366                  | 24.3         |
| 11                                  |                      |              |                      |              | 1268                 | 49.1         | 732                  | 48.6         |
| 12                                  |                      |              |                      |              | 717                  | 27.8         | 409                  | 27.1         |
| <b>SES quartile</b>                 |                      |              |                      |              |                      |              |                      |              |
| Lowest                              | 896                  | 23.1         | 645                  | 23.1         | 886                  | 34.3         | 468                  | 31.1         |
| Lower-middle                        | 968                  | 25.0         | 709                  | 25.4         | 739                  | 28.6         | 441                  | 29.3         |
| Upper-middle                        | 1026                 | 26.5         | 739                  | 26.5         | 515                  | 19.9         | 320                  | 21.2         |
| Highest                             | 938                  | 24.2         | 653                  | 23.4         | 259                  | 10.0         | 169                  | 11.2         |
| <b>GAT quartile</b>                 |                      |              |                      |              |                      |              |                      |              |
| Lowest                              | 1092                 | 28.1         | 721                  | 25.8         |                      |              |                      |              |
| Second lowest                       | 985                  | 25.4         | 715                  | 25.6         |                      |              |                      |              |
| Second highest                      | 858                  | 22.1         | 656                  | 23.5         |                      |              |                      |              |
| Highest                             | 699                  | 18.0         | 539                  | 19.3         |                      |              |                      |              |
| <b>VET in Schools</b>               |                      |              |                      |              |                      |              |                      |              |
| Completed                           | 804                  | 20.7         | 585                  | 21.0         | 239                  | 9.3          | 153                  | 10.2         |
| Did not complete                    | 3075                 | 79.3         | 2207                 | 79.0         | 2343                 | 90.7         | 1354                 | 89.8         |

Notes: All counts are for school leavers who had attended Government schools. Designed sample (2009) based on consenters only. SES quartile not available for all leavers. GAT score not available for all Year 12 completers. Some percentages may not sum to 100.0% because of rounding. All data are unweighted.





# Chapter 2

## Destinations of Year 12 or equivalent completers

### Overview

This chapter discusses the main activities of the 2007 cohort of Year 12 or equivalent completers ('Year 12 completers') as of May 2010. Table 2.1 presents the main activity of Year 12 completers in 2008 (rows) and the main activity in 2010 (columns). Blue shaded cells indicate those who had remained in the same type of activity between 2008 and 2010. So as to highlight the areas of greatest change, red shaded cells indicate a shift between 2008 and 2010 of greater than 20%. Each row sums to 100%; the final column shows what percentage of longitudinal cohort members were in each main activity in 2008.

Overall, 71% of Year 12 completers were engaged in education and training in 2010 as their main activity. Of the Year 12 completers, 88% of all university students and 76% of all apprentices were involved in the same activity 2010 as they were in 2008 - their first post-school year. These two pathways are relatively distinctive in that longer periods of time are required to complete compared to other education and training pathways.

**Table 2.1: Year 12 completers: Main activity in 2010 by main activity in 2008**

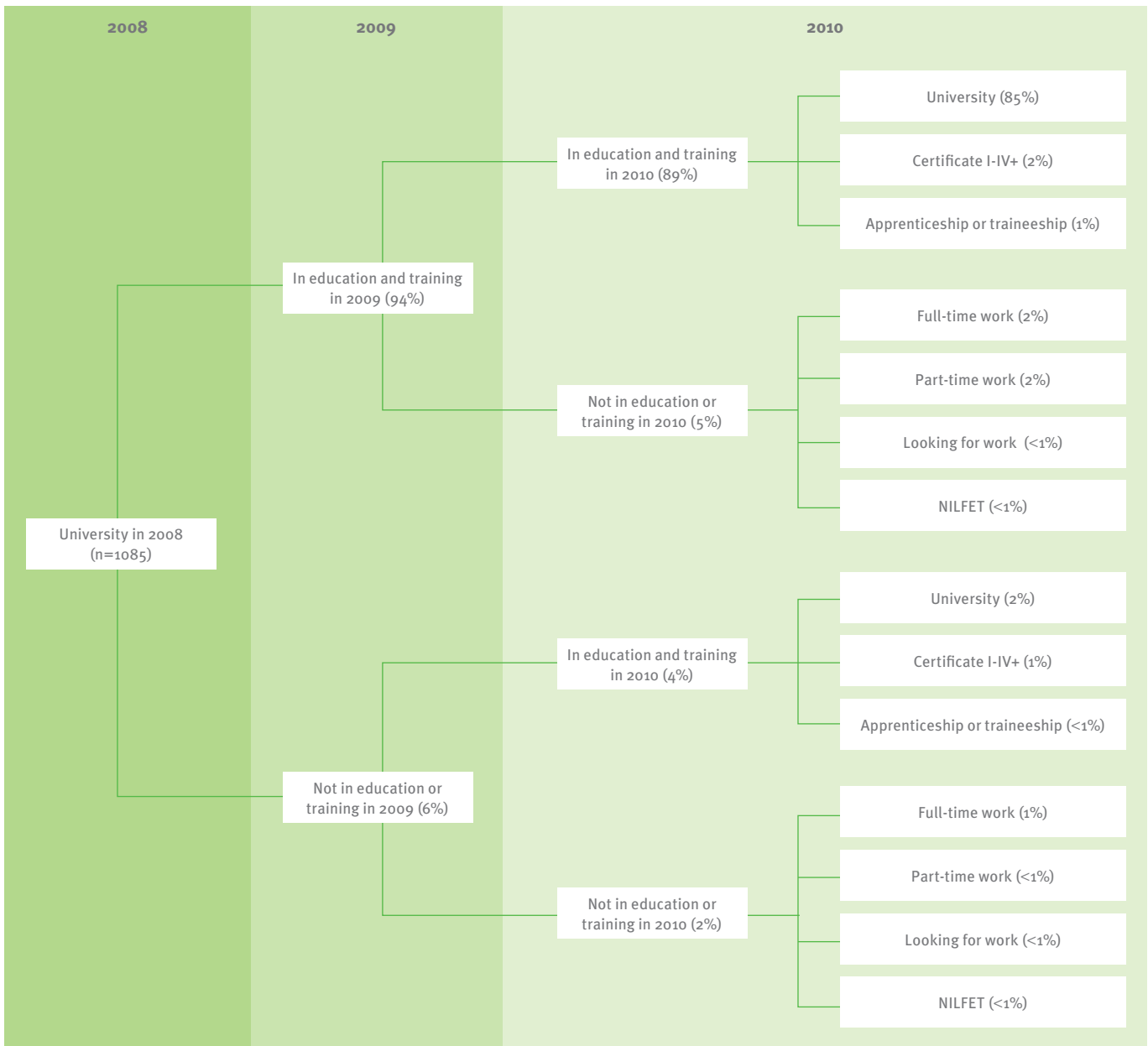
|                       |                        |                  | Main activity in 2010 (%) |              |                 |                |             |              |             |                  |        | Distribution in 2008 |
|-----------------------|------------------------|------------------|---------------------------|--------------|-----------------|----------------|-------------|--------------|-------------|------------------|--------|----------------------|
|                       |                        |                  | Education and training    |              |                 |                |             | Labour force |             |                  | NILFET |                      |
|                       |                        |                  | University                | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed FT  | Employed PT | Looking for work |        |                      |
| Main activity in 2008 | Education and training | University       | 88                        | 3            | 0               | 1              | 1           | 3            | 3           | 1                | 1      | 39                   |
|                       |                        | VET Cert IV+     | 21                        | 21           | 3               | 5              | 3           | 18           | 21          | 6                | 1      | 17                   |
|                       |                        | VET entry-level  | 17                        | 7            | 11              | 12             | 0           | 31           | 14          | 7                | 1      | 4                    |
|                       |                        | Apprenticeship   | 4                         | 3            | 1               | 76             | 1           | 12           | 2           | 1                | --     | 7                    |
|                       |                        | Traineeship      | 23                        | 8            | 4               | 1              | 17          | 29           | 15          | 3                | 1      | 5                    |
|                       | Labour force           | Employed FT      | 29                        | 7            | 3               | 11             | 5           | 31           | 9           | 2                | 1      | 16                   |
|                       |                        | Employed PT      | 25                        | 11           | 3               | 7              | 5           | 22           | 21          | 4                | 2      | 10                   |
|                       |                        | Looking for work | 16                        | 12           | 8               | 11             | 8           | 19           | 12          | 10               | 5      | 4                    |
|                       | NILFET                 | 36               | 18                        | 13           | --              | --             | 23          | 9            | --          | --               | 0      |                      |
| Total                 |                        | 47               | 8                         | 3            | 9               | 3              | 15          | 10           | 3           | 1                | 100    |                      |

Note: '0' indicates less than 0.5%; '--' indicates no persons. May not sum to 100% due to rounding.

With the exception of those enrolled at university and those in an apprenticeship, Year 12 completers undertaking education and training activities in 2008 have moved into a wide variety of pathways in 2010. For example, 45% of those studying an entry-level certificate and 44% of those in a traineeship in 2008 were employed

as their main activity in 2010. A further 29% of those employed full-time and 25% of those employed part-time in 2008 had commenced university studies in 2010.

**Figure 2.1: Year 12 completers: Main activity in 2010 of university students**



Note: Grouped boxes may not sum to 100% due to rounding.



## Main activities in 2010

### Studying at university

Previous studies point to the relatively high rates of completion – either with or without course changes – but also highlight the factors that lead to deferral and withdrawal from studies (Polesel, 2009; Marks, 2007; McMillan, 2005). A clearer understanding of course continuation through the university pathway continues to develop with the provision of more accurate and publicly available data. Figure 2.1 shows that, of those Year 12 completers who commenced university study in 2008, 93% were engaged in some form of education or training in 2010 – 95% of this group were at university and 5% were in a VET course, apprenticeship or traineeship.

An array of potential factors can compel a student to discontinue their university studies. ‘Push’ and ‘pull’ factors, such as the increasing cost of continuing the course and prospective labour market opportunities, respectively, have been highly rated among young people in both annual and longitudinal *On Track* surveys. There is also evidence that the number of hours worked can contribute to continuation rates through university study. McMillan (2005) found that university students employed for more than 10 hours per week were more likely than other students to withdraw from their studies. This will be investigated further in the final project report as the 2008 commencers progress through university in 2011.

As shown in Table 2.2, for both males and females, around nine out of ten were either continuing the same course or a different course at university in 2010 with a slightly higher proportion of males continuing in the same course. Overall, 86% were enrolled in the same course, 6% had changed to a different course and 2% withdrew from a university course in 2010.

These findings are broadly consistent with a Longitudinal Surveys of Australian Youth (LSAY) research report in which 13% of young people commencing higher education in 1999 and 2000 had changed courses by 2001 (McMillan, 2005). In a follow-up LSAY study of completing and non-completing university students, based on the same cohort of young people, Marks (2007) found that of the young people who enrolled in their first course at a university between 1998 and 2001, 66% had completed that course by 2004, 16% had withdrawn, 11% had changed course and 8% were continuing.

Year 12 completers from higher socio-economic backgrounds had relatively higher rates of course continuation than those from lower socio-economic locations. As shown in Table 2.3, 89% of young people from the highest SES backgrounds who had been at university in 2009 were at university in 2010, in either the same course or a different course. By comparison, 87% from the lowest SES quartile were at university in 2009 and 2010 with a marginally higher proportion engaged in full-time work compared to higher SES quartiles.

**Table 2.2:** Year 12 completers: Continuation in 2010 of university students in 2009, by gender

|                  | Female (%) | Male (%)   | Total (%)  |
|------------------|------------|------------|------------|
| Same course      | 85         | 88         | 86         |
| Different course | 7          | 4          | 6          |
| Deferred         | 5          | 4          | 4          |
| Withdrew         | 2          | 2          | 2          |
| Completed        | 1          | 2          | 1          |
| <b>Total</b>     | <b>100</b> | <b>100</b> | <b>100</b> |

Note: Columns may not sum to 100% due to rounding.

**Table 2.3:** Year 12 completers: Main activity in 2010 of university students in 2009, by SES bands

| SES quartile | Education and training |              |                 |                |             | Labour force       |                    |                  | NILFET   | Total      |
|--------------|------------------------|--------------|-----------------|----------------|-------------|--------------------|--------------------|------------------|----------|------------|
|              | University             | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed full-time | Employed part-time | Looking for work |          |            |
| Lowest       | 87                     | 3            | 1               | 0              | 2           | 4                  | 2                  | 1                | 1        | 100        |
| Lower-middle | 85                     | 3            | 1               | 1              | 1           | 3                  | 3                  | 1                | 1        | 100        |
| Upper-middle | 89                     | 4            | 0               | 1              | 1           | 2                  | 3                  | 1                | 0        | 100        |
| Highest      | 89                     | 3            | --              | 0              | 1           | 3                  | 3                  | 0                | 0        | 100        |
| <b>Total</b> | <b>88</b>              | <b>2</b>     | <b>0</b>        | <b>1</b>       | <b>1</b>    | <b>3</b>           | <b>3</b>           | <b>1</b>         | <b>1</b> | <b>100</b> |

Note: '0' indicates less than 0.5%; '--' indicates no persons. Rows may not sum to 100% due to rounding.



Year 12 completers scoring in the higher GAT quartiles continued at university in greater proportions than young people in the lower level GAT quartiles. As shown in Table 2.4, 93% of those at university in 2009 in the highest GAT quartile were in either the same course or a different course at university in 2010 – compared to 80% of those from the lowest and lower-middle GAT quartiles. In addition, 9% of those from the lowest GAT quartile who were at university in 2009 were working and not studying in 2010, compared to 4% of those from the highest GAT quartile.

#### Completing a VET course, apprenticeship or traineeship

When the four categories of VET – Certificate IV and above, entry-level (Certificates I–III), apprenticeship and

traineeship – are examined separately, differential patterns are evident. In contrast to many of those in the university or apprenticeship pathway, those completing non-apprenticeship VET have shifted into a variety of different pathways between 2008 and 2010.

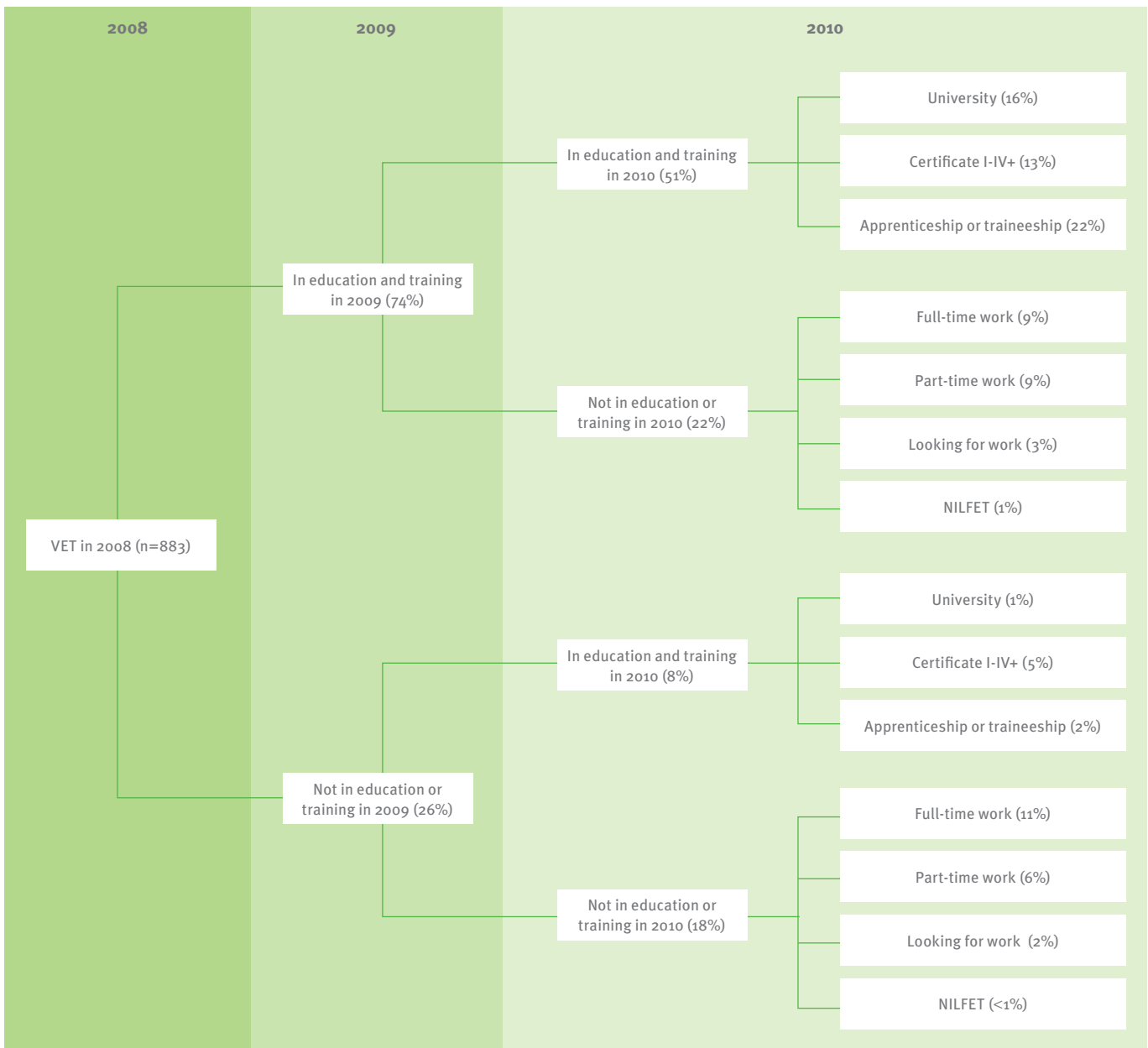
As shown in Figure 2.2, many graduates have entered employment or taken up a pathway into the higher education sector. Of those Year 12 completers who were engaged with the VET sector in 2008, 60% were also involved in some form of education or training in 2010. More than 70% of those in education or training were in the VET sector, almost half of whom were completing an apprenticeship.

**Table 2.4:** Year 12 completers: Main activity in 2010 of university commencers in 2009, by GAT achievement level

| GAT quartile | Education and training |              |                 |                |             | Labour force       |                    |                  | NILFET | Total |
|--------------|------------------------|--------------|-----------------|----------------|-------------|--------------------|--------------------|------------------|--------|-------|
|              | University             | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed full-time | Employed part-time | Looking for work |        |       |
| Lowest       | 80                     | 4            | 1               | 1              | 3           | 4                  | 5                  | 2                | --     | 100   |
| Lower-middle | 80                     | 5            | --              | 1              | 2           | 3                  | 6                  | 1                | --     | 100   |
| Upper-middle | 88                     | 3            | 0               | --             | 1           | 4                  | 2                  | --               | 1      | 100   |
| Highest      | 93                     | 1            | --              | --             | 1           | 2                  | 2                  | 1                | --     | 100   |
| Total        | 88                     | 3            | 0               | 1              | 1           | 3                  | 3                  | 1                | 1      | 100   |

Note: '0' indicates less than 0.5%; '--' indicates no persons. Rows may not sum to 100% due to rounding.

**Figure 2.2: Year 12 completers: Main activity in 2010 of VET students**



Note: Grouped boxes may not sum to 100% due to rounding.



**Table 2.5:** Year 12 completers: Continuation in 2010 of VET participants in 2009, by gender

|                  | Female (%) | Male (%) | Total (%) |
|------------------|------------|----------|-----------|
| Same course      | 32         | 69       | 52        |
| Different course | 8          | 1        | 4         |
| Deferred         | 2          | 3        | 2         |
| Withdrawn        | 6          | 2        | 4         |
| Completed        | 52         | 26       | 38        |
| Total            | 100        | 100      | 100       |

Note: Columns may not sum to 100% due to rounding.

The rates of course continuation for those Year 12 completers engaged in the VET sector in 2009 and 2010 are shown in Table 2.5. Between 2009 and 2010, 52% of Year 12 completers had enrolled in the same VET course, with a notable difference between males and females in continuation rates. This is largely attributable to the high proportion of males undertaking apprenticeships, which also have much higher continuation rates than do other forms of VET. As in 2009, a markedly higher proportion of females had completed a VET qualification in 2010 which is also partly attributable to the over-representation of males in the 3-4 year apprenticeship pathway.

As shown in Table 2.6, there is some variation by SES quartile; with Year 12 completers from the lower SES quartiles continuing in an apprenticeship more frequently than those from the higher quartiles. One in three (31%) Year 12 completers who were in entry-level VET courses in 2009 were studying at the same level in 2010. The main activity in 2010 varies considerably by SES quartile, with more than one quarter

(28%) from the highest quartile in full-time work, compared to 17% in the lowest quartile.

Among those who were studying in the VET sector in 2009, the greatest proportion who were at university in 2010 were those who had undertaken a traineeship or Certificate IV during 2009. A relatively higher proportion from the highest SES quartiles commenced this pathway in 2010. Of those engaged in a traineeship in 2009, 40% were employed full-time in 2010 – with some minor variation between quartiles.

Further investigation of the former VET participants who no longer engaged with education or training reveals considerable pathway movement into employment, particularly among those previously enrolled in entry-level VET and traineeships. There was little variation to the full-time to part-time employment ratios by SES quartile, although there are differences by quartile in the percentage who had moved into employment.

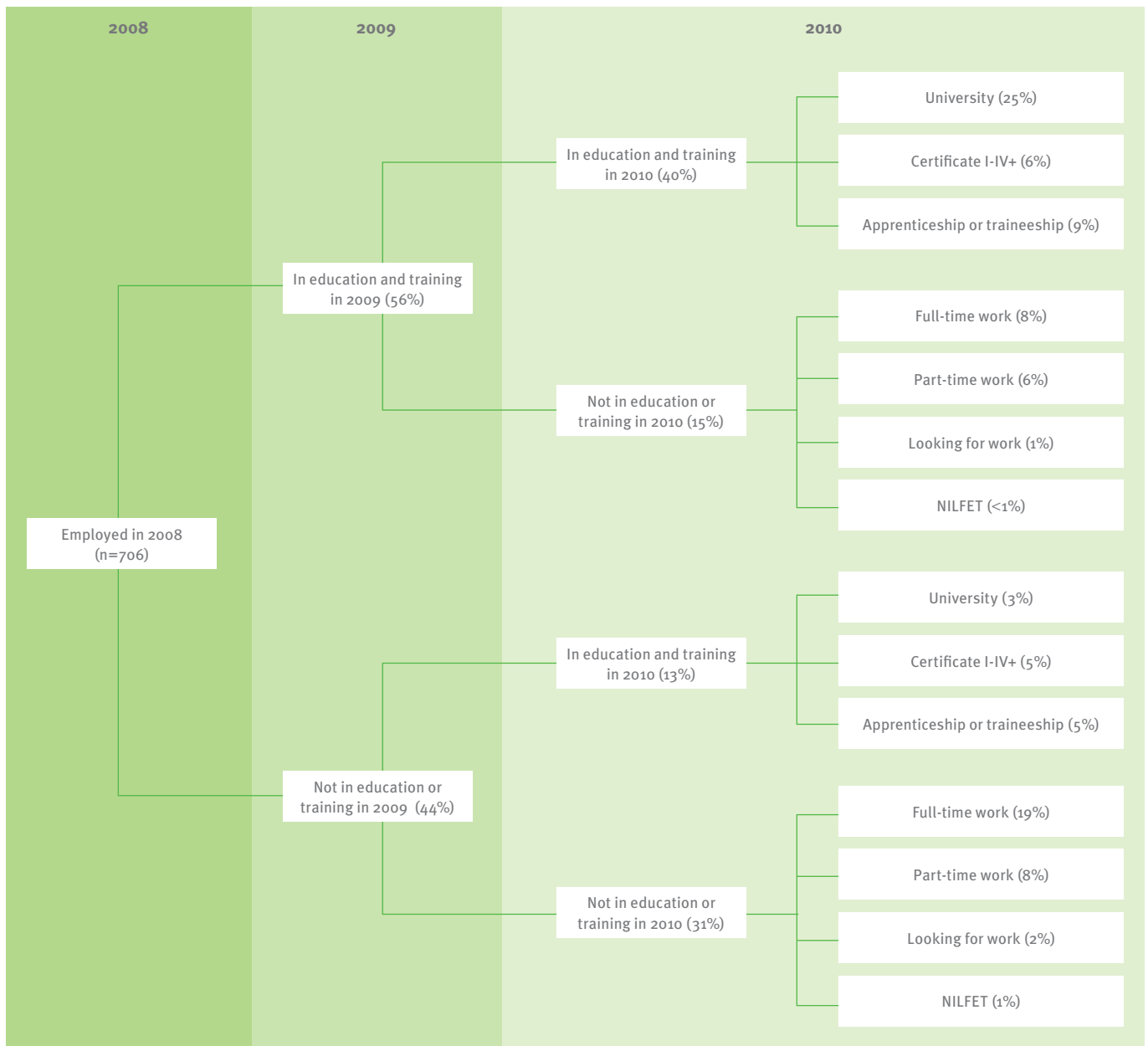


**Table 2.6:** Main activity in 2010 of VET participants in 2009, by type of VET study in 2009 and SES quartile

| Main activity in 2008                                  | Main activity in 2010 (%) |              |                 |                |             |                  |                    |                    |                  |        |       |
|--|---------------------------|--------------|-----------------|----------------|-------------|------------------|--------------------|--------------------|------------------|--------|-------|
|  | University                | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Secondary school | Employed full-time | Employed part-time | Looking for work | NILFET | Total |
| <b>Certificate IV and above</b>                        |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| <b>SES quartile</b>                                    |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| Lowest   | 14                        | 33           | 4               | 1              | --          | --               | 14                 | 23                 | 8                | 3      | 100   |
| Lower-middle   | 14                        | 32           | 1               | 2              | 3           | --               | 22                 | 21                 | 4                | 2      | 100   |
| Upper-middle   | 27                        | 30           | 4               | 1              | 3           | --               | 10                 | 21                 | 6                | --     | 100   |
| Highest  | 21                        | 36           | --              | --             | 1           | --               | 10                 | 26                 | 6                | 0      | 100   |
| All Certificate IV+                                    | 19                        | 33           | 2               | 1              | 2           | --               | 14                 | 23                 | 6                | 1      | 100   |
| <b>Entry-level (Certificate I-III and unspecified)</b> |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| <b>SES quartile</b>                                    |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| Lowest   | 8                         | --           | 18              | 6              | 1           | --               | 17                 | 29                 | 21               | --     | 100   |
| Lower-middle   | --                        | --           | 39              | 12             | 6           | --               | 14                 | 18                 | 5                | 6      | 100   |
| Upper-middle   | --                        | --           | 40              | 5              | 5           | --               | 15                 | 29                 | --               | 7      | 100   |
| Highest  | 15                        | --           | 35              | --             | --          | --               | 28                 | 15                 | 8                | --     | 100   |
| All entry-level  | 6                         | --           | 31              | 6              | 3           | --               | 18                 | 23                 | 10               | 3      | 100   |
| <b>Apprenticeship</b>                                  |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| <b>SES quartile</b>                                    |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| Lowest   | 2                         | --           | --              | 95             | --          | --               | 2                  | --                 | 1                | --     | 100   |
| Lower-middle   | 1                         | 2            | --              | 89             | --          | --               | 8                  | --                 | --               | --     | 100   |
| Upper-middle   | --                        | 1            | --              | 91             | --          | --               | 4                  | 1                  | 2                | --     | 100   |
| Highest  | --                        | --           | --              | 93             | --          | --               | 4                  | 2                  | 2                | --     | 100   |
| All apprenticeship                                     | 1                         | 1            | --              | 92             | --          | --               | 4                  | 1                  | 1                | --     | 100   |
| <b>Traineeship</b>                                     |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| <b>SES quartile</b>                                    |                           |              |                 |                |             |                  |                    |                    |                  |        |       |
| Lowest   | --                        | 2            | 2               | --             | 36          | --               | 40                 | 12                 | 3                | 5      | 100   |
| Lower-middle   | 3                         | 3            | 2               | --             | 32          | --               | 45                 | 14                 | --               | --     | 100   |
| Upper-middle   | 3                         | 8            | 2               | --             | 48          | --               | 35                 | 3                  | --               | --     | 100   |
| Highest  | 18                        | 7            | --              | --             | 27          | --               | 40                 | 7                  | --               | --     | 100   |
| All traineeship  | 4                         | 4            | 2               | --             | 37          | --               | 40                 | 10                 | 1                | 1      | 100   |

Note: 'o' indicates less than 0.5%; '--' indicates no persons. Rows may not sum to 100% due to rounding.

**Figure 2.3:** Year 12 completers: Main activity in 2010 of those employed



Note: Grouped boxes may not sum to 100% due to rounding.

### Employed and not in education or training

When the categories of employment – full-time, part-time and looking for work – and the related NILFET category, differential patterns are evident in the pathways taken in the second and third post-school year. As shown in Figure 2.3, over one-half (54%) of those employed in 2008 were in some form of education or training in 2010 – of whom, 49% were in the VET sector. Many of those who moved from employment to university in 2010 had deferred their studies in the previous year (see Chapter 4).

Of those in education and training as their main activity in 2010, the greatest proportions were undertaking a university course (51%) or an apprenticeship (18%). Of those Year 12 completers who were employed and not studying in 2008, 46% were not in education or training as their main activity in 2010. Of this group, 90 percent were employed, of whom

67 percent were working on a full-time basis. Of those not in education or training, 7% were looking for work and 3% were NILFET.

### Looking for work or not in the labour force, education or training (NILFET)

Two smaller groups of Year 12 completers comprise those who were not in education or training and were looking for work in 2008, and those who were not in the labour force, education or training (NILFET). Combined, these two groups account for less than 5% of all Year 12 completers in the *On Track* longitudinal survey.

Of those who were looking for work in 2008, 10% were looking for work at the time of the interview in 2010. More than one-half (55%) were studying in 2010, with the majority (71%) doing VET study; 31% were employed and 5% were outside the labour force. Young people who were out of the labour force in 2008 accounted for less than 1% of the cohort.



**Table 2.7: Year 12 completers: Employment status**

| Main activity in 2010 | Working in paid job in 2010 (%) | Working in more than one job in 2010 (%) | Working in same job in 2009 and 2010 (%) |
|-----------------------|---------------------------------|--|--|
| University            | 75                              | 19                                       | 67                                       |
| VET Certificate IV+   | 69                              | 18                                       | 62                                       |
| VET entry-level       | 71                              | 25                                       | 62                                       |
| Apprenticeship        | 99                              | 12                                       | 78                                       |
| Traineeship           | 98                              | 15                                       | 64                                       |
| Employed full-time    | 100                             | 14                                       | 57                                       |
| Employed part-time    | 100                             | 17                                       | 54                                       |
| Total                 | 87                              | 17                                       | 64                                       |



## Employment in 2009 and 2010

The earlier discussion of changes in main activities of Year 12 completers between is supplemented in this section with an analysis of changes in job type, earnings, skills acquired and responsibility levels between 2009 and 2010. As shown in Table 2.7, the proportions of Year 12 completers working in a paid job in 2010 vary from those studying Certificate IV+ (69%), entry-level VET (71%) and university (75%). Almost two-thirds (64%) of Year 12 completers were working in the same job in 2010 as the previous year. Most activities are close to the average for working in the same job with the notable exceptions of those doing apprenticeships (78%) and those employed part-time (54%). In addition, 17% of all Year 12 completers had more than one job in 2010, with a relatively larger proportion of university (19%) and VET entry-level (25%) students working in more than one job.

Noteworthy to this discussion is the up-skilling and career progression of those most closely engaged with the labour market through employment and apprenticeships. As shown in Table 2.8, of those Year 12 completers who were apprentices in 2010, 91% were earning more, 78% were doing more skilled work and 90% had more responsibility at work than they did in the previous year. Of those who were employed full-time and not studying in 2010, 67%

were earning more, 60% were doing more skilled work and 72% had more responsibility at work. A comparative review of results from the 2009 and 2010 surveys reveal an increasing proportion of full-time employees experiencing no change in earnings or skill levels.

## Career outlook

At this point in their working lives, more than one-third of Year 12 completers (34%) equate their current main job with the type they would like as their career. However, there is marked variation by main activity, the most notable being that 88% of apprentices and trainees believe that their current job is the job they would like as a career, compared to just 12 percent of university students and 29 percent of VET students (Table 2.9). University and TAFE students are generally working to support their studies, while apprentices and trainees have entered training contracts to learn on the job.

A comparative review of results from the 2009 and 2010 surveys reveal little change in overall perceptions of current jobs as they relate to career plans. A marginally higher proportion believes in 2010 that their current job is the type they would like as career than did in the previous year.

**Table 2.8:** Year 12 completers: Career advancement indicators among apprentices and those employed full-time and not studying

| Unchanged main activity in 2009 and 2010 | Change in earnings (%) |      |      | Change in skilled work (%) |      |      | Change in responsibility (%) |      |      |
|--|------------------------|------|------|----------------------------|------|------|------------------------------|------|------|
|  | Less                   | Same | More | Less                       | Same | More | Less                         | Same | More |
| Apprenticeship                           | 1                      | 8    | 91   | 1                          | 21   | 78   | 1                            | 9    | 90   |
| Employed full-time                       | 2                      | 30   | 67   | 2                          | 38   | 60   | 4                            | 25   | 72   |
| Total                                    | 2                      | 18   | 81   | 2                          | 29   | 70   | 2                            | 16   | 82   |

Note: Rows within each type of change may not sum to 100% due to rounding.

**Table 2.9:** Year 12 completers: “Is your (main) job the type of job you would like as a career?”

| Main activity in 2010 | Female (%) |    |          | Male (%) |    |          | Total (%) |    |          |
|-----------------------|------------|----|----------|----------|----|----------|-----------|----|----------|
|                       | Yes        | No | Not sure | Yes      | No | Not sure | Yes       | No | Not sure |
| University            | 12         | 87 | 1        | 13       | 85 | 3        | 12        | 86 | 2        |
| Certificate I-IV+     | 30         | 67 | 3        | 26       | 70 | 4        | 29        | 68 | 4        |
| App. or Trainee       | 75         | 20 | 5        | 93       | 5  | 2        | 88        | 9  | 3        |
| Employed              | 43         | 53 | 5        | 37       | 59 | 4        | 40        | 56 | 4        |
| Total                 | 28         | 69 | 3        | 42       | 55 | 3        | 34        | 63 | 3        |

Note: Rows within each gender may not sum to 100% due to rounding.

## Wellbeing

The wellbeing of young people is an important concern, particularly as they make the transition from school. As shown in Table 2.10, around 95% of Year 12 completers are ‘happy’ (64%) or ‘very happy’ (31%) with the work they do in their studies, at home or at work, and 97% are ‘happy’ (50%) or ‘very happy’ (47%) with their life as a whole. Although still overwhelmingly positive, with 91% of Year 12 completers saying they are ‘happy’ (54%) or ‘very happy’ (36%), Year 12 completers are less happy about their career opportunities than on other measures of well-being. There is little difference between males

and females on each of these measures: males are slightly more positive about career opportunities, and females are slightly more positive about the work they do.

On each well-being measure, the relative proportions of Year 12 completers have remained largely unchanged between 2009 and 2010. Year 12 completers were slightly less happy in 2010 compared to 2009 to the extent that the proportions of those ‘very happy’ with their work and career opportunities decreased in comparison to the proportion who were simply ‘happy’.

**Table 2.10: Year 12 Completers: Wellbeing**

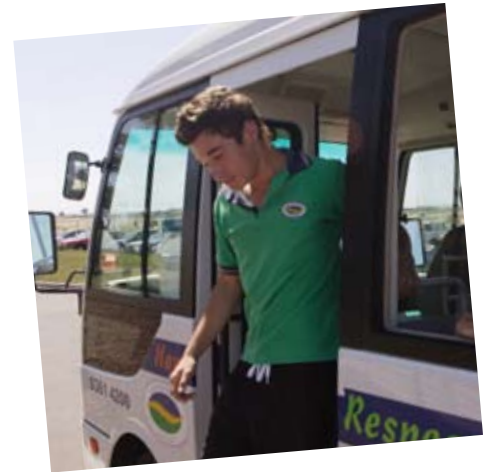
| Focus   | Very happy (%) | Happy (%) | Unhappy (%) | Very unhappy (%) | Can't say/refused (%) | Total (%) |
|---|----------------|-----------|-------------|------------------|-----------------------|-----------|
| Work done as part of study, at home or in a job | 31             | 64        | 4           | --               | --                    | 100       |
| Female  | 32             | 64        | 4           | --               | --                    | 100       |
| Male  | 29             | 65        | 5           | --               | 1                     | 100       |
| Career opportunities                            | 36             | 54        | 8           | 1                | 1                     | 100       |
| Female  | 35             | 56        | 8           | 1                | 1                     | 100       |
| Male  | 38             | 52        | 8           | 1                | 1                     | 100       |
| Life as a whole                                 | 47             | 50        | 2           | --               | --                    | 100       |
| Female  | 47             | 50        | 2           | --               | --                    | 100       |
| Male  | 48             | 49        | 2           | --               | --                    | 100       |

Note: Rows may not sum to 100% due to rounding.

## Returning to study

An increasingly important concern is the availability of pathways that enable re-entry to the education and training system. As noted earlier in the chapter, 30% of Year 12 completers were not studying at university, TAFE or as part of a training contract – compared to 31% in 2009. Overall 34% of those not studying in 2010 said it was ‘extremely likely’ they would return to study in the next two years and 38% said it

was ‘somewhat likely’. Among those working full-time, however, 64% said it was ‘extremely likely’ or ‘somewhat likely’ they would take up study within the next two years compared to 80% of those working part-time (Table 2.11). A comparative review of results from the 2009 and 2010 surveys reveal a dampening of interest among those ‘extremely likely’ to return to study from 43% in 2009 to 34% in 2010.



**Table 2.11:** Year 12 Completers: Likelihood of studying in the next two years, if not currently studying

| Main activity in 2010 | Extremely likely (%) | Somewhat likely (%) | Not very likely (%) | Not at all likely (%) | Can't say/refused (%) | Total (%)  |
|-----------------------|----------------------|---------------------|---------------------|-----------------------|-----------------------|------------|
| Employed full-time    | 28                   | 36                  | 23                  | 12                    | 1                     | 100        |
| Employed part-time    | 41                   | 39                  | 15                  | 4                     | 2                     | 100        |
| Looking for work      | 40                   | 46                  | 5                   | 9                     | --                    | 100        |
| NILFET                | 47                   | 30                  | 10                  | 12                    | --                    | 100        |
| <b>Total</b>          | <b>34</b>            | <b>38</b>           | <b>18</b>           | <b>9</b>              | <b>1</b>              | <b>100</b> |

Note: Rows may not sum to 100% due to rounding.





# Chapter 3

## Destinations of early school leavers

### Overview

This chapter discusses the destinations as of May 2010 of the cohort of young people who left school during 2007 and did not receive any of the following certificates: VCE, IB, VCAL Senior or VCAL Intermediate (“early leavers”). Table 3.1 presents the main activity of early leavers in 2008 (rows) and the main activity in 2010 (columns). Blue shaded cells indicate those who had remained in the same type of activity between 2008 and 2010. So as to highlight the areas of greatest change, red shaded cells indicate a shift between 2008 and 2010 of greater than 20%. Each row sums to 100%; the final column shows what percentage of longitudinal cohort members were in each main activity in 2008.

**Table 3.1:** Early leavers: Main activity in 2010 by main activity in 2008

|                       |                        |                    | Main activity in 2010 (%) |                 |                |             |                  |              |             |                  |        | Distribution in 2008 |
|-----------------------|------------------------|--------------------|---------------------------|-----------------|----------------|-------------|------------------|--------------|-------------|------------------|--------|----------------------|
|                       |                        |                    | Education and training    |                 |                |             |                  | Labour force |             |                  | NILFET |                      |
|                       |                        |                    | Uni / VET Cert IV+        | VET entry-level | Apprenticeship | Traineeship | Secondary school | Employed FT  | Employed PT | Looking for work |        |                      |
| Main activity in 2008 | Education and training | Uni / VET Cert IV+ | 22                        | 4               | 4              | --          | 2                | 14           | 28          | 18               | 8      | 3                    |
|                       |                        | VET entry-level    | 7                         | 20              | 15             | 2           | --               | 17           | 16          | 20               | 4      | 10                   |
|                       |                        | Apprenticeship     | 1                         | 1               | 80             | 1           | 1                | 11           | 3           | 4                | 0      | 36                   |
|                       |                        | Traineeship        | 8                         | 5               | 4              | 21          | --               | 35           | 13          | 11               | 3      | 7                    |
|                       |                        | Secondary school   | --                        | --              | --             | --          | --               | --           | --          | --               | --     | --                   |
|                       | Labour force           | Employed FT        | 6                         | 6               | 18             | 5           | 1                | 36           | 13          | 12               | 3      | 18                   |
|                       |                        | Employed PT        | 4                         | 8               | 12             | 7           | --               | 24           | 23          | 18               | 4      | 11                   |
|                       |                        | Looking for work   | 7                         | 8               | 9              | 6           | 2                | 22           | 15          | 23               | 7      | 12                   |
|                       | NILFET                 | 3                  | 8                         | 10              | 3              | --          | 15               | 13           | 15          | 33               | 3      |                      |
| Total                 | 5                      | 6                  | 36                        | 5               | 1              | 21          | 12               | 12           | 4           | 100              |        |                      |

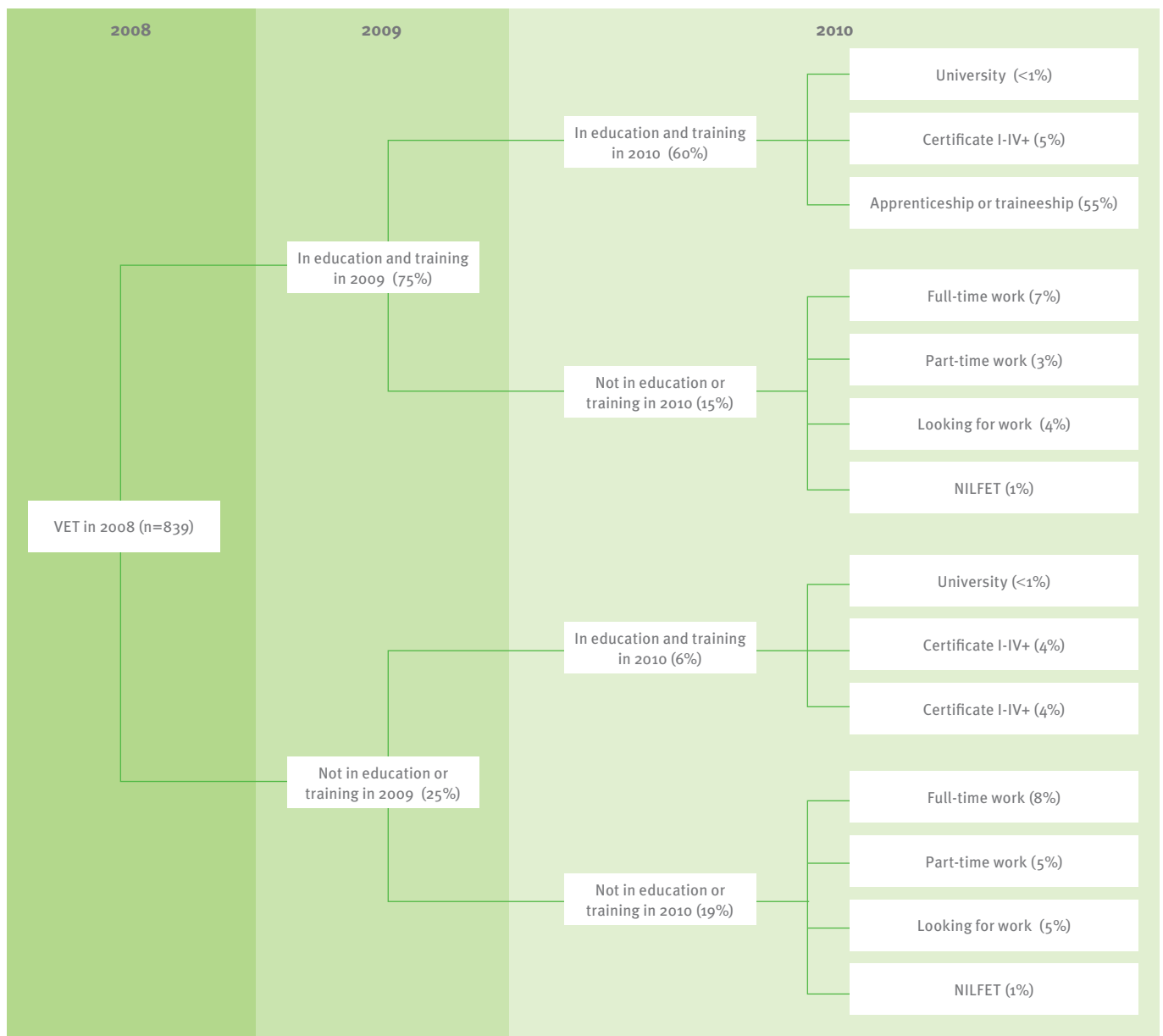
Note: ‘0’ indicates less than 0.5%; ‘-’ indicates no persons. Rows may not sum to 100% due to rounding.

Overall, 52% of early school leavers were engaged in education and training in 2010 as their main activity. Within specific education and training activities, there has been wide variation in pathway movement among Year 12 completers since their first post-school year in 2008. As with the Year 12 completers, the main activity of early leavers has remained unchanged for the majority of apprentices (80%) between 2008 and 2010. In contrast to the Year 12 completers, however, the main activities for early leavers have been greatly dispersed among various forms of education, training and employment between 2008 and 2010. The proportion of those looking for work is three times higher among early school leavers than among Year 12 completers.

The dispersion of Year 12 completers and early school leavers into campus-based VET and employment pathways is a noteworthy element of this discussion. One-fifth of those undertaking a VET entry-level certificate

or a Certificate IV+ in 2008 were looking for work in 2010. One pathway option that is not necessary for Year 12 completers – the decision to return to secondary school – was taken up by 1% of early school leavers.

**Figure 3.1: Early school leavers: Main activity in 2010 of VET students**



Note: Grouped boxes may not sum to 100% due to rounding.

## Main activities in 2010

### Completing a VET course, apprenticeship or traineeship

When the four categories of VET – Certificate IV and above, entry-level (Certificates I–III), apprenticeship and traineeship – are examined separately, differential patterns are evident among early school leavers. Relative to those in the Year 12 completer cohort, there have been wide variation in pathway movement in 2009 and 2010 among early leavers that have previously engaged with the VET sector.

So as to illustrate these patterns, Figure 3.1 shows the main activities in 2010 of those early school leavers who participated in the VET sector in 2008. Of those early leavers who participated in the VET sector in 2008, 33% were engaged in the labour force in 2010. Of this group, 70% were employed, 26% were looking for work and 5% were NILFET.

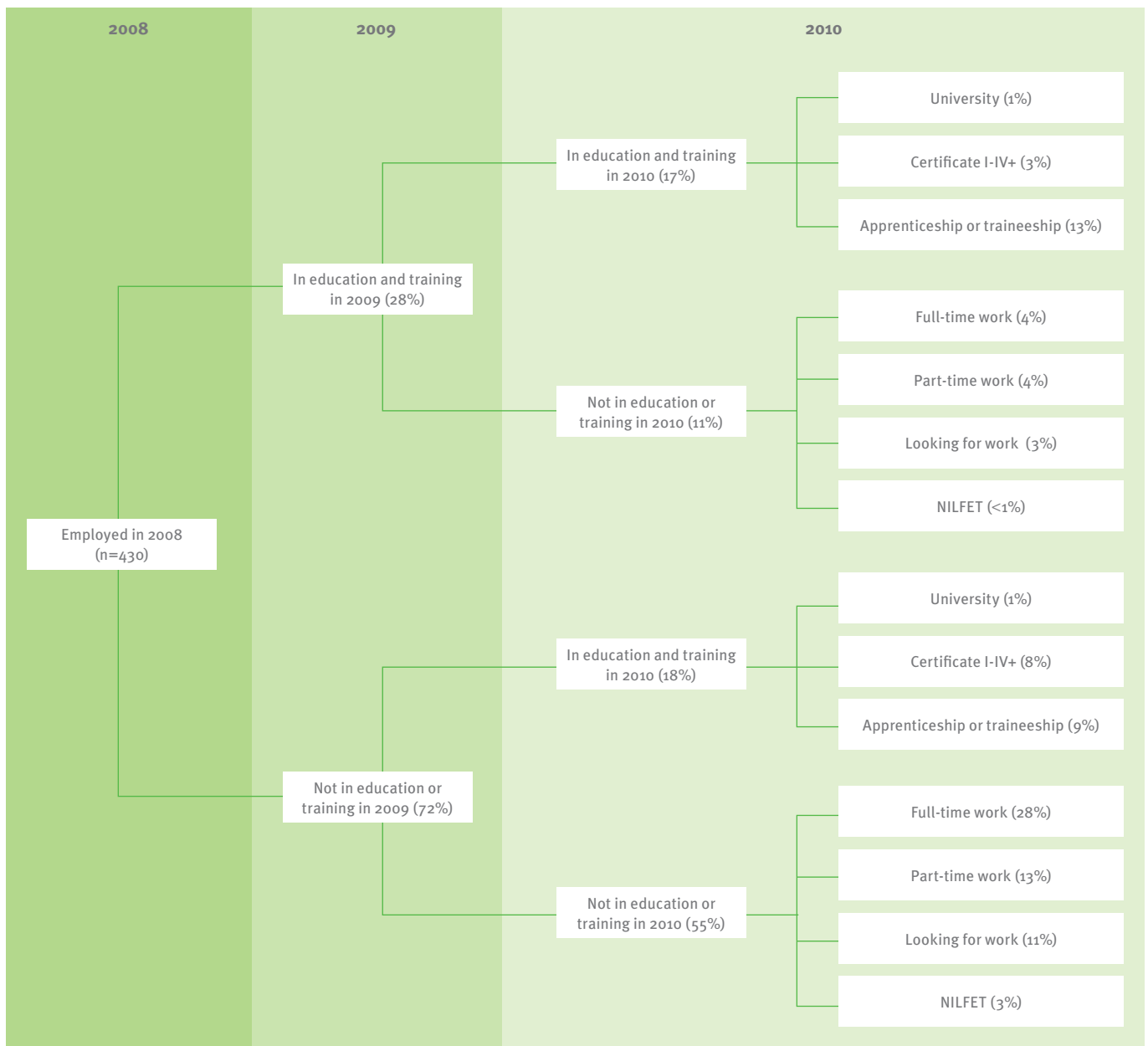
### Employed and not in education or training

When the categories of employment – full-time, part-time and looking for work – and the related NILFET category, differential patterns are evident in the pathways of early school leavers. So as to illustrate these patterns, Figure 3.2 presents the main activity in 2010 of those early school leavers who were employed and not studying in 2008.

Of those early school leavers who were employed in 2008, 34% had entered some form of education or training in 2010. Of this group, 96% were participating in the VET sector and 4% had commenced a university qualification. Of the group in the VET sector, 49% had entered an apprenticeship and 18% a traineeship. The remainder were undertaking a campus-based VET or university qualification.



**Figure 3.2: Early school leavers: Main activity in 2010 of those employed**



Note: Grouped boxes may not sum to 100% due to rounding.

Among those who were not in education or training in 2009, there was some relationship between socioeconomic status (SES) and moving into education or training. Table 3.2 shows the main activity of early school leavers in 2009 and 2010, by SES quartile. For the early leavers from the upper-middle SES quartile who were employed full-time in

2009, 45% were in education or training in 2010, compared to 32-33% of those in the lower SES quartiles. Among those who were looking for work in 2009, 26-28% of early school leavers from the two lower SES quartiles were either looking for work or NILFET in 2010, compared to 17-18% of those from the two higher SES quartiles.

**Table 3.2: Main activity in 2010 of early school leavers not in education or training in 2009, by main activity in 2009 and SES quartile**

| Main activity in 2009     | Main activity in 2010 (%)   |                 |                |             |                  |                    |                    |                  |          |            |
|---------------------------|-----------------------------|-----------------|----------------|-------------|------------------|--------------------|--------------------|------------------|----------|------------|
|                           | University/<br>VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Secondary school | Employed full-time | Employed part-time | Looking for work | NILFET   | Total      |
| <b>Employed full-time</b> |                             |                 |                |             |                  |                    |                    |                  |          |            |
| <b>SES quartile</b>       |                             |                 |                |             |                  |                    |                    |                  |          |            |
| Lowest                    | 4                           | 8               | 18             | 4           | --               | 33                 | 13                 | 15               | 5        | 100        |
| Lower-middle              | 3                           | 6               | 20             | 7           | --               | 32                 | 17                 | 11               | 4        | 100        |
| Upper-middle              | 9                           | 3               | 21             | 3           | 2                | 45                 | 9                  | 9                | --       | 100        |
| Highest                   | 19                          | 6               | 13             | 3           | 3                | 29                 | 16                 | 6                | 3        | 100        |
| <b>Total</b>              | <b>7</b>                    | <b>6</b>        | <b>18</b>      | <b>5</b>    | <b>1</b>         | <b>35</b>          | <b>14</b>          | <b>11</b>        | <b>3</b> | <b>100</b> |
| <b>Employed part-time</b> |                             |                 |                |             |                  |                    |                    |                  |          |            |
| <b>SES quartile</b>       |                             |                 |                |             |                  |                    |                    |                  |          |            |
| Lowest                    | 6                           | 15              | 12             | 11          | --               | 17                 | 13                 | 21               | 4        | 100        |
| Lower-middle              | 4                           | 2               | 13             | 7           | --               | 29                 | 24                 | 18               | 4        | 100        |
| Upper-middle              | --                          | 6               | 10             | 3           | --               | 24                 | 42                 | 10               | --       | 100        |
| Highest                   | --                          | 11              | 23             | --          | --               | 34                 | 20                 | 11               | --       | 100        |
| <b>Total</b>              | <b>4</b>                    | <b>8</b>        | <b>13</b>      | <b>7</b>    | <b>--</b>        | <b>24</b>          | <b>23</b>          | <b>17</b>        | <b>4</b> | <b>100</b> |
| <b>Looking for work</b>   |                             |                 |                |             |                  |                    |                    |                  |          |            |
| <b>SES quartile</b>       |                             |                 |                |             |                  |                    |                    |                  |          |            |
| Lowest                    | 3                           | 9               | 7              | 9           | 2                | 24                 | 12                 | 28               | 7        | 100        |
| Lower-middle              | 4                           | 6               | 7              | 4           | 4                | 20                 | 22                 | 26               | 9        | 100        |
| Upper-middle              | 10                          | 10              | 14             | 7           | --               | 21                 | 14                 | 17               | 7        | 100        |
| Highest                   | 9                           | 9               | 9              | 9           | --               | 36                 | 9                  | 18               | --       | 100        |
| <b>Total</b>              | <b>5</b>                    | <b>8</b>        | <b>9</b>       | <b>7</b>    | <b>2</b>         | <b>23</b>          | <b>16</b>          | <b>24</b>        | <b>7</b> | <b>100</b> |



**Table 3.2:** Main activity in 2010 of early school leavers not in education or training in 2009, by main activity in 2009 and SES quartile (continued)

| Main activity in 2009 | Main activity in 2010 (%)   |                 |                |             |                  |                    |                    |                  |        |       |
|-----------------------|-----------------------------|-----------------|----------------|-------------|------------------|--------------------|--------------------|------------------|--------|-------|
|                       | University/<br>VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Secondary school | Employed full-time | Employed part-time | Looking for work | NILFET | Total |
| NILFET                |                             |                 |                |             |                  |                    |                    |                  |        |       |
| SES quartile          |                             |                 |                |             |                  |                    |                    |                  |        |       |
| Lowest                | 6                           | 6               | --             | --          | --               | 18                 | 6                  | 18               | 47     | 100   |
| Lower-middle          | --                          | 10              | 20             | 10          | --               | 20                 | 10                 | 10               | 20     | 100   |
| Upper-middle          | --                          | 17              | 17             | --          | --               | --                 | 33                 | 33               | --     | 100   |
| Highest               | --                          | --              | 25             | --          | --               | 25                 | --                 | --               | 50     | 100   |
| Total                 | 3                           | 8               | 11             | 3           | --               | 16                 | 11                 | 16               | 32     | 100   |

Note: 'o' indicates less than 0.5%; '--' indicates no persons. Rows may not sum to 100% due to rounding.

## Employment in 2009 and 2010

The earlier discussion of changes in main activities of early school leavers is supplemented in this section with an analysis of changes in job type, earnings, skills acquired and responsibility levels between 2009 and 2010. As shown in Table 3.3, the proportions of Year 12 completers working in a paid job in 2010 vary between those studying Certificate IV+

(63%) and entry-level VET (39%). More than two-thirds (67%) of early school leavers were working in the same job in 2010 as the previous year. There are considerable differences between main activities, ranging from apprenticeships (84%) to those employed part-time (45%). In addition, 8% of all early school leavers had more than one job in 2010, with a greater proportion of VET entry-level students (12%) and part-time employees (11%) working in more than one job.

**Table 3.3:** Early school leavers: Employment status

| Main activity in 2010 | Working in paid job in 2010 (%) | Working in same job in 2009 and 2010 | Working in more than one job in 2010 (%) |
|-----------------------|---------------------------------|--------------------------------------|--|
| VET Cert IV+          | 63                              | 46                                   | 9  |
| VET entry-level       | 39                              | 56                                   | 12                                       |
| Apprenticeship        | 98                              | 84                                   | 6  |
| Traineeship           | 87                              | 70                                   | 9  |
| Employed full-time    | 100                             | 54                                   | 8  |
| Employed part-time    | 100                             | 45                                   | 11                                       |
| Total                 | 81                              | 67                                   | 8  |

Noteworthy to this discussion of early school leavers is the up-skilling and career progression of those most closely engaged with the labour market through employment and apprenticeships. As shown in Table 3.4, of those early school leavers who were apprentices in 2010, 87% were earning more, 78% were doing more skilled work and 90% had more responsibility at work than they did in the previous year. Of those who were employed full-time and not studying in 2010, 80% were earning more, 58% were doing more skilled work and 75% had more responsibility at work. A comparative review of results from the 2009 and 2010 surveys reveals little change on each measure with the exception of full-time employees earning more in 2010 than in the previous year.

## Career outlook

At this point in their working lives, more than 7 in 10 early leavers (71%) equate their current main job with the type they would like as their career – compared to 34% of Year 12 completers. There is marked variation by main activity, the most notable being that 92% of apprentices and trainees believe that their current job is the job they would like as a career, compared to just 49 percent of employees and 44 percent of VET students (Table 3.5). TAFE students generally work to support their studies, while apprentices and trainees have entered training contracts to learn on the job. A comparative review of results from the 2009 and 2010 surveys reveal a greater proportion of VET students and employees believe that their current job is the type they would like as career than did in the previous year.

**Table 3.4:** Early school leavers: Career advancement indicators among apprentices and those employed full-time and not studying

| Unchanged main activity in 2009 and 2010 | Change in earnings (%) |           |           | Change in skilled work (%) |           |           | Change in responsibility (%) |           |           |
|--|------------------------|-----------|-----------|----------------------------|-----------|-----------|------------------------------|-----------|-----------|
|  | Less                   | Same      | More      | Less                       | Same      | More      | Less                         | Same      | More      |
| Apprenticeship                           | 2                      | 10        | 87        | 1                          | 21        | 78        | 1                            | 10        | 90        |
| Employed full-time                       | 0                      | 20        | 80        | 4                          | 39        | 58        | 5                            | 20        | 75        |
| <b>Total</b>                             | <b>2</b>               | <b>12</b> | <b>86</b> | <b>2</b>                   | <b>25</b> | <b>74</b> | <b>2</b>                     | <b>12</b> | <b>86</b> |

Note: Rows within each type of change may not sum to 100% due to rounding.

**Table 3.5:** Early school leavers: Jobs and careers

| Main activity in 2010 | Female (%) |           |          | Male (%)  |           |          | Total (%) |           |          |
|-----------------------|------------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|
|                       | Yes        | No        | Not sure | Yes       | No        | Not sure | Yes       | No        | Not sure |
| VET                   | 38         | 62        | --       | 50        | 47        | 3        | 44        | 54        | 1        |
| App. or Trainee       | 89         | 9         | 1        | 93        | 4         | 3        | 92        | 5         | 3        |
| Employed              | 45         | 47        | 7        | 51        | 44        | 5        | 49        | 45        | 6        |
| <b>Total</b>          | <b>55</b>  | <b>40</b> | <b>5</b> | <b>77</b> | <b>19</b> | <b>4</b> | <b>71</b> | <b>25</b> | <b>4</b> |

Note: Rows within each gender may not sum to 100% due to rounding.

## Wellbeing

Many young people who leave school before completing a Year 12 or equivalent certificate are more vulnerable to labour market conditions, especially if they do not enter study, through either a campus-based VET course or a contract of training. With greater vulnerability, it might be expected that the wellbeing of these early school leavers would be lower than the wellbeing of those who completed Year 12 or its equivalent at the same time. Table 3.6 shows the how happy early school leavers are with three aspects of their lives: work, careers and life as a whole.

Around 91% of early leavers are ‘happy’ or ‘very happy’ with the work they do as part of study, at home or a job, while 94% are ‘happy’ or ‘very happy’ with their lives as a whole. There have been

little to no change in these proportions from the previous year. Although still overwhelmingly positive – similar to the statements of Year 12 completers – early school leavers are relatively ‘unhappy’ (10%) or ‘very unhappy’ (2%) with their career opportunities relative to work and life.

In the case of early school leavers, the high rate of satisfaction with their jobs is consistent with their reasons for leaving school early. As identified in the *On Track* 2010 annual survey, young males most frequently cited a reason relating to work or career as the major ‘pull’ factor for leaving school early, and as the main factor overall. More than one-third of male early leavers (37%) cited work or career as the main reason, and an additional 8% cited it as a second reason (DEECD, 2010).

**Table 3.6: Early school leavers: Wellbeing**

| Focus   | Very happy (%) | Happy (%) | Unhappy (%) | Very unhappy (%) | Can't say/refused (%) | Total (%) |
|---|----------------|-----------|-------------|------------------|-----------------------|-----------|
| Work done as part of study, at home or in a job | 32             | 59        | 7           | 2                | 1                     | 100       |
| Female  | 30             | 59        | 8           | 2                | 1                     | 100       |
| Male  | 33             | 60        | 6           | 1                | 0                     | 100       |
| Career opportunities                            | 36             | 50        | 10          | 2                | 1                     | 100       |
| Female  | 32             | 50        | 13          | 3                | 3                     | 100       |
| Male  | 39             | 51        | 9           | 2                | 0                     | 100       |
| Life as a whole                                 | 45             | 49        | 4           | 1                | 1                     | 100       |
| Female  | 46             | 47        | 5           | 2                | 1                     | 100       |
| Male  | 45             | 50        | 4           | 1                | 0                     | 100       |

Note: Rows may not sum to 100% due to rounding.



## Returning to study

Early school leavers are more vulnerable in the labour market, as they tend to have lower levels of qualifications. Early school leavers who return to some form of study – at school, TAFE or through an apprenticeship or traineeship – increase their opportunities for later employment. As shown in Table 3.7, 28% of early school leavers think it is ‘extremely likely’ they will return to study in the next two years, and a further 38% believe it is ‘somewhat

likely’. Among those working full-time, however, 55% said it was ‘extremely likely’ or ‘somewhat likely’ they would take up study within the next two years compared to 74% of those working part-time. A comparative review of results from the 2009 and 2010 surveys reveal a dampening of interest among those ‘extremely likely’ to return to study from 35% in 2009 to 28% in 2010 (Table 3.7). Only 14% of those looking for work believe it ‘not very likely’ or ‘not likely at all’ they will return to study, compared to 40% of those working full-time.



**Table 3.7:** Early school leavers: Likelihood of studying in the next two years, if not currently studying, by main activity in 2010

| Main activity in 2010 | Extremely likely (%) | Somewhat likely (%) | Not very likely (%) | Not at all likely (%) | Can't say/refused (%) | Total (%)  |
|-----------------------|----------------------|---------------------|---------------------|-----------------------|-----------------------|------------|
| Employed full-time    | 23                   | 32                  | 23                  | 17                    | 5                     | 100        |
| Employed part-time    | 24                   | 50                  | 16                  | 9                     | 1                     | 100        |
| Looking for work      | 39                   | 42                  | 10                  | 4                     | 4                     | 100        |
| NILFET                | 33                   | 24                  | 24                  | 15                    | 4                     | 100        |
| <b>Total</b>          | <b>28</b>            | <b>38</b>           | <b>18</b>           | <b>11</b>             | <b>4</b>              | <b>100</b> |

Note: Rows may not sum to 100% due to rounding.

**Table 3.8:** Early school leavers: Likelihood of studying in the next two years, if not currently studying, by SES quartile

| Main activity in 2009 | Extremely likely (%) | Somewhat likely (%) | Not very likely (%) | Not at all likely (%) | Can't say/refused (%) | Total (%) |
|-----------------------|----------------------|---------------------|---------------------|-----------------------|-----------------------|-----------|
| Lowest                | 27                   | 41                  | 17                  | 11                    | 4                     | 100       |
| Lower-middle          | 27                   | 38                  | 19                  | 11                    | 5                     | 100       |
| Upper-middle          | 31                   | 34                  | 20                  | 12                    | -                     | 100       |
| Highest               | 34                   | 32                  | 19                  | 14                    | -                     | 100       |
| Total                 | 29                   | 38                  | 18                  | 11                    | 4                     | 100       |

Note: 'o' indicates less than 0.5%; '- -' indicates no persons. Rows may not sum to 100% due to rounding.

As shown in Table 3.8, early school leavers from the highest SES quartile are the most confident they will return to study in the next two years. In the third post-school year, there are less notable differences between the SES quartiles. A relatively large proportion of those from the lowest SES quartile (4%) and lower middle quartiles (5%) could not say refused or refused to respond.



# Chapter 4

## Deferral from study

### Main activities in 2008

Preceding analyses of *On Track* data have found a pattern of rising rates of deferral amongst non-metropolitan school completers, not just in Victoria but in other Australian states (Polesel, 2009; 2008). Cost-related factors and financial barriers are prominent in the reasons given by these young people for deferring a place at university. A study carried out as part of the Queensland *Next Step* destination surveys also points to the tendency of non-metropolitan school completers to defer university places at a higher rate and suggests that the phenomenon of higher rates of deferral amongst non-metropolitan school completers may be a widespread occurrence across non-metropolitan Australia (Polesel *et al.*, 2005).

This chapter discusses the status of the 2007 cohort of Year 12 completers who had deferred further study for 2008 and/or 2009. The analysis groups deferrals into sections based on their main activity. To demonstrate the pathway movement between 2008 and 2010, Table 4.1 presents the main activity of deferrers in 2008 (rows) and their main activity in 2010 (columns). Each row sums to 100%; the right-hand column shows what percentage of longitudinal cohort members were in each main activity in 2008.

Overall, 60% of deferrers were studying at university and 16% were in other forms of education or training in 2010. As shown in Table 4.1, of those who deferred university study in 2008, 70% of deferrers enrolled in a university or campus-based VET course, 6% had taken up an apprenticeship or traineeship, 21% were employed and 2% were looking for work. Within these main areas of activity, there is variation in enrolling in study by socioeconomic status and geographic location. There is some relationship between returning to study and socioeconomic status, as shown in Table 4.2. Deferrers from the highest SES quartile took up education or training in 2010 at the highest rate, with 82% either at university or in VET. By contrast, 73% of deferrers from the lower-middle and 78% from the lowest SES quartiles were engaged in education or training; deferrers from the lowest SES quartile (48%) were markedly less frequently enrolled at university in 2009 than peers in highest SES quartile (63%).

**Table 4.1:** Year 12 completers: Deferrers in 2008, main activity in 2010

|                       |              |                  | Main activity in 2010  |              |                 |                |             |              |             |                  |    | NILFET | Distribution in 2008 |
|-----------------------|--------------|------------------|------------------------|--------------|-----------------|----------------|-------------|--------------|-------------|------------------|----|--------|----------------------|
|                       |              |                  | Education and training |              |                 |                |             | Labour force |             |                  |    |        |                      |
|                       |              |                  | University             | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed FT  | Employed PT | Looking for work |    |        |                      |
| Main activity in 2008 | Labour force | Employed FT      | 61                     | 7            | 2               | 5              | 4           | 15           | 6           | 2                | -- | 61     |                      |
|                       |              | Employed PT      | 63                     | 12           | --              | 1              | --          | 14           | 10          | --               | -- | 29     |                      |
|                       |              | Looking for work | 42                     | 9            | 9               | 9              |             | 15           | 7           | 3                | 6  | 10     |                      |
| Total                 |              |                  | 60                     | 8            | 2               | 4              | 2           | 14           | 7           | 1                | 1  | 100    |                      |

Note: '0' indicates less than 0.5%; '-' indicates no persons. Rows may not sum to 100% due to rounding.



**Table 4.2:** Year 12 Completers: Deferrers in 2008: Main activity in 2010 by SES quartile

| SES quartile | Education and training |              |                 |                |             | Labour force       |                    |                  | NILFET | Total |
|--------------|------------------------|--------------|-----------------|----------------|-------------|--------------------|--------------------|------------------|--------|-------|
|              | University             | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed full-time | Employed part-time | Looking for work |        |       |
| Lowest       | 48                     | 15           | 4               | 7              | 4           | 14                 | 7                  | --               | 2      | 100   |
| Lower-middle | 66                     | 3            | 2               | 1              | 1           | 20                 | 3                  | 4                | --     | 100   |
| Upper-middle | 60                     | 9            | 3               | --             | 4           | 13                 | 10                 | 1                | --     | 100   |
| Highest      | 63                     | 8            | --              | 9              | 2           | 8                  | 9                  | --               | 1      | 100   |
| Total        | 60                     | 9            | 2               | 4              | 3           | 14                 | 7                  | 1                | 1      | 100   |

Note: '0' indicates less than 0.5%; '-' indicates no persons. Rows may not sum to 100% due to rounding.

When all Year 12 completers were interviewed in 2008, the overall deferral rate – among all Year 12 completers – was 11% (DEECD, 2009). The deferral rate in non-metropolitan locations was double the deferral rate in metropolitan locations. Although most deferrers stated they were taking a ‘gap year’ before continuing study, many of the deferrers from non-metropolitan locations cited the need to move

away from home – and the financial implications of that move, including the costs of study – as an important factor in their decision to defer further study (DEECD, 2009). As shown in Table 4.3, deferrers who had attended schools in non-metropolitan locations had more frequently enrolled at university than did those from schools metropolitan locations (72% compared to 47%).

**Table 4.3:** Year 12 Completers: Deferrers in 2008: Main activity in 2010 by school location

| School location<br>(Year 12) | Main activity in 2010 (%) |              |                 |                |             |                    |                    |                  |        | Total |
|------------------------------|---------------------------|--------------|-----------------|----------------|-------------|--------------------|--------------------|------------------|--------|-------|
|                              | University                | VET Cert IV+ | VET entry-level | Apprenticeship | Traineeship | Employed full-time | Employed part-time | Looking for work | NILFET |       |
| Metropolitan                 | 47                        | 11           | 4               | 5              | 4           | 15                 | 13                 | 2                |        | 100   |
| Non-metropolitan             | 72                        | 6            | 1               | 3              | 1           | 13                 | 2                  | 1                | 1      | 100   |
| Total                        | 60                        | 8            | 2               | 4              | 2           | 14                 | 7                  | 1                | 1      | 100   |

Note: Rows may not sum to 100% due to rounding.



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# Appendix 1

## Questionnaire

\*(PHONE ANSWERER)

Intro1 Hello, my name is (.....) calling about *On Track* on behalf of the Department of Education from The Social Research Centre. May I please speak to (FNAME, SNAME from list)?

1. Continue (already speaking with named person) (GO TO Intro2 Intro A)
2. Reintroduce to named person (GO TO Intro2 Intro B)
3. Make appointment
4. Language difficulty (GO TO LOTE)
5. Named person away duration
6. Refused (GO TO RR1)
7. Named respondent deceased (GO TO TERMINATION SCRIPT 3)

LOTE RECORD PREFERRED LANGUAGE

1. Arabic
2. Chinese – Cantonese
3. Chinese - Mandarin
4. Greek
5. Italian
6. Macedonian
7. Serbian
8. Spanish
9. Turkish
10. Vietnamese
11. (Other\_\_\_\_\_)
12. Language not established

\*(NAMED PERSON FROM LIST WAS PHONE ANSWERER)

Intro2 Intro A. The reason I'm calling today is to conduct your follow up interview as part of the *On Track* Survey. When we last interviewed you this time last year you said it would be OK if we called you back to do this follow up interview.

In this interview, I'd like to find out about your study and work situation since we last spoke. It should only take about 5 minutes. Is now a good time for us to talk?

IF NECESSARY *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.

\*(NAMED PERSON FROM LIST WAS NOT PHONE ANSWERER)

Intro B. Hello, my name is (.....) calling on behalf of the Department of Education from The Social Research Centre regarding the *On Track* project.

The reason I'm calling today is to conduct your follow up interview as part of the *On Track* Survey. When we last interviewed you this time last year you said it would be OK if we called you back to do this follow up interview.

In this interview, I'd like to find out about your study and work situation since we last spoke. It should only take about 5 minutes. Is now a good time for us to talk?

IF NECESSARY *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.

\*(CONFIDENTIALITY SPIEL)

Intro3 All the data collected is anonymous and confidential. If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to terminate the interview at any time.

IF NECESSARY If you have any concerns, you may contact the Australian Council for Educational Research on 9277-5471.

1. Continue
2. Refused (GO TO RR1)

\*(MONITORING SPIEL)

Intro5 Before we get started, just to let you know that this interview may be monitored by my supervisor for quality purposes – just to check I am doing my job properly. Is that ok with you?

1. Monitoring allowed
2. Monitoring not permitted

PREVIOUS EDUCATION AND TRAINING

PRE A1 IF STUDY08=1 TO 4 (UNIVERSITY, TAFE, APPRENTICESHIP OR TRAINEESHIP IN 2008) CONTINUE ELSE (DEFERRED STUDY OR NOT STUDYING IN 2008) GO TO B1.

\*(STUDYING LAST YEAR)

A1 At your last interview we recorded that you were doing a [STUDY08]. Are you still doing the same [STUDY08] you were doing when we last spoke?

APPRENTICESHIP/TRAINEESHIP IN 2008 WAS RECORDED AS: [DISPLAY FROM SAMPLE]

1. Yes, an apprenticeship (GO TO B7) (DISPLAY IF STUDY08=3)
2. Yes, a traineeship (GO TO B7) (DISPLAY IF STUDY08=4)
3. Yes, a university course (GO TO B6) (DISPLAY IF STUDY08=1)
4. Yes, a TAFE course (GO TO B6) (DISPLAY IN STUDY08=2)
5. No longer doing that study/training
6. No, not correct (was not doing that study/training in 2008) (GO TO B1)

PREA2 IF STUDY08=APPRENTICESHIP/ TRAINEESHIP GO TO A3, ELSE CONTINUE

\*(NO LONGER DOING 2008 STUDY, 2008 STUDY WAS UNIVERSITY/TAFE/OTHER) (A1=6, STUDY08=3,4 OR 5)

A2 Did you complete this [STUDY08=UNI/TAFE/STUDY], withdraw from it, defer your studies or change to another course?

1. Completed (GO TO A4)
2. Withdrew
3. Deferred (GO TO A2b)
4. Changed to another course (GO TO B1)

\*(WITHDREW FROM UNI, TAFE OR OTHER) (A2=2)

A2a I'm going to read out some reasons, and can you let me know if you think they were reasons you decided to WITHDRAW from that [STUDY08] course.

(STATEMENTS)

- a. Getting or being offered a job
- b. The cost of continuing the course
- c. The difficulty of the course
- d. The amount of study involved

e. The career options available from that course

(RESPONSE FRAME)

1. Yes
2. No
3. Can't say

PREA2a1 IF MORE THAN ONE REASON CHOSE TO WITHDRAW (QA2a=1), CONTINUE, ELSE GO TO B1

\*(WITHDREW FROM UNI, TAFE OR OTHER) (A2=2)

A2a1 And which of these would you say was the main reason you decided to WITHDRAW from that course?

1. Getting or being offered a job [DISPLAY IF A2AA=1]
2. The cost of continuing the course [DISPLAY IF A2AB=1]
3. The difficulty of the course [DISPLAY IF A2AC=1]
4. The amount of study involved [DISPLAY IF A2AD=1]
5. The career options available from that course [DISPLAY IF A2AE=1]
6. (Can't say)

GO TO B1

\*(DEFERRED FROM UNI/TAFE) (A2=3)

A2b I'm going to read out some reasons, and can you let me know if you think they were reasons you decided to DEFER from that [STUDY08] course.

(STATEMENTS)

- a. Offered a place in another course
- b. Wanting a break from study
- c. Wanting to travel
- d. The difficulty of the course
- e. The amount of study involved
- f. The career options available from that course

(RESPONSE FRAME)

1. Yes
2. No
3. Can't say

PREA2b1 IF MORE THAN ONE REASON

CHOSE TO DEFER (QA2B=1),  
CONTINUE, ELSE GO TO B1

\*(DEFERRED FROM UNI/TAFE) (A2=3)

A2b1 And which of these would you say  
was the main reason you decided to  
DEFER from that course?

1. Offered a place in another course  
[DISPLAY IF A2BA=1]
2. Wanting a break from study  
[DISPLAY IF A2BB=1]
3. Wanting to travel [DISPLAY IF  
A2BC=1]
4. The difficulty of the course  
[DISPLAY IF A2BD=1]
5. The amount of study involved  
[DISPLAY IF A2BE=1]
6. The career options available from  
that course [DISPLAY IF A2BF=1]
7. (Can't say)

GO TO B1

\*(NO LONGER DOING 2008  
APPRENTICESHIP/TRAINEESHIP) (A1=6,  
STUDYo8=1 OR 2)

A3 Did you complete the  
[STUDYo8=APPRENTICESHIP/  
TRAINEESHIP] you were doing when  
we last spoke to you?

\*PROGRAMMER: DISPLAY  
APPRENTICESHIP/TRAINEESHIP  
FROM 2008

1. Yes, completed (GO TO A4)
2. No, stopped/withdrew

\*(STOPPED/WITHDREW FROM  
APPRENTICESHIP OR TRAINEESHIP) (A3=2)

A3a I'm going to read out some reasons,  
and can you let me know if you think  
they were reasons you decided  
to STOP that [APPRENTICESHIP/  
TRAINEESHIP]?

(STATEMENTS)

- a. Getting or being offered a job
- b. The cost of continuing the course

- c. Not getting on with your boss or  
others at the workplace
- d. Being asked to leave/sacked
- e. The business not doing well
- f. The career options available from  
that apprenticeship/traineeship

(RESPONSE FRAME)

1. Yes
2. No
3. Can't say

PREA3A1 IF MORE THAN ONE REASON

CHOSE TO STOP (QA3A=1),  
CONTINUE, ELSE GO TO B1

\*(STOPPED/WITHDREW FROM  
APPRENTICESHIP OR TRAINEESHIP) (A3=2)

A3A1 And which of these would you say  
was the main reason you decided  
to STOP that [APPRENTICESHIP/  
TRAINEESHIP]?

1. Getting or being offered a job  
[DISPLAY IF A3AA=1]
2. The cost of continuing the course  
[DISPLAY IF A3AB=1]
3. Not getting on with your boss or  
others at the workplace [DISPLAY  
IF A3AC=1]
4. Being asked to leave/sacked  
[DISPLAY IF A3AD=1]
5. The business not doing well  
[DISPLAY IF A3AE=1]
6. The career options available from  
that apprenticeship/traineeship  
[DISPLAY IF A3AF=1]
7. (Can't say)

GO TO B1

\*(COMPLETED COURSE/APPRENTICESHIP/  
TRAINEESHIP FROM 2008) (A2=1, A3=1)

A4 How well did your [STUDYo8] prepare  
you for your intended career? Would  
you say Very well, fairly well, not very  
well or not at all?

1. Very well
2. Fairly well

3. Not very well
4. Not at all
5. (Unsure/can't say) (AVOID)

EDUCATION AND TRAINING – CURRENT  
ACTIVITY

\*(NOT STUDYING IN 2008, INCLUDING  
DEFERRED OR STUDYING IN 2008 AND  
COMPLETED, WITHDREW OR DEFERRED)

B1 Are you currently doing an  
apprenticeship, traineeship or some  
other type of study?

INTERVIEWER NOTE: If enrolled and waiting  
to start apprenticeship (i.e. has  
signed a training contract) record as  
'Yes'.

1. Yes, an apprenticeship (GO TO B3)
2. Yes, a traineeship (GO TO B3)
3. Yes, some other study or training
4. No (GO TO B8)

\*(NOW DOING SOME OTHER TYPE OF  
STUDY) (B1=3)

B2 Is this a university course, a TAFE  
course, or some other form of study?

1. University
2. TAFE
3. Secondary school (GO TO B3)
4. Some other study or training (GO  
TO B3)

PREB2A IF DEFER=1 (DEFERRED STUDY IN  
2008) CONTINUE, ELSE GO TO B3

\*(DEFERRED IN 2008 AND CURRENTLY  
STUDYING AT UNI OR TAFE) (DEFER=1, B2=1  
OR 2)

B2a Is this the course you deferred from  
in 2008?

1. Yes
2. No
3. Didn't defer from course in 2008

\*(NOW STUDYING OR DOING AN  
APPRENTICESHIP / TRAINEESHIP) (B1=1, 2  
OR 3)

B3 What level of qualification will you receive at the end of this (course/ apprenticeship/ traineeship)? READ OUT IF NECESSARY

INTERVIEWER NOTE: Apprentice's qualification likely to be "Certificate 3" or Certificate 4" (DISPLAY IF B1=1).

INTERVIEWER NOTE: Trainee's qualification likely to be "Certificate 1" or Certificate 2" (DISPLAY IF B1=2)

1. Bachelor degree (including Honours)
2. Associate degree
3. Advanced diploma
4. Diploma
5. Certificate 4
6. Certificate 3
7. Certificate 2
8. Certificate 1
9. Certificate (level unspecified/ unknown)
10. VCE (Victorian Certificate of Education)
11. VCAL (Victorian Certificate of Applied Learning)
12. IB (International Baccalaureate)
13. Other school certificate (eg, NSW HSC)
14. Other (Specify\_\_\_\_\_)

PREB4 IF B1=1 OR 2 (NEW APPRENTICES/ TRAINEES) GO TO B5A, ELSE CONTINUE

\*(NOW STUDYING AT UNIVERSITY/TAFE OR DOING OTHER STUDY INCLUDING VCE/VCAL) (B1=3)

B4 What is the name of the institution where you are studying?

1. University name given (GO TO B4u)
2. TAFE name given (GO TO B4t)
3. Secondary school name given (Specify\_\_\_\_\_ ) (GO TO B5)
4. Other Private Training College or Adult & Community Education Provider (Specify\_\_\_\_\_ ) (GO TO B5)

\*(NOW STUDYING AT UNIVERSITY) (B2=1)

B4u RECORD UNIVERSITY NAME

1. Melbourne (GO TO B5)
2. Monash (GO TO B5)
3. Deakin (GO TO B5)
4. La Trobe (GO TO B5)
5. RMIT (GO TO B5)
6. Swinburne (GO TO B5)
7. Ballarat (GO TO B5)
8. Victoria University (GO TO B5)
9. Australian Catholic University (GO TO B5)
10. Charles Sturt University (GO TO B5)
11. Other NSW University (GO TO B5)
12. Other QLD University (GO TO B5)
13. Other SA University (GO TO B5)
14. Other TAS University (GO TO B5)
15. Other WA University (GO TO B5)
16. Other ACT University (GO TO B5)
17. Other NT University (GO TO B5)
18. Other University (Specify\_\_\_\_\_ ) (GO TO B5)

\*(NOW STUDYING AT TAFE) (B2=2)

B4t RECORD TAFE NAME

1. Bendigo Regional Institute of TAFE
2. Box Hill Institute of TAFE
3. Central Gippsland TAFE
4. Chisholm Institute of TAFE
5. East Gippsland Institute
6. Gordon Institute
7. Goulburn Ovens Institute of TAFE
8. Holmesglen Institute
9. Kangan Batman Institute of TAFE
10. Northern Melbourne Institute of TAFE (NMIT)
11. RMIT (TAFE Division)
12. South West Institute of TAFE
13. Swinburne (TAFE Division)
14. Sunraysia Institute of TAFE
15. University of Ballarat (TAFE Division)
16. University of Melbourne (TAFE Division / ILFR)

17. Victoria University (TAFE Division)
18. William Angliss Institute of TAFE
19. Wodonga Institute of TAFE
20. Other TAFE (Specify\_\_\_\_\_ )

\*(NOW STUDYING AT UNIVERSITY/TAFE OR DOING OTHER STUDY INCLUDING VCE/VCAL) (B1=3)

B5 On which campus are MOST of your classes located?

\*PROGRAMMER NOTE: REFER ATTACHED LIST OF CAMPUS NAME BY UNIVERSITY / TAFE. ONLY DISPLAY RELEVANT CAMPUS NAMES FOR RESPONSE AT Q4u / Q4t, PLUS "OTHER SPECIFY", "DON'T KNOW" AND "REFUSED" OPTIONS

1. (First campus name from attached list) (158 listed names)
158. (Last campus name from attached list)
159. \_\_\_\_\_ Campus name given (Specify\_\_\_\_\_ )
160. \_\_\_\_\_ (Can't say)
161. (Refused)

PREB5A IF B3=10 THRU TO 13 (CURRENTLY COMPLETING VCE, VCAL, IB OR OTHER SECONDARY STUDY) GO TO B6, ELSE CONTINUE

\*(NOW STUDYING UNIVERSITY OR TAFE COURSE OR OTHER STUDY (NOT SCHOOL) OR DOING APPRENTICESHIP/TRAINEESHIP) (B1=1, 2 OR 3, EXCLUDES B3=10-13)

B5A What are you studying?

INTERVIEWER NOTE: Multiples accepted for double degrees

(MULTIPLES ACCEPTED)

CODE TO ASCED (LOOK UP LIST ON CATI)

PREB6 IF B1=1 OR 2 (NEW APPRENTICES/ TRAINEES) GO TO B7

\*(CURRENTLY STUDYING UNIVERSITY/TAFE COURSE OR OTHER STUDY) (A1=3 OR 4, B2=1,2 3 OR 4)

- B6 Are you currently studying full or part-time
1. Full time (GO TO C1)
  2. Part time (GO TO C1)

\*(CURRENT APPRENTICES OR TRAINEES)  
(A1=1 OR 2, B1=1 OR 2)

- B7 Who provides the classes or off-the-job training for your apprenticeship/traineeship?
- 1 TAFE Institute (GO TO C1)
  - 2 Private training college (GO TO C1)
  - 3 Adult and Community Education (ACE) provider (GO TO C1)
  - 4 Your employer (GO TO C1)
  - 5 A group training organisation (GO TO C1)
  - 6 Someone else (Please Specify \_\_\_\_\_) (GO TO C1)

\*(NOT CURRENTLY STUDYING) (B1=4)

- B8 How likely is that you will start some study or training in the next two years that would lead to a qualification? Would you say this is extremely likely, somewhat likely, not very likely, not at all likely?
1. Extremely likely
  2. Somewhat likely
  3. Not very likely
  4. Not at all likely
  5. (Can't say)
  6. (Refused)

#### CURRENT JOB

\*(ALL)

- C1 Do you currently have a paid job?

INTERVIEWER NOTE: INCLUDES APPRENTICES, TRAINEES, SELF EMPLOYED, FAMILY BUSINESS OR FARM)

1. Yes
2. No (GO TO D2)
3. Waiting to start job (GO TO C3)

\*(CURRENTLY WORKING) (C1=1)

- C2 Do you have more than one job?

1. Yes
2. No

\*PROGRAMMER NOTE: IF C2=1 (HAS MORE THAN ONE JOB), DISPLAY TEXT IN BRACKETS IN C3, C6A, C7, C8.

\*(CURRENTLY HAS PAID JOB) (C1=1 OR 3)

- C3 (I have some questions about the MAIN JOB you are working in, that is the job in which you work the most hours.) What is your (main) job?

INTERVIEWER NOTE: PROBE FOR JOB TITLE AND MAIN DUTIES PERFORMED

1. Record job title and main duties performed (specify)
2. Refused/can't say

(CODE TO ANZSCO – 4 digits)

\*(CURRENTLY HAS PAID JOB) (C1=1 OR 3)

- C4 Do you work for a business, the government, a family business or are you self-employed?

1. A private company or business
2. A government department or organisation
3. A not-for-profit company or organisation
4. Self-employed
5. Family business/farm
6. Other (Specify \_\_\_\_\_)

PREC5 IF C1=3 (WAITING TO START JOB) GO TO C8, ELSE CONTINUE

\*(CURRENTLY WORKING) (C1=1)

- C5 About how many hours per week do you work on average in this job?

1. Hours per week given (Specify \_\_\_\_\_) (RANGE 0.5 TO 99)
2. Can't say (AVOID)

\*(CURRENTLY WORKING) (C1=1)

- C6a How much do you earn (from your main job) before tax and other deductions?

INT NOTES: - THIS IS GROSS PAY BEFORE TAX & OTHER DEDUCTIONS

- FOR SELF-EMPLOYED APPROXIMATE GROSS EARNINGS BEFORE TAX
- IF EARNINGS VARY SUBSTANTIALLY ASK FOR HOURLY RATE

- IF DIFFICULT TO SAY, PROBE FOR APPROXIMATION OF EARNINGS

1. Record annual gross salary (specify)
2. Record monthly gross pay (specify)
3. Record fortnightly gross pay (specify)
4. Record weekly gross pay (specify)
5. Record hourly (gross) pay rate (specify) ALLOW DECIMALS
6. Other (specify time period and amount)
7. Can't say (AVOID)

PREC7: IF C4=4 OR 5 (SELF EMPLOYED/ FAMILY BUSINESS OR FARM) GO TO C8, ELSE CONTINUE

\*(WORKING FOR PRIVATE COMPANIES, GOVERNMENT, NFP OR OTHER) (C4=1,2,3 or 6)

- C7 Does your (main) job entitle you to any form of paid annual leave or sick leave, apart from public holidays?

1. Yes
2. No
3. Don't know

\*(CURRENTLY HAS PAID JOB) (C1=1 OR 3)

- C8 Is your (main) job the type of job you would like as a career?

1. Yes
2. No
3. Not sure

#### WORK HISTORY

PRED1 IF C1=3 (WAITING TO START JOB) GO TO D2, ELSE CONTINUE

\*(CURRENTLY WORKING) (C1=1)

|  |   |  |
|--|---|--|
| <p>D1 Were you working in this job this time last year?<br/>IF ASKED: RELATES TO WORKING WITH THE SAME EMPLOYER</p> <ol style="list-style-type: none"> <li>1. Yes (GO TO D4)</li> <li>2. No</li> </ol> <p>*(NOT IN CURRENT JOB 12 MONTHS AGO OR NOT CURRENTLY WORKING) (D1=2, C1=2)</p> <p>D2 Were you working for pay this time last year?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (GO TO PRED7)</li> </ol> <p>*(WORKING 12 MONTHS AGO AND CURRENTLY NOT WORKING/NOT IN SAME JOB) (D1=2, D2=1)</p> <p>D3a What was the reason you left your previous job? Did you resign, were you laid off, asked to leave, or some other reason?</p> <ol style="list-style-type: none"> <li>1. Quit/resigned</li> <li>2. Laid off/retrenched (GO TO PRED4)</li> <li>3. Was asked to leave/sacked (GO TO PRED4)</li> <li>4. It was only a holiday job (GO TO PRED4)</li> <li>5. It was a temporary/seasonal job (GO TO PRED4)</li> <li>6. Wasn't asked to do more causal work (GO TO PRED4)</li> <li>7. Other (Specify) (GO TO PRED4)</li> </ol> <p>*(QUIT PREVIOUS JOB) (D3A=1)</p> <p>D3b What was the main reason you quit?</p> <ol style="list-style-type: none"> <li>1. Not satisfied with the job</li> <li>2. Went to live somewhere else</li> <li>3. Reasons to do with study</li> <li>4. Offered/Wanted a better job</li> <li>5. Hours not suitable</li> <li>6. Not paid enough</li> <li>7. Health reasons</li> <li>8. Can't say/Refused</li> <li>9. Other (Specify)</li> </ol> <p>PRED4 IF C1=2 (NOT CURRENTLY WORKING) GO TO PRED7, ELSE CONTINUE</p> | <p>*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)</p> <p>D4 Compared to your job this time last year, do you now earn more, less, or about the same per hour as you did 12 months ago?</p> <ol style="list-style-type: none"> <li>1. More per hour</li> <li>2. Less per hour</li> <li>3. About the same</li> </ol> <p>*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)</p> <p>D5 Compared to your job this time last year, is the type of work you do more-skilled, less-skilled or is it about the same?</p> <ol style="list-style-type: none"> <li>1. More skilled</li> <li>2. Less skilled</li> <li>3. About the same</li> </ol> <p>*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)</p> <p>D6 Compared to your job this time last year, would you say you have more or less responsibility, or is it about the same?</p> <ol style="list-style-type: none"> <li>1. More responsibility</li> <li>2. Less responsibility</li> <li>3. About the same</li> </ol> <p>PRED7 IF C1=2 (NOT CURRENTLY WORKING) AND D2=2 (NOT WORKING 12 MONTHS AGO) GO TO PREE1, ELSE CONTINUE</p> <p>*(CURRENTLY WORKING OR WORKING 12 MONTHS AGO) (C1=1 or 3 OR D2=1)</p> <p>D7 Thinking about any work you have done in the past 12 months, have you taken part in any FORMAL TRAINING organised by work (such as seminars, workshops, presentations or other kinds of training)?</p> | <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>*(CURRENTLY WORKING OR WORKING 12 MONTHS AGO) (C1=1 or 3 OR D2=1)</p> <p>D8 Thinking about any work you have done in the past 12 months, have you taken part in any INFORMAL TRAINING organised by work (such as being shown by others how to do parts of your job, watching others to learn how to do your job)?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>LOOKING FOR WORK</p> <p>PREE1 IF C1=1 or 3 (CURRENTLY HAS PAID JOB) DISPLAY TEXT IN BRACKETS</p> <p>*(ALL)</p> <p>E1 Are you currently looking for work(, including another job)?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No, not looking for work (GO TO PRE E3A)</li> </ol> <p>*(LOOKING FOR WORK) (E1=1)</p> <p>E2 Have you been looking mainly for full-time work or part-time work?</p> <ol style="list-style-type: none"> <li>1. Full-time</li> <li>2. Part-time</li> <li>3. Either/both</li> </ol> <p>*(ALL)</p> <p>E3a Of the last 12 months, how many months, if any, have you been looking for work but not working and not in full-time study?</p> <p>[INTERVIEWER NOTE: Working includes both full-time and part-time work.]</p> <ol style="list-style-type: none"> <li>1. Record number of months (specify) (ALLOWABLE RANGE 0-12)</li> <li>2. Can't say</li> </ol> <p>*(LOOKING FOR WORK) (E1=1)</p> |
|--|---|--|

E4 Some people may have problems when looking for work. Have you personally had any of these problems when looking for work? (READ OUT)

(STATEMENTS)

- A health problem or disability
- Problems with transport
- Not enough or appropriate skills or training
- Not enough or appropriate qualifications
- Not enough job experience
- Other problems looking for work (Specify)

(RESPONSE FRAME)

- Yes
- No

GENERAL

PREF1\_1 IF C1=1 or 3 (CURRENTLY HAS PAID JOB) OR A1=1 OR 2 OR B1=1 OR 2 (CURRENTLY COMPLETING APPRENTICESHIP/TRAINEESHIP) GO TO F3.

PREF1\_2 IF A1=3 or 4 OR B1=3 (CURRENTLY DOING UNI/TAFE/OTHER COURSE) GO TO PREF3\_2, ELSE CONTINUE

\*(NOT STUDYING AND NOT WORKING) (B1=4 AND C1=2)

F1 What would you say is your current main activity?

INTERVIEWER NOTE: IF SAYS 'DOING NOTHING' RECORD IN OTHER

- Home duties
- Looking after children
- Travel or holiday
- Ill/unable to work
- Study
- Looking for work
- Other (specify)

\*(NOT STUDYING AND NOT WORKING) (B1=4 AND C1=2)

F2 Thinking about your schooling, how well would you say it prepared you for....(READ OUT):

INTERVIEWER NOTE: IF ASKED, QUESTION REFERS TO SECONDARY SCHOOLING

(STATEMENT)

- Finding a job?
- Finding out about study and training options?

(RESPONSE FRAME)

- Very well
- Fairly well
- Not very well
- Not at all well
- (Don't Know)

PREF3\_1 IF D2=2 (NOT WORKING 12 MONTHS AGO) GO TO F6; ELSE (NOT CURRENTLY WORKING OR STUDYING BUT WORKING 12 MONTHS AGO) CONTINUE (GO TO F3)

PREF3\_2 IF C1=2 (NOT CURRENTLY WORKING) AND D2=2 (NOT WORKING 12 MONTHS AGO) GO TO F4, ELSE (CURRENTLY DOING UNI/TAFE/OTHER COURSE AND ARE EITHER CURRENTLY WORKING OR HAVE WORKED IN THE PAST 12 MONTHS) CONTINUE

\*(CURRENTLY WORKING OR HAVE WORKED) (A1=1 OR 2, B1=1 OR 2, C1=1, D2=1)

F3 Thinking about your schooling, how well would you say it prepared you for....(READ OUT):

INTERVIEWER NOTE: IF ASKED, QUESTION REFERS TO SECONDARY SCHOOLING

(STATEMENT)

- what work is really like?
- the kind of skills you need for work?

(RESPONSE FRAME)

- Very well
- Fairly well
- Not very well
- Not at all well

5. (Don't know)

PREF4 IF A1=3 OR 4 OR B2=1 OR 2 (CURRENT UNIVERSITY/TAFE STUDENTS) CONTINUE, ELSE GO TO PREF5

\*(CURRENT UNIVERSITY/TAFE STUDENTS) (A1=3 OR 4, B2=1 OR 2)

F4 Thinking about your schooling, how well would you say it prepared you for....(READ OUT)

INTERVIEWER NOTE: IF ASKED, QUESTION REFERS TO SECONDARY SCHOOLING

(STATEMENT)

- what (university/TAFE) study is really like?
- the kind of skills you need for (university/TAFE) study?

(RESPONSE FRAME)

- Very well
- Fairly well
- Not very well
- Not at all well
- (Don't know)

PREF5 IF C5=34.5 (WORKING MORE THAN 34.5 HOURS IN MAIN JOB) GO TO F6, ELSE CONTINUE

\*(NOT WORKING FULL-TIME) (C5=34.5)

F5 Do you currently receive the Youth Allowance?

- Yes
- No

\*(ALL)

F6 Since leaving school, have you participated in any of the following career advice activities?

(STATEMENT)

- Had a one-on-one talk with a career advisor
- Researched career options on-line
- Attended a presentation by someone from a university

|  |  |  |
|--|--|--|
| <p>d. Attended a presentation by someone from a TAFE institute</p> <p>e. Attended a presentation by an employer representative</p> <p>(RESPONSE FRAME)</p> <p>1. Yes</p> <p>2. No</p> <p>*(ALL)</p> <p>F7 Do you live with your parents?</p> <p>1. Yes (GO TO F9)</p> <p>2. No (somewhere else)</p> <p>*(NOT LIVING WITH PARENTS) (F7=2)</p> <p>F8 Where do you live?</p> <p>1. In a rented house or flat?</p> <p>2. A place you are buying?</p> <p>3. A place you own outright?</p> <p>4. A private house as a boarder?</p> <p>5. Rent free in a place owned by someone else?</p> <p>6. A university or TAFE residence?</p> <p>7. A hostel or boarding house?</p> <p>8. Somewhere else?</p> <p>*(ALL)</p> <p>F9 Now just to finish off. In regard to the work you do at study, at home or in a job - would you say you are... (READ OUT)</p> <p>1. Very happy</p> <p>2. Happy</p> <p>3. Unhappy</p> <p>4. Very unhappy</p> <p>5. (Can't say / refused)</p> <p>*(ALL)</p> <p>F10 How happy are you with your career opportunities? Would you say... (READ OUT)</p> <p>1. Very happy</p> <p>2. Happy</p> <p>3. Unhappy</p> <p>4. Very unhappy</p> <p>5. (Can't say / refused)</p> <p>*(ALL)</p> | <p>F11 How happy are you with your life as a whole? Would you say... (READ OUT)</p> <p>1. Very happy</p> <p>2. Happy</p> <p>3. Unhappy</p> <p>4. Very unhappy</p> <p>5. (Can't say / refused)</p> <p>*(ALL)</p> <p>F12 What kind of job do you expect to have when you are 30 years old?</p> <p>[INTERVIEWER NOTE: ASK FOR OCCUPATION (IT Professional;) rather than Industry (Computing)]</p> <p>1. Record occupation (specify)</p> <p>2. Can't say</p> <p>*(ALL)</p> <p>PREX1 Thank you. As part of this youth research project, we'd like to contact you again next year, to follow up on the information we collected today. Can I just check that the details I have for you are correct.</p> <p>1. Continue</p> <p>*(ALL)</p> <p>X1 Firstly, is your name spelt ... (REFER TO SPELLING ON SCREEN)</p> <p>1. Correct (continue)</p> <p>2. Not correct (amend as necessary)</p> <p>*(ALL)</p> <p>X2 What is your current postcode?</p> <p>1. Record postcode (specify)</p> <p>2. Refused</p> <p>PREX3 IF HAS LANDLINE NUMBER CONTINUE, ELSE GO TO PREX3A</p> <p>*(HAVE LANDLINE NUMBER)</p> <p>X3 And is (LANDLINE PHONE NUMBER) your home phone? (IF AVAILABLE)</p> <p>1. Correct (continue)</p> <p>2. Not correct (record change as necessary)</p> | <p>PREX3A IF ONLY HAS MOBILE PHONE NUMBER AVAILABLE CONTINUE, ELSE GO TO PREX4</p> <p>*(ONLY HAVE MOBILE PHONE NUMBER AVAILABLE)</p> <p>X3a Do you have a home number we might try you on?</p> <p>1. Yes (RECORD NUMBER)</p> <p>2. No</p> <p>PREX4 IF HAS ALTERNATE NUMBER AVAILABLE CONTINUE, ELSE GO TO XNEW</p> <p>X4 And is (ALT PHONE NUMBER) also a valid number for you? (IF AVAILABLE)</p> <p>1. Correct (continue)</p> <p>2. Not correct (record change as necessary)</p> <p>*(ALL)</p> <p>XOTH (DO NOT ASK) Record any other phone number given by respondent not previously recorded.</p> <p>1. Record Number</p> <p>2. No other number provided (GO TO X5)</p> <p>*(RECORD OTHER NUMBER)</p> <p>XOTH1 (DO NOT ASK) Record phone number type</p> <p>1. Mobile</p> <p>2. Landline</p> <p>3. Other (Specify)</p> <p>*(ALL)</p> <p>X5. We'll also need the details of people who would know how we could contact you, if you moved from where you are now. Who is the person most likely to know where you'll be living in 12 months time - that is, someone who doesn't live in the same house as you?</p> <p>1. Record name of contact (specify)</p> <p>2. Refused - No contact provided (GO TO END)</p> |
|--|--|--|



X5A. What is this persons contact number

1. Record phone number (specify)

X5B. What is this persons relationship to you?

1. Parent
2. Sibling
3. Aunt / uncle
4. Grandparent
5. Other relative
6. Housemate
7. Other (Specify)
8. Refused

X6. Can you tell me another close friend or relative, preferably someone who doesn't live with you, who is likely to know where you will be living over the next year?

1. Record name of contact (specify)
2. Refused – No second contact provided (GO TO END)

X6A. What is this persons contact number

1. Record phone number (specify)

X6B. What is this persons relationship to you?

1. Parent
2. Sibling
3. Aunt / uncle
4. Grandparent
5. Other relative
6. Housemate
7. Other (Specify)
8. Refused

\*(ALL)

END This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes.

IF NECESSARY: As soon as the information processing period has finished, your name and contact details will be separated from your responses to the survey. For the period that your name and contact details remain with your survey responses, which

will be approximately 3 months, you will be able to contact us to request access to the information that you have provided. After this time, your contact details will not be stored with your responses, so you will not be able to be identified from your answers to this survey.

1. Continue

\*(ALL)

CLOSE The On-Track report will soon be available on Department's website ([www.education.vic.gov.au](http://www.education.vic.gov.au)). That is the end of the interview. Thank you very much for your time and assistance.

Just in case you missed it, my name is (.....), calling on behalf of the *On Track* project from the Social Research Centre in Melbourne.

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Survey is too long
11. Get too many calls for surveys / telemarketing
12. Unable to do survey (e.g. health reason)
13. Not a residential number (business, etc)
14. Language difficulty
15. Going away / moving house
16. Respondent unreliable / drunk
17. Asked to be taken off list
18. Other (Specify)

\*(REFUSAL)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

TERMINATION SCRIPT 1

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

TERMINATION SCRIPT 2

Thanks anyway

TERMINATION SCRIPT 3

I'm really sorry.... I will make sure we don't call again. Please accept our sincere apologies.

\*(BREAKDOWN OF TERMINATIONS)

ALLTERM

1. Phone answerer refusal
2. Named respondent refusal
3. Refused at privacy spiel
4. All other
5. Named respondent deceased





