

On Track Longitudinal 2008 results

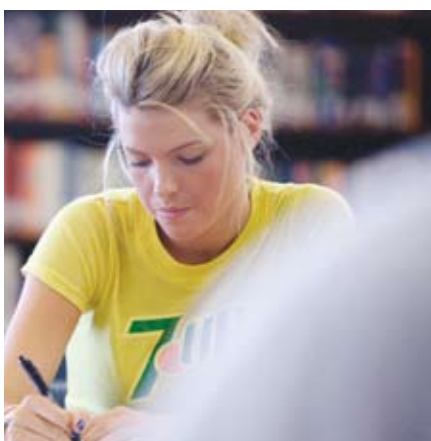
Summary of the 2004 cohort
Four years on from school

*Every
child,
every
opportunity*



The 2004 cohort four years on

Each annual survey of school leavers is able to measure initial post-school destinations and the extent to which young people take up tertiary education and find work in their first year after leaving school. But annual surveys cannot give a longer-term view of how successful school leavers are in completing any further study they do, or how successful they are in securing stable employment.



The 2008 *On Track* Longitudinal study was specifically designed to yield data on school leavers involved with the Vocational Education and Training (VET) sector. This study has followed large numbers of young people since 2004, collecting information on their education, training and work activities and experiences in each of their post-school years.

The opportunities that young people have in the years after leaving school, and the decisions they make, can have enduring implications for their economic and social wellbeing. Measurement and analysis of what happens to young people in this critical period provides valuable information that can inform policy on school, work, education and training strategies to help make the transition process smoother for larger numbers of young people.



Key findings

- Substantial numbers of school leavers who embarked on a VET pathway in 2005, completed or are continuing in that study
- A sizeable proportion of young people remain positively engaged in education and training in the early post-school years
- VET is an avenue to higher education
- Employment outcomes were generally encouraging – especially for apprentices
- VCAL graduates were doing well when compared with early school leavers
- Regardless of post-school pathways, the benefits of school completion persist in the labour market
- Personal satisfaction with current situation is greater among those who complete their qualification

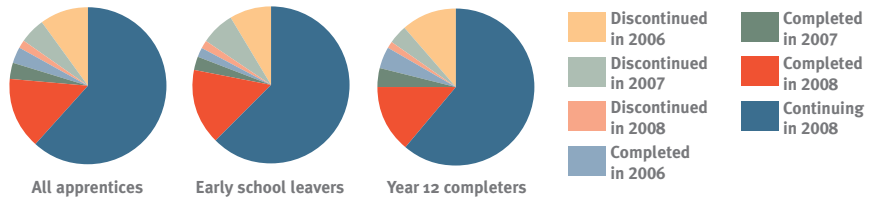
Apprentices



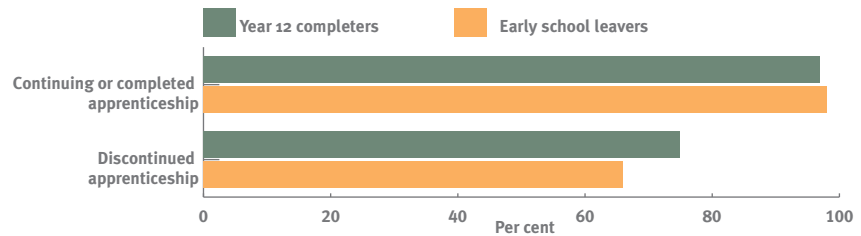
Those who were engaged in an apprenticeship

The continuation rate in apprenticeships was high. In 2008, nearly 84% of those who had taken up an apprenticeship after leaving school had either finished (almost 22%) or were continuing and nearing completion (62%). By 2008, 23% of apprentices had become full-time workers as they completed their apprenticeship and 4% were working in part-time or casual jobs. From 2006 to 2008, unemployment rates among those who had been apprentices were consistently low, ranging between 1% to 2%.

Training status of apprentices to 2008 (%)



Positive perception of current post-school circumstances*, by apprenticeship status in 2008 and school completion (%)



* Responded 'yes' to the question: 'Since leaving school, have things worked out how you wanted them to?'

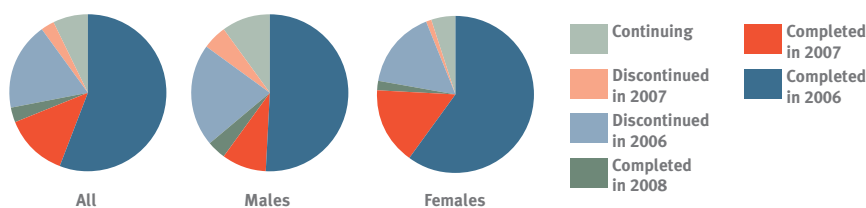
Trainee and VET studies

Those who were undertaking a traineeship

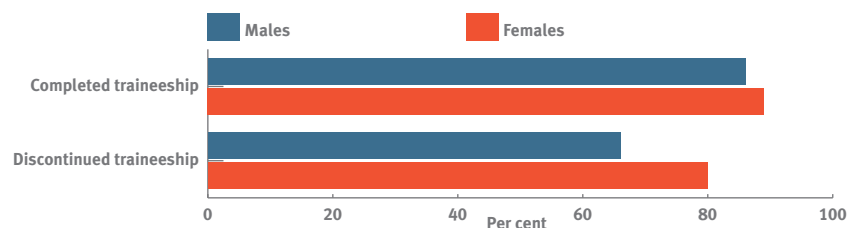
Trainees had either completed (72%) or discontinued (21%) by 2008.

In 2008, 44% of former trainees were in full-time work (44%). Study at university was the next most common destination, accounting for 18% of all those who had been trainees. Nearly one in five male trainees was, by 2008, doing an apprenticeship.

Status of trainees in 2008



Positive perception of current post-school circumstances*, by trainee completion and gender (%)

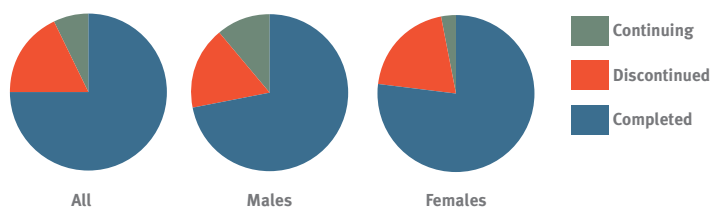


* Responded 'yes' to the question: 'Since leaving school, have things worked out how you wanted them to?'

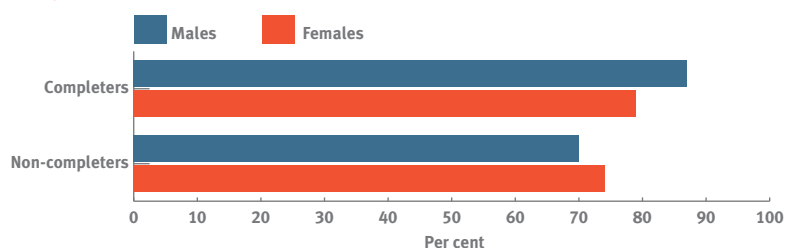
Those who were studying middle or entry-level VET

Completion rates in campus-based entry-level VET were good, with 75% of participants reporting that they had finished their course. 28% of these went on to apprenticeships. Rates of progression into either university or campus-based higher level VET Certificate IV study for both Year 12 completers and non-completers were about the same. Non-completers were more likely to move into an entry level VET course in 2008.

Study completion status in 2008 of entry-level VET participants in 2005, by gender

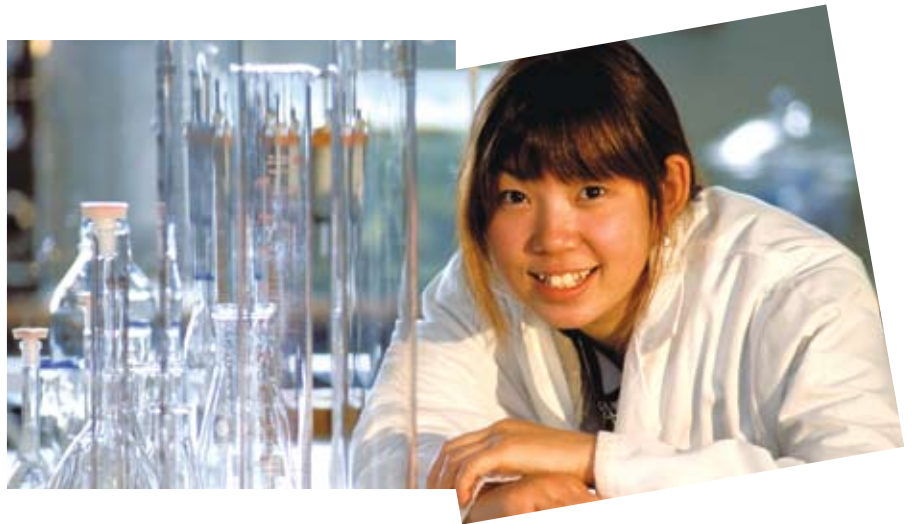


Positive perception of current post-school circumstances*, by entry-level VET study completion and gender (%)



* Responded 'yes' to the question: 'Since leaving school, have things worked out how you wanted them to?'

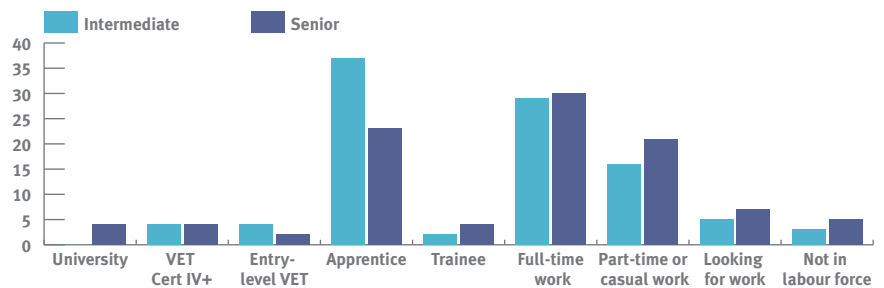
Victorian Certificate of Applied Learning



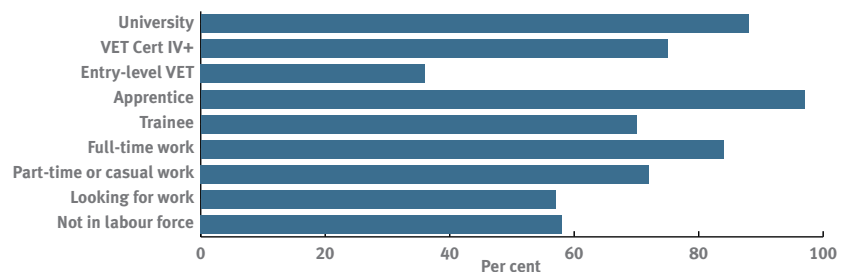
Those who had completed a VCAL certificate in Year 12

When compared with early school leavers drawn from the 2004 cohort at an equivalent post school stage (that is, four years after exit), 2008 VCAL completers were doing well. They were slightly more likely to be in apprenticeships (32% compared with 30%), and less likely to be looking for work (6% compared with 8%).

Destinations in 2008 of VCAL Completers, by VCAL level (%)



VCAL Completers: positive perception of current post-school circumstances*, by main activity in 2008 (%)



* Responded 'yes' to the question: 'Since leaving school, have things worked out how you wanted them to?'

Student experiences



Apprenticeships

– I'm nearly finished my apprenticeship, so on my way to becoming qualified and then running my own business, so that's good!

– I got into the trade that I wanted to get into (metal fabrications) and going where I wanted to go. I wanted to work off-shore on rigs and that's where I am going.



Trainees

– I did high school and my traineeship and I've been working since then and earning pretty good money.

– Well I took a year off and it made me want to go to uni more because I worked in the area which I was planning to study. Taking a year off made me independent ... I got a certificate when I had my year off.

Entry level VET

– Ever since Year 11 and 12 I wanted to be an electrician and now I'm going to be qualified. I got an apprenticeship through a family friend. I did a pre-apprenticeship first. I'm on the path I want to be on.

– I have a well-paying job with a bright future in the company and industry and I thoroughly enjoy going to work.

Published by the Department of Education and Early Childhood Development
Melbourne, April 2009

© State of Victoria (Department of Education and Early Childhood Development) 2009
The copyright in this document is owned by the State of Victoria (Department of Education and Early Childhood Development), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Early Childhood Development, 2 Treasury Place, East Melbourne, Victoria, 3002.

Accessibility

If you would like to receive this publication in an accessible format, such as large print or audio, please telephone 1800 809 834, or email edline@vic.gov.au

This document is also available in PDF format on the internet at www.education.vic.gov.au/ontrack