



On Track 2016 : Destinations of Victorian School Leavers

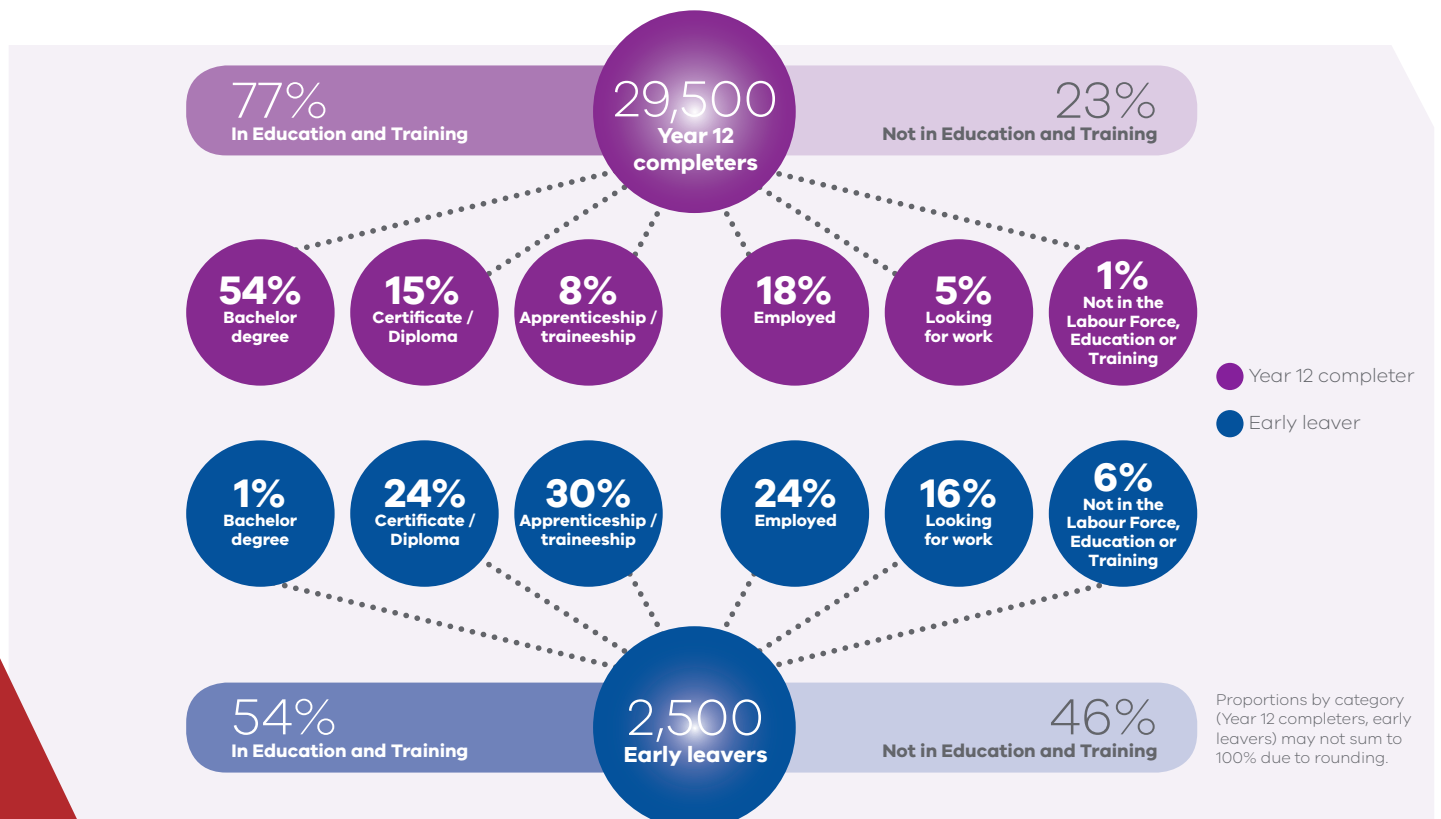


About the study

Since 2003 the annual On Track survey has been tracking what's next for students who finish Year 12 and those who don't. Between May and June 2016, the Department surveyed 29,500 students who completed Year 12 in government, Catholic and independent schools in 2015 (53 per cent of the Year 12 cohort) and 2,500 who had left school in Years 10, 11 or 12 (16 per cent of early leavers).

The destination patterns of Year 12 completers and early leavers differ

- More than three-quarters of Year 12 completers were in education or training six months after finishing secondary school, compared with just over half of the early leavers.
- Of those pursuing further education and training, most completers transition to a bachelor degree; early leavers to an apprenticeship, traineeship or certificate/diploma.
- Those who leave school early are more likely than those who complete Year 12 to enter into the labour market, either employed or looking for work.
- Higher proportions of early leavers are 'not in the labour force, education or training' (NILFET) – 6 per cent when compared with only 1 per cent of Year 12 completers.



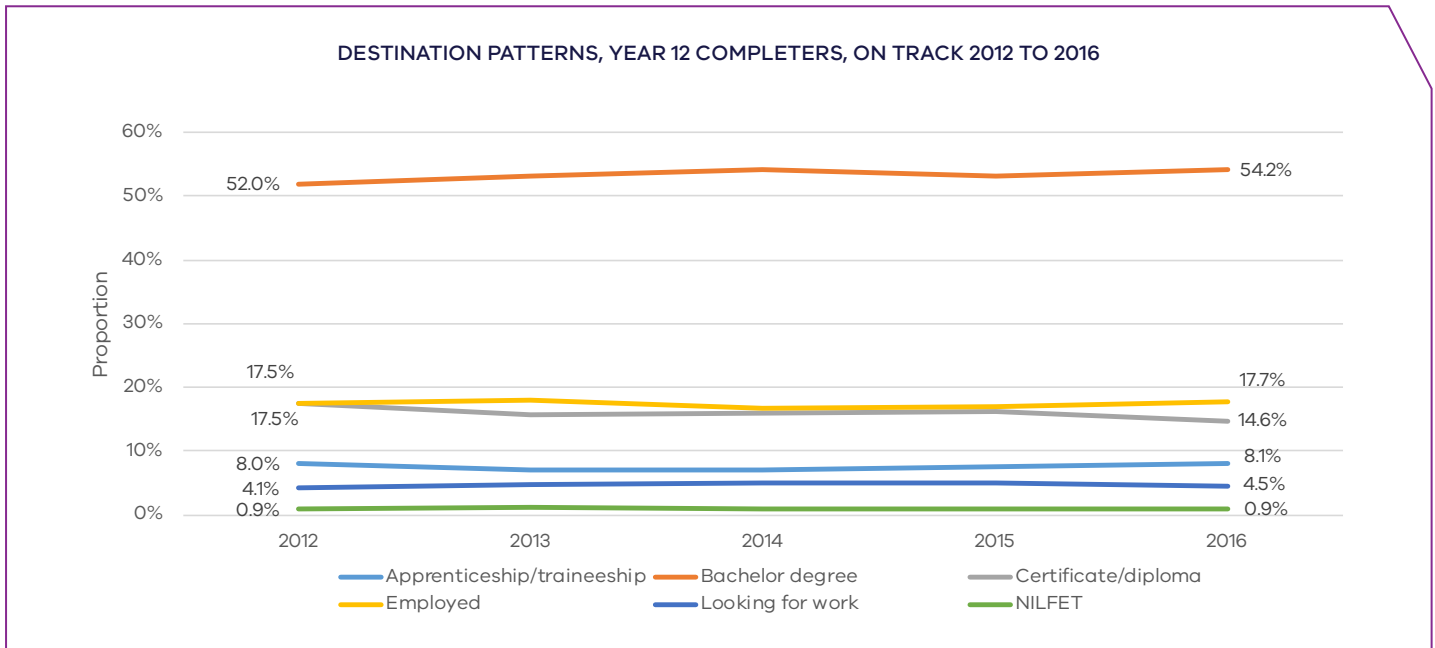


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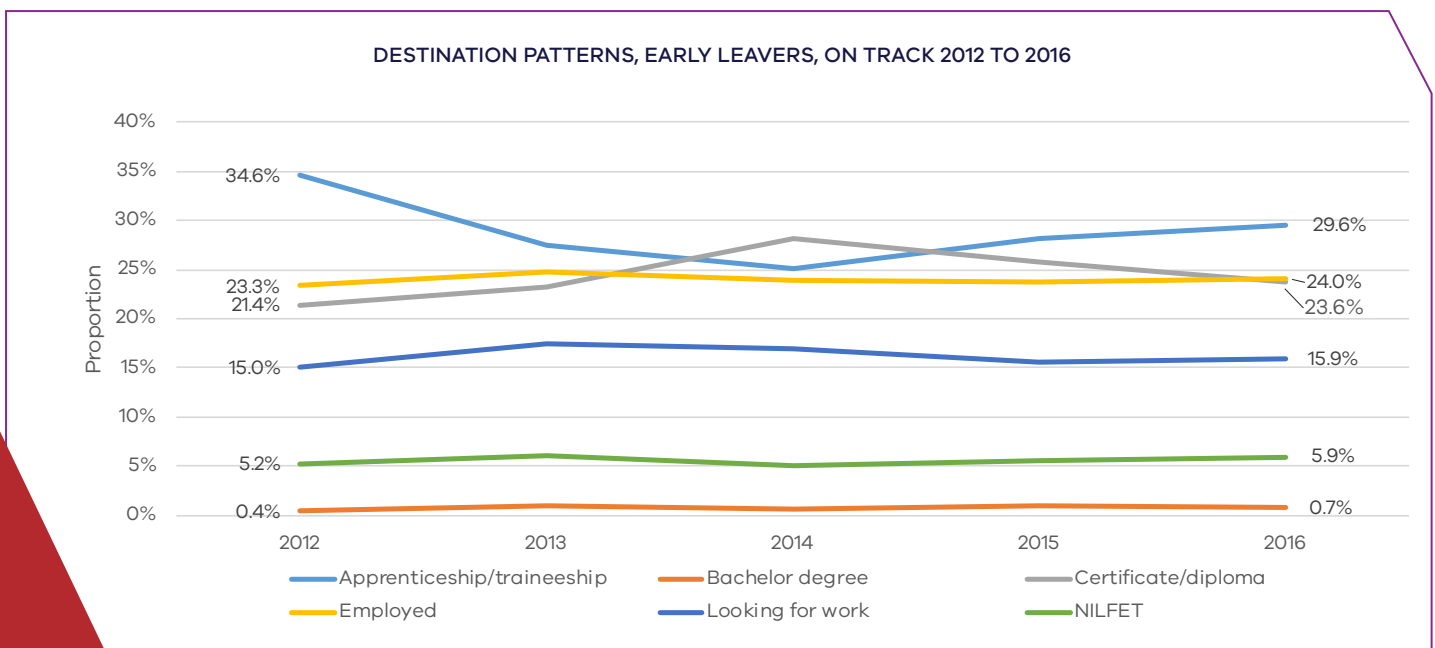
For year 12 completers, destination patterns have remained relatively consistent since 2012

There has been a slight shift to completers commencing higher level qualifications. The proportion of Year 12 completers enrolling in a bachelor degree increased from 52 per cent to 54 per cent from 2012 to 2016, while the proportion of those undertaking a certificate/diploma declined from 18 per cent to 15 per cent.



Early leavers show a slightly more mixed pattern of destinations over this time period

The proportion of early leavers undertaking an apprenticeship or traineeship decreased from 35 per cent to 30 per cent from 2012 to 2016, while the proportion enrolled in a certificate or diploma course increased from 21 per cent to 24 per cent. The top three options for early leavers have remained consistent since 2012 – apprenticeship or traineeship, certificate or diploma, or employment.





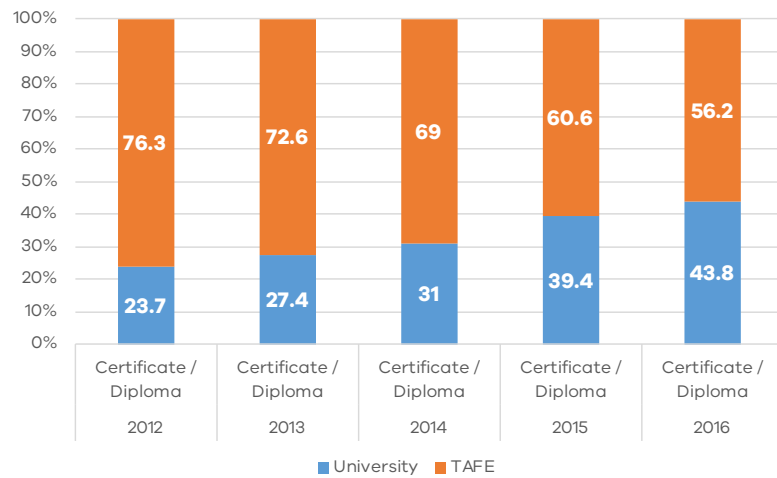
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Universities are increasingly delivering certificate and diploma qualifications to Year 12 completers

- Since 2012, there has been a steady increase in the proportion of Year 12 completers entering universities to do a certificate or a diploma.
- Bachelor degrees are still predominantly delivered through universities.

QUALIFICATION LEVEL BY INSTITUTION TYPE, ON TRACK 2016



More students stay in education for better pathways



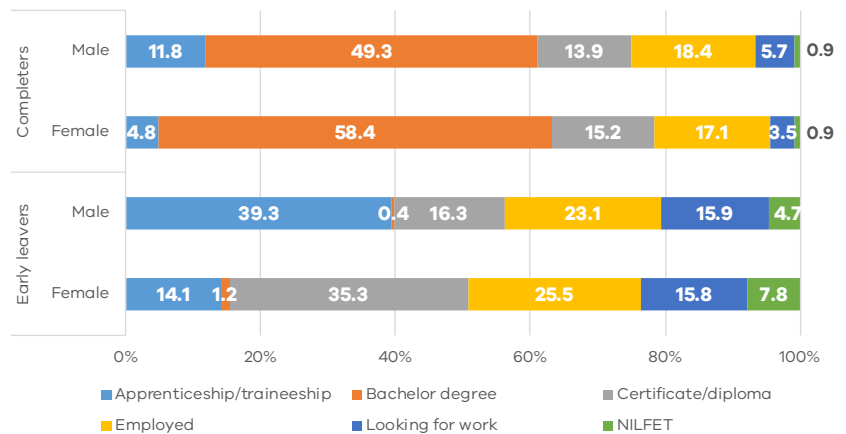
Over the next 10 years, the proportion of students leaving education during Years 9 to 12 will halve.

The On Track survey provides an insight into the pathways of those who leave schools before finishing Year 12. The Education State agenda includes a target to keep more young people in education.

Gender patterns can be seen in post-school destinations

- Young women who have finished Year 12 are more likely than young men to commence a bachelor degree.
- Males are more likely than females to commence an apprenticeship or traineeship, whether they are an early leaver or a completer.
- The most common destination for male early leavers is an apprenticeship or traineeship. For females, it is certificate or diploma level study.

DESTINATIONS BY GENDER AND SCHOOL COMPLETION STATUS, ON TRACK 2016





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Breaking the link



Over the next 10 years, there will be a 15 per cent reduction in the size of the gap in average achievement between disadvantaged and non-disadvantaged students in both Year 5 and Year 9 Reading.

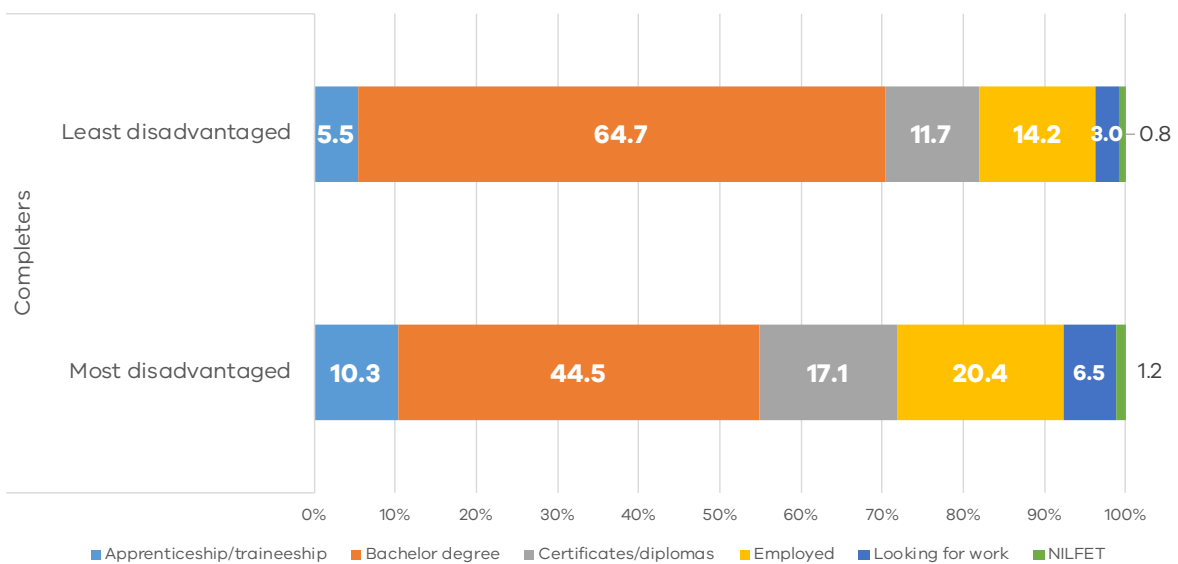
Student achievement impacts on Year 12 completion and post-school pathways. The Education State agenda includes a target to reduce the impact of disadvantage on achievement.

Post-school destination varies by the level of disadvantage in the area the student lives in*

Students living in the least disadvantaged areas who complete Year 12 are one and a half times more likely than those living in the most disadvantaged areas to enrol in a bachelor degree.

Completing students living in the most disadvantaged areas are twice as likely as the least disadvantaged to commence an apprenticeship or traineeship, and one and a half times more likely to enrol in a certificate or diploma. They are one and a half times more likely to be employed, and twice as likely to be looking for work.

DESTINATION PROFILE OF YEAR 12 COMPLETERS BY LEVEL OF DISADVANTAGE, ON TRACK 2016



Note: chart may not sum to 100% due to unknown responses.

* The Index of Relative Socio-Economic Disadvantage (IRSD) is calculated by the Australian Bureau of Statistics and measures the relative disadvantage of different areas. The On Track Survey uses student home postcode to determine the area the student lives in, and therefore their level of disadvantage. It is not a measure of school disadvantage.



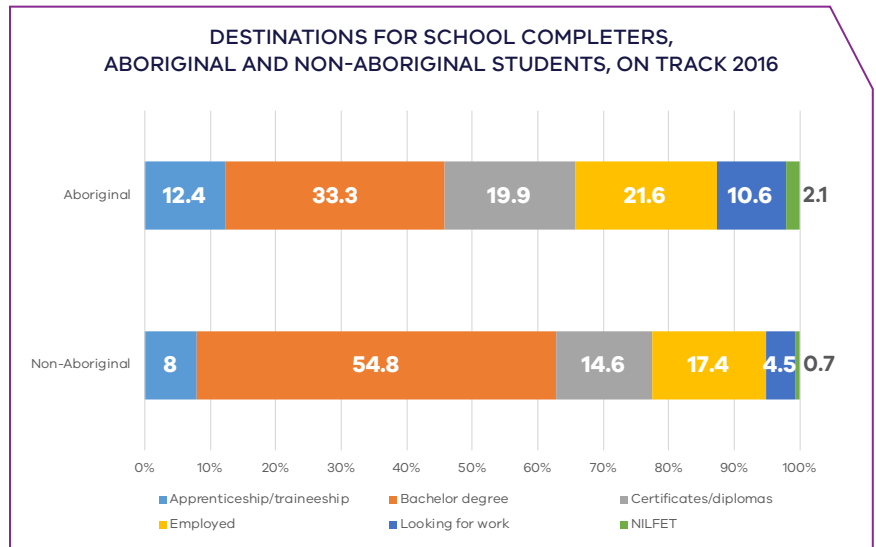
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Aboriginal students completing Year 12 are less likely than their peers to continue education or training or commence a bachelor degree*

▼ Aboriginal students who go on to further education and training are more likely than non-Aboriginal students to choose vocational education and training over a bachelor degree at university.

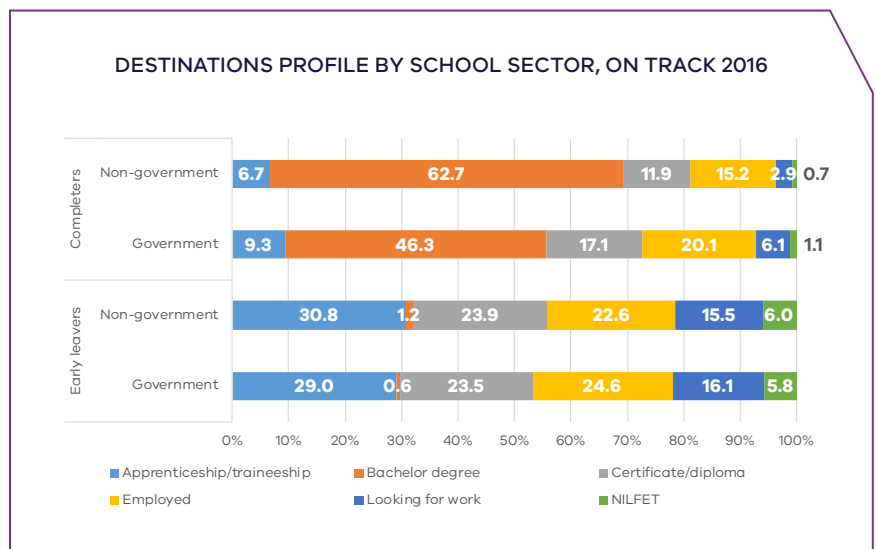
* Results for early leavers are not included here due to a small sample size.



Destination patterns differ across school sectors, particularly for Year 12 completers

▼ Students from non-government schools are more likely to transition to further education and training than government school students. Students from government schools are more likely to transition to the labour force (in work or looking for work) than non-government school students. These patterns are particularly pronounced among the completing cohort.

▼ Nearly two thirds of non-government school Year 12 completers transition to a bachelor degree. This compares with less than half of Year 12 completers from the government sector, who favour certificates or diplomas more than their non-government school counterparts.



Find out more

For further information, please contact the Performance and Evaluation Division.