



Department of Education and  
Early Childhood Development

# The *On Track* Survey 2009 Longitudinal report

The 2007 cohort 2 years on

Every  
child,  
every  
opportunity



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# Acronyms and abbreviations

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





# Executive summary

## Introduction

This report presents results from the 2009 interviews with 5284 young Victorians, as part of the longitudinal component of the *On Track* program of annual interviews. 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 2009 had been interviewed in 2008 as part of the regular *On Track* program. This cohort of young people will be interviewed again in early 2010 and 2011, and a final report on their post-school pathways, 4 years on, will be released in late 2011.

## Key Findings

### **Large proportions of young Victorians remain positively engaged in education and training two years after leaving school**

Around three-quarters of Year 12 completers and one-half of early leavers were engaged in some form of education and training in 2009, two years after leaving school. The percentage of Year 12 completers in education and training increased between 2008 and 2009, reflecting the return to study by those who had deferred university entry during 2008. In contrast, the percentage of early school leavers in education and training dropped slightly over the period, from 53% to 51%. For both groups, the main activities have shown some degree of movement into and out of education and training.

### **Course continuation in university studies is influenced by a range of factors**

Of those continuing at university, 82% 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.

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

Apprenticeships remain an important pathway for many early school leavers with more than 8 in 10 early school leavers remaining in an apprenticeship between 2008 and 2009. Of those early leavers moving into their second year as an apprentice, 87% were earning more, 79% were doing more skilled work and 88% reported more responsibility in 2009 compared to 2008.

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

Among both Year 12 completers and early school leavers, a majority of those in full-time employment in 2008 were also in full-time employment in 2009. Nevertheless, there were greater proportions of early school leavers looking for work or not in employment, education and training in 2009, relative to Year 12 completers: among those in the labour market and not engaged in education or training, 34% of early school leavers were looking for work compared to 15% of 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 second-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 2010 and 2011. The results reported here are based on the 2009 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 1.1 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>	17953	100.0	3879	100.0	3436	100.0	2582	100.0
<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 2009 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 5284 of the possible 6461 interviews were completed, comprising 3302 with Year 12 completers (85.1% response rate) and 1982 with early school leavers (76.8% response rate). The overall response rate was 81.8%.

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 2009 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 both the Year 12 completers and the early school leavers. Among Year 12 or equivalent completers, there were a slight increase in the percentage who had received a VCE and slight decreases in the percentages who had received a VCAL. In the achieved (2009) 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 SES quartile and the lowest GAT quartile, two groups that are more likely to have difficulty in the transition from school.



**Table 1.2:** Designed and achieved samples for the longitudinal study, 2009

	Year 12 completers				Early school leavers			
	Designed sample 2008		Achieved sample 2009		Designed sample 2008		Achieved sample 2009	
	n	%	n	%	n	%	n	%
<b>Total</b>	<b>3879</b>	<b>100.0</b>	<b>3302</b>	<b>100.0</b>	<b>2582</b>	<b>100.0</b>	<b>1982</b>	<b>100.0</b>
<b>Design variables</b>								
<b>Geographic location</b>								
<b>Metropolitan</b>	2722	70.2	2311	70.0	1486	57.6	1150	58.0
<b>Non-metropolitan</b>	1157	29.8	991	30.0	1096	42.4	832	42.0
<b>Indigenous status</b>								
<b>Non-Indigenous</b>	3828	98.7	3264	98.8	2493	96.6	1919	96.8
<b>Indigenous</b>	51	1.3	38	1.2	89	3.4	63	3.2
<b>Non-design variables</b>								
<b>Gender</b>								
<b>Female</b>	2122	54.7	1801	54.5	969	37.5	734	37.1
<b>Male</b>	1757	45.3	1501	45.5	1613	62.5	1248	62.9
<b>Highest certificate received</b>								
<b>VCE</b>	3675	94.7	3130	94.8				
<b>VCAL Senior</b>	126	3.3	107	3.2				
<b>VCAL Intermediate</b>	78	2.0	65	2.0				
<b>Year level when left school</b>								
<b>10 or below</b>					597	23.1	464	23.4
<b>11</b>					1268	49.1	968	48.9
<b>12</b>					717	27.8	550	27.7
<b>SES quartile</b>								
<b>Lowest</b>	896	23.1	742	22.5	886	34.3	661	33.3
<b>Lower-middle</b>	968	25.0	820	24.8	739	28.6	587	29.6
<b>Upper-middle</b>	1026	26.5	880	26.7	515	19.9	398	20.1
<b>Highest</b>	938	24.2	816	24.7	259	10.0	198	10.0
<b>GAT quartile</b>								
<b>Lowest</b>	1092	28.1	907	27.5				
<b>Second lowest</b>	985	25.4	850	25.7				
<b>Second highest</b>	858	22.1	736	22.3				
<b>Highest</b>	699	18.0	610	18.5				
<b>VET in Schools</b>								
<b>Completed</b>	804	20.7	687	20.8	239	9.3	179	9.1
<b>Did not complete</b>	3075	79.3	2615	79.2	2343	90.7	1803	90.9

Notes: All counts are for school leavers who had attended Government schools. Designed sample (2008) 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 destinations of the 2007 cohort of Year 12 or equivalent completers ('Year 12 completers') as of April 2009. The analysis groups Year 12 completers based on their main activity in 2008, their first post-school year. To demonstrate the pathway movement between 2008 and 2009, Table 2.1 presents the main activity of Year 12 completers in 2008 (rows) and the main activity in 2009 (columns). Shaded cells indicate those who remained in the same activity between the two years. Each row sums to 100%; the right-hand column shows what percentage of longitudinal cohort members were in each main activity in 2008.

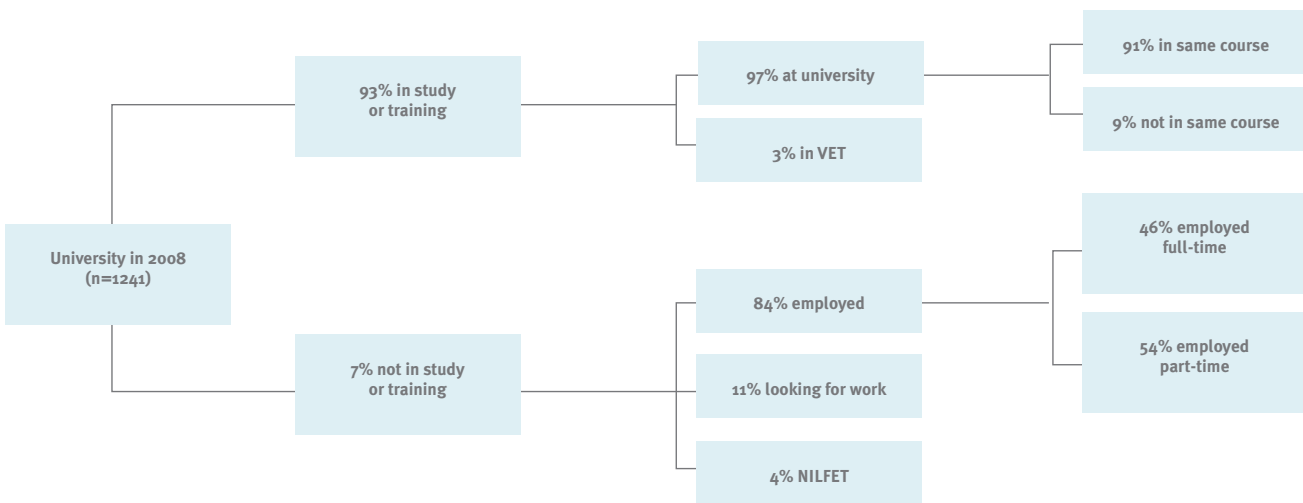
**Table 2.1:** Year 12 completers: Main activity in 2009 by main activity in 2008

Main activity in 2008	Main activity in 2009 (%)										Distribution in 2008
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Secondary school	Employed full-time	Employed part-time	Looking for work	NILFET	
University	90	1	0	1	1	--	3	3	1	0	38
VET Cert IV+	10	58	2	3	2	0	7	12	4	1	16
VET entry-level	11	--	26	10	5	--	15	27	6	--	4
Apprenticeship	3	1	1	81	1	--	8	2	2	--	7
Traineeship	17	9	2	--	34	--	20	11	5	3	5
Employed full-time	26	9	2	8	7	--	29	14	3	1	16
Employed part-time	23	8	8	4	9	--	14	27	6	1	10
Looking for work	13	12	6	8	7	--	16	15	20	3	4
NILFET	23	7	10	--	--	--	10	7	33	11	1
Distribution in 2009 (%)	44	13	3	9	5	0	11	10	4	1	100

Note: '0' indicates less than 0.5%; '--' indicates no persons.

Overall, 74% of Year 12 completers were in education and training in 2009, compared to 70% in 2008. For 90% of those studying a university course and 81% of those doing an apprenticeship, there was no change in their main activity between 2008 and 2009. These two pathways are relatively distinctive in this respect. For the other Year 12 completers, and to a greater extent the early school leavers, there is a high incidence of pathway movement among this cohort between the various destinations.

**Figure 2.1:** Year 12 completers: Main activity in 2009 of university students in 2008



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

## Main activities in 2008 and main activities in 2009

### Studying at university in 2008

The first year of university study is often when the highest rates of course change and attrition from study occur. For example, among university entrants from the Australian Year 9 class of 1995, nearly two-thirds of those who changed course and over 40% of those who left before completing their course did so within their first year of study (McMillan, 2005).

As shown in Figure 2.1, of those Year 12 completers who commenced university study in 2008, 93% remained in some form of study or training in 2009. Of this group, 97% were still at university and 3% had moved into a VET course. Of those continuing at university, 91% were enrolled in the same course and 9% had

changed to a different course. Of the 7% who were no longer in study or training in 2009, 61% had deferred their study for the year and 32% had withdrawn; the remainder had changed course but later stopped study. Of those no longer at university, 84% were employed (46% full-time, 54% part-time), 11% were looking for work, and 4% were not in the labour force, education or training.

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.

A number of potential factors compel a student to discontinue university study. ‘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 as the 2008 commencers progress through university in 2010 and 2011.

As shown in Table 2.2, 18 percent of Year 12 completers had not enrolled in the same university course in 2009 with some notable differences between males and females in university continuation rates. For both males and females, around nine out of ten were either continuing the same course or a different course at university in 2009 with a slightly higher proportion of males continuing in the same course.

Year 12 completers from higher socio-economic backgrounds had relatively higher rates of university continuation than those from lower socio-economic locations. As shown in Table 2.3, more than 90% of young people from the highest and upper-middle SES backgrounds who had been at university in 2008 were still at university in 2009, in either the same course or a different course. Among those from the lowest SES quartile, 87% were still at university in 2009.

**Table 2.2:** Year 12 completers: Continuation in 2009 of university commencers in 2008, by gender

	Female (%)	Male (%)	Total (%)
Same course	81	85	82
Different course	9	7	8
Deferred	6	5	5
Withdraw	3	4	4
Distribution in 2009 (%)	100	100	100
Number Year 12	720	520	1240

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

**Table 2.3:** Year 12 completers: Main activity in 2009 of university commencers in 2008, by SES bands (quartiles)

SES quartile	Main activity in 2009 (%)									
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Employed full-time	Employed part-time	Looking for work	NILFET	Total
Lowest	87	1	1	0	2	3	4	2	-	100
Lower-middle	89	2	1	1	1	2	3	1	1	100
Upper-middle	92	0	0	1	1	3	3	0	1	100
Highest	93	1	0	0	0	2	2	1		100
Distribution in 2009 (%)	90	1	0	1	1	3	3	1	0	100

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

More than 90% of Year 12 completers scoring in the higher GAT quartiles also continued at university than young people in the lower level GAT quartiles. As shown in Table 2.4, 94% of young people in the highest GAT quartile were in either the same course or a different course at university in 2009. Only 82%

of those from the lowest GAT quartile were still at university in 2009. In addition, 10% of those from the lowest GAT quartile who were at university in 2008 were working and not studying in 2009, compared to 3% of those from the highest GAT quartile.





**Table 2.4:** Year 12 completers: Main activity in 2009 of university commencers in 2008, by GAT achievement level

GAT quartile	Main activity in 2009 (%)									
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Employed full-time	Employed part-time	Looking for work	NILFET	Total
Lowest	82	2	1	1	2	5	5	2	--	100
Lower-middle	88	2	1	1	1	4	3	0	0	100
Upper-middle	90	1	1	1	1	3	3	0	0	100
Highest	94	0	0	0	1	1	2	1	--	100
Distribution in 2009 (%)	90	1	0	1	1	3	3	1	0	100

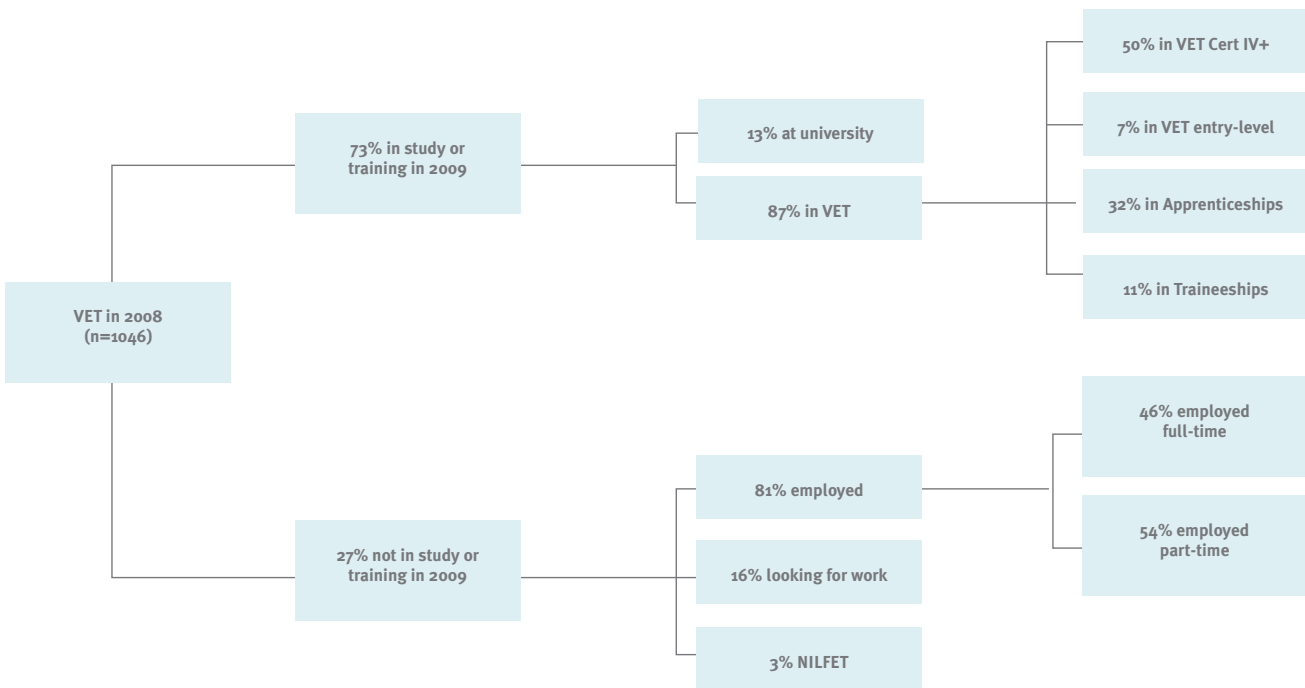
Note: 'o' indicates less than 0.5%; '- -' indicates no persons. Rows may not sum to 100% due to rounding.

#### Doing a VET course, apprenticeship or traineeship in 2008

As shown in Figure 2.2, of those Year 12 completers who participated in the VET sector in 2008, 27% were no longer engaged in education or training as a main activity in 2009. Of this group, 81% were employed, 46% of these were employed on a full-time basis, 16% were looking for work and 3% were NILFET.

Of those completers who had participated in the VET sector in 2008, 73% were involved in some form of education or training in 2009. Of this group, 87% had remained in the VET sector and 13% had commenced a university qualification. Of the group to remain in the VET sector, 50% were studying for a level Certificate IV or higher and 32% were doing an apprenticeship.

**Figure 2.2:** Year 12 completers: Main activity in 2009 of VET students in 2008



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

Continuation in VET is shown in Table 2.5. Between 2008 and 2009, 59% 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. Aside from a markedly higher proportion of females who completed a VET qualification, there is generally little difference between rates of deferral, withdrawal and course change between males and females from 2008 to 2009.



**Table 2.5:** Year 12 completers: Continuation in 2009 of VET participants in 2008, by gender

	Female (%)	Male (%)	Total (%)
Same course	51	66	59
Different course	8	5	7
Deferred	2	3	2
Withdrew	14	12	13
Completed	24	15	19
Distribution in 2009 (%)	100	100	100

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

When the four types of VET — Certificate IV and above, entry-level (Certificates I–III), apprenticeship and traineeship — are examined separately, differential patterns are evident (see Tables 2.1 and 2.6). As noted earlier, 81% of young people who were in an apprenticeship in 2008 were in an apprenticeship again in 2009. There is some variation by SES quartile, with young people from the lower SES quartiles continuing in an apprenticeship more frequently than those from the higher quartiles (see Table 2.6). Approximately one in four (26%) Year 12 completers who were in entry-level VET courses in 2008 were studying at the same level in 2009. In the case of entry-level VET, the main activity in 2009 varies widely by SES quartile, with 17% of those from the highest quartile attending university, compared to 8% of those from the lowest quartile.

Among those who were studying in the VET sector in 2008, the greatest

proportion who had moved into university in 2009 were those who had undertaken a traineeship during 2008. Nearly one in four (24%) former trainees from the highest SES quartile entered university. Former trainees from the lowest SES quartile more frequently moved into employment (37%), compared to 28–30% of those from other quartiles.

Employment was the main activity in 2009 of 22% of those who were in VET in 2008, with variations in employment status by type of VET study. Among all 2008 VET participants who were employed and not studying in 2009, just under one-half were working full-time, but about three-quarters of former apprentices and two-thirds of former trainees were working full-time. There was little variation to the full-time to part-time work ratios by SES quartile, although there were differences by quartile in the percentage who had moved into work.



**Table 2.6:** Main activity in 2009 of VET participants in 2008, by type of VET study in 2008 and SES quartile

	Main activity in 2009 (%)										
	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	11	53	3	2	3	--	8	16	4	1	100
Lower-middle	11	58	3	2	2	--	7	10	5	1	100
Upper-middle	12	63	1	2	--	--	8	13	2	--	100
Highest	6	58	2	5	3	1	5	12	7	1	100
All Certificate IV+	10	58	2	3	2	0	7	12	4	1	100
<b>Entry-level (Certificate I-III and unspecified)</b>											
<b>SES quartile</b>											
Lowest	8	--	32	8	5	--	8	29	10	--	100
Lower-middle	13	--	22	11	4	--	15	28	7	--	100
Upper-middle	11	--	11	13	6	--	26	30	3	--	100
Highest	17	--	45	8	--	--	15	15	--	--	100
All entry-level	11	--	26	10	5	--	15	27	6	--	100
<b>Apprenticeship</b>											
<b>SES quartile</b>											
Lowest	--	--	4	84	2	--	9	1	--	--	100
Lower-middle	4	--	2	85	--	--	4	1	4	--	100
Upper-middle	2	2	--	79	2	--	7	5	4	--	100
Highest	5	2	--	78	--	--	11	2	2	--	100
All apprenticeship	3	1	1	81	1	--	8	2	2	--	100
<b>Traineeship</b>											
<b>SES quartile</b>											
Lowest	15	7	--	--	31	--	20	17	6	4	100
Lower-middle	14	6	2	--	44	--	17	13	3	--	100
Upper-middle	17	12	2	--	34	--	24	4	6	2	100
Highest	24	10	5	--	24	--	14	14	5	5	100
All traineeship	17	9	2	--	34	--	20	11	5	3	100

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



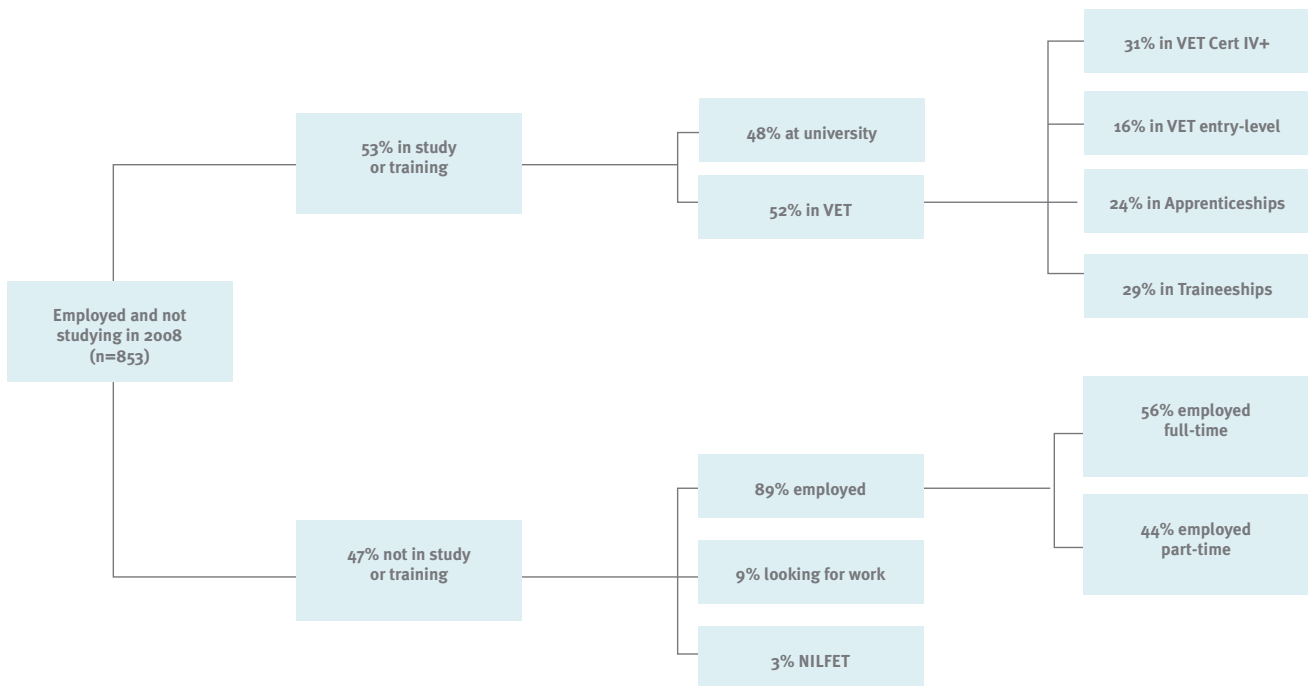
### Employed and not in education or training in 2008

Figure 2.3 shows the main activity of those Year 12 completers who were employed and not studying in 2008. More than one-half (53%) were in some form of education or training in 2009. Of this group, 52% were participating in the VET sector and 48% had commenced a university qualification. Many of those who moved from employment to university had deferred their studies in 2008 (see Chapter 4).

Of those in the VET sector, 31 percent were studying at a level Certificate IV or higher and 29 percent were doing a traineeship.

Of those Year 12 completers who were employed and not studying in 2008, 47% were not in education or training as their main activity in 2009. Of this group, 89 percent were employed, of whom 56 percent were working on a full-time basis. Of those not in education or training, 8% were looking for work and 3% were NILFET.

**Figure 2.3:** Year 12 completers: Main activity in 2009 of those employed in 2008



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

### 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, 20% were looking for work at the time of the interview in 2009. Less than one-half (46%) were studying in 2009, with the majority (72%) doing VET study; 31% were employed and 3% had moved out of the labour force. Young people who were out of the labour force in 2008 accounted for less than 1% of the cohort. In 2009, 11% of this group were NILFET; 40% had moved into study (58% at university; 42% in VET); 17% were working; and 33% were looking for work.

### Employment in 2008 and 2009

Compared to the same time in 2008, 59% of Year 12 completers were working in the same job. As shown in Table 2.7, most destinations are close to the average for working in the same job with the notable exceptions of those doing apprenticeships (81%) and those undertaking entry-level VET qualifications (30%). In addition, 17% of all Year 12 completers had more than one job in 2009, with a relatively larger proportion of university 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 moved into their second year as an apprentice in 2009, 87% were earning more, 75% were doing more skilled work and 86% had more responsibility at work. Of those who remained in full-time employment and not studying in 2009, 71% were earning more, 71% were doing more skilled work and 73% had more responsibility at work.





**Table 2.7:** Year 12 completers: Percentage working in the same job in 2008 and 2009

Main activity in 2008	Working in same job in 2008 and 2009
University	59
VET Certificate IV+	55
VET entry-level	30
Apprenticeship	81
Traineeship	61
Employed full-time	63
Employed part-time	55
Distribution in 2009 (%)	59

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

Unchanged main activity in 2008 and 2009	Change in earnings (%)			Change in skilled work (%)			Change in responsibility (%)		
	Less	Same	More	Less	Same	More	Less	Same	More
Apprenticeship	2	10	87	1	25	75	2	13	86
Employed full-time	6	23	71	3	26	71	5	22	73
Distribution in 2009 (%)	4	16	80	2	25	73	3	17	80

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

## Career outlook

At this point in their careers, less than one-third of Year 12 completers (31%) believe that their current main job is the type they would like as their career. However, there is marked variation by activity, the most notable of which is that 84% of apprentices and trainees

believe that their current job is the job they would like as a career, compared to just 8 percent of university students and 17 percent of VET students, as shown in 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.

**Table 2.9: Year 12 completers: Job and careers**

Main activity in 2009	Female (%)			Male (%)			Total (%)		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
University	7	90	2	10	89	1	8	90	2
TAFE	18	79	4	15	83	2	17	80	3
App. or Trainee	71	19	10	91	6	3	84	11	5
Employed	33	60	7	35	60	5	34	60	6
Distribution in 2009 (%)	23	73	5	40	57	3	31	65	4

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



## School and preparation for work and study

One aim of schooling is to ensure that young people well-prepared to take on work and further study.

The senior years of schooling should provide all students with the high-quality education necessary to complete their secondary school education and make the transition to further education, training or employment. Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians, encouraging them to pursue university or post-secondary vocational qualifications that increase their opportunities for rewarding and productive employment. (MCEETYA, 2008)

Around 70% of those working — including those who were working and not studying as well as those who were combining study and work — believe that school prepared them fairly well or very well for what work was really like (see Table 2.10). A similar proportion believe that their schooling prepared them fairly well or very well with the skills they need in the workplace. There is little overall variation between those in further education or those employed and not studying, aside from slightly higher proportion of VET participants (studying at TAFE or in an apprenticeship or traineeship) stating that schooling prepared them *very well* for work and the skills needed at work.

**Table 2.10:** Year 12 Completers: Schooling and preparation for work

Main activity in 2009	Preparation for work (%)					Work skills preparation (%)				
	Very well	Fairly well	Not very well	Not at all well	Don't know	Very well	Fairly well	Not very well	Not at all well	Don't know
University	13	59	19	7	1	14	55	24	6	1
TAFE	18	56	17	8	2	22	51	20	6	1
App. or Trainee	17	54	19	9	1	18	52	21	8	1
Employed	14	53	23	8	1	13	54	24	9	1
Distribution in 2009 (%)	15	55	20	8	1	16	53	23	7	1

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

**Table 2.11:** Year 12 Completers: Schooling and preparation for further study

Main activity in 2009	Preparation for university/TAFE study (%)					Study skills preparation (%)				
	Very well	Fairly well	Not very well	Not at all well	Don't know	Very well	Fairly well	Not very well	Not at all well	Don't know
University	26	54	16	4	0	26	56	15	3	0
TAFE	31	54	10	4	1	32	52	13	2	0
Distribution in 2009 (%)	27	53	15	4	1	28	55	14	2	1

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

Compared to preparation for work, Year 12 completers are more positive about how well their schooling prepared them for further study. Around 80% of those studying believe that school prepared them fairly well or very well for university or TAFE study, and 83% believe they were well-prepared with the skills required for further

study (see Table 2.11). TAFE students (those enrolled in VET campus-based programs) were slightly more emphatic about their satisfaction with the preparation for study they received, with higher rates of 'very well' responses on both areas of further study.

## Wellbeing

The wellbeing of young people is another important concern, particularly as they make the transition from school. As shown in Table 2.12, around 95% of Year 12 completers are happy or very happy with the work they do in their studies, at home or at work, and 97% are happy or very happy with their life as a whole. Although still

overwhelmingly positive, with 91% of Year 12 completers saying they are happy or very happy, Year 12 completers are less happy about their career opportunities. There is little difference between males and females in these measure: males are slightly more positive about career opportunities, and females are slightly more positive about the work they do.

**Table 2.12: Year 12 Completers: Wellbeing**

Focus	Very happy (%)	Happy (%)	Unhappy (%)	Very unhappy (%)	Can't say/refused (%)	Total (%)
<b>Work done as part of study, at home or in a job</b>	34	61	4	1	0	100
Female	35	60	4	1	0	100
Male	33	62	4	1	0	100
<b>Career opportunities</b>	41	50	7	1	1	100
Female	39	51	7	1	2	100
Male	42	49	7	1	1	100
<b>Life as a whole</b>	49	48	2	0	0	100
Female	49	48	2	0	0	100
Male	50	48	2	0	0	100

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

## Returning to study

As noted earlier in the chapter, 31% of Year 12 completers were not studying at university, TAFE or as part of a training contract. Overall 43% percent of those not studying in 2009 said it was extremely likely they would return to study in the next two years and 34%

said it was somewhat likely. Among those working full-time, however, only 70% said it was extremely or somewhat likely they would take up study within the next two years compared to 82% of those working part-time, looking for work or not in the labour force.

**Table 2.13:** Year 12 Completers: Likelihood of studying in the next two years, if not currently studying

Main activity in 2009	Extremely likely (%)	Somewhat likely (%)	Not very likely (%)	Not at all likely (%)	Can't say/refused (%)	Total (%)
Employed full-time	36	34	18	10	2	100
Employed part-time	47	35	12	6	0	100
Looking for work	46	36	11	5	3	100
NILFET	37	44	6	13		100
Distribution in 2009 (%)	43	34	14	8	1	100

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





# Chapter 3

## Destinations of early school leavers

### Overview

This chapter discusses the destinations in 2009 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. The analysis groups these early school leavers into sections based on their main activity in 2008, their first post-school year. To demonstrate the pathway movement between 2008 and 2009, Table 3.1 presents the main activity of early leavers in 2008 (rows) and the main activity in 2009 (columns). Each row sums to 100%; the right-hand column shows what percentage of longitudinal cohort members were in each main activity in 2008.

**Table 3.1:** Early leavers: Main activity in 2009 by main activity in 2008

Main activity in 2008	Main activity in 2009 (%)									Distribution in 2008
	University/VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Secondary school	Employed full-time	Employed part-time	Looking for work	NILFET	
VET Cert IV+	37	6	--	--	6	16	16	15	4	3
VET entry-level	--	28	11	4	3	13	17	21	2	10
Apprenticeship	1	1	84	1	1	5	2	5	1	32
Traineeship	7	3	--	34	1	22	19	13	1	7
Employed full-time	4	4	10	7	1	44	15	12	3	19
Employed part-time	6	6	8	6	3	17	31	19	4	12
Looking for work	6	7	8	7	4	10	14	36	8	13
NILFET	6	4	--	--	4	6	15	28	38	4
Distribution in 2009 (%)	4	6	32	6	2	17	13	15	4	100

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

As with the Year 12 completers, the main activity of early leavers has remained unchanged for the majority of apprentices (84%) between 2008 and 2009. In contrast to the Year 12 completers, however, the main activities for early leavers have been greatly dispersed in and out of education, training and employment between 2008 and 2009. The percentage of early school leavers involved in education and training decreased during the year, from 53% to 51%. Also in contrast to the Year 12 completer group, there are greater proportions of early school leavers looking for work (15% in 2009, compared to 4% of Year 12 completers) and not in employment, education and training (4% in 2009, compared to 1% of Year 12 completers). One option in 2009 not necessary for Year 12

completers — the return to secondary school — was taken up by 2% of early school leavers. As will be discussed in the following sections, the dispersion of Year 12 completers and early school leavers into campus-based VET and employment pathways is a noteworthy element of this discussion.

## Main activities in 2008 and main activities in 2009

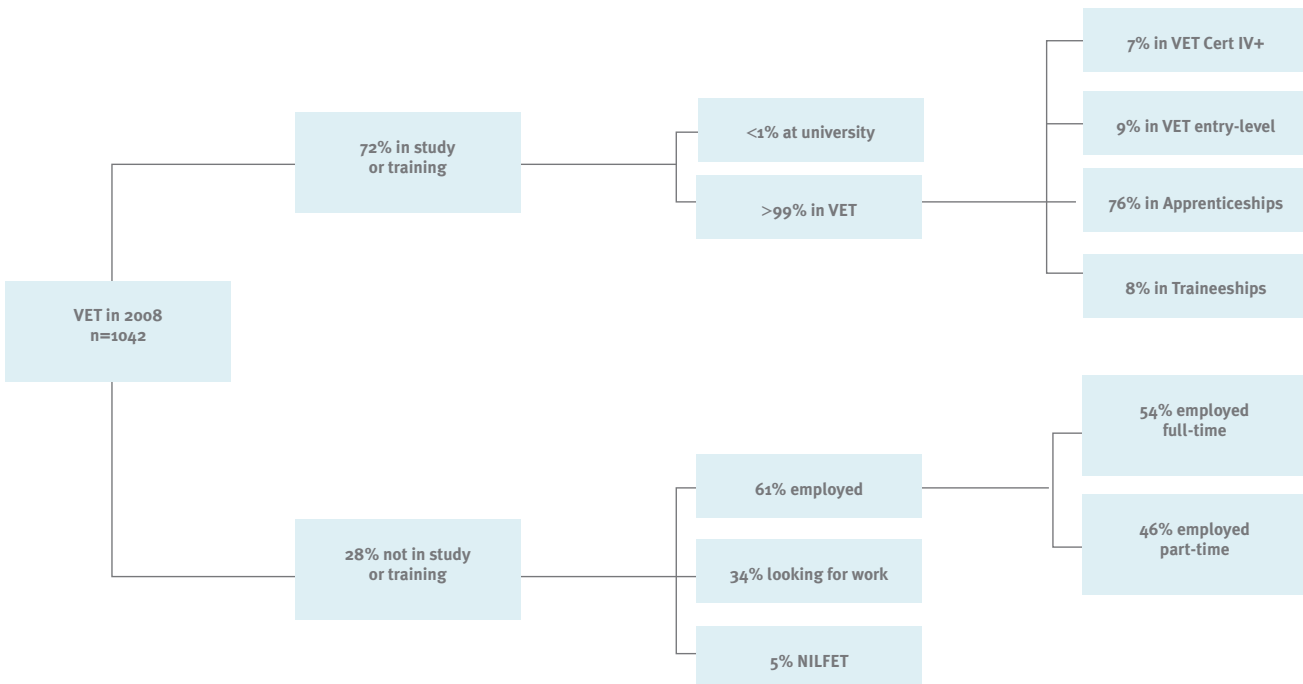
### Doing a VET course, apprenticeship or traineeship

Figure 3.1 shows the main activities in 2009 of those early school leavers who

participated in the VET sector in 2008. The majority – 72% – were continuing in some form of education or training in 2009. Of this group, nearly all had remained in the VET sector, with a small number (less than 1%) entering a university course. Of this group, 76% were doing an apprenticeship.

Of those early leavers who participated in the VET sector in 2008, 28% were not in education or training in 2009. Of this group, 61% were employed (54% full-time, 46% part-time), 34% were looking for work and 5% were NILFET.

**Figure 3.1:** Early school leavers: Main activity in 2009 of early school leavers in VET in 2008



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

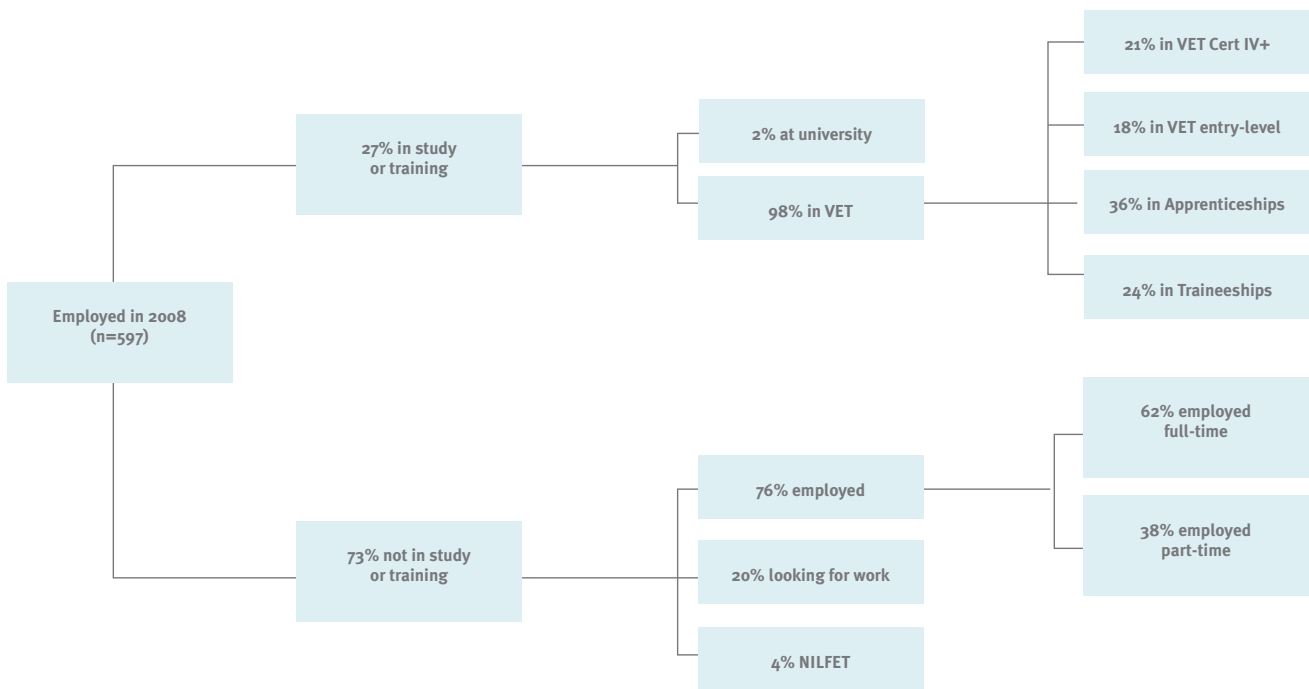
**Employed and not in education or training in 2008**

Of those early school leavers who were employed in 2008, 27% had entered some form of education or training in 2009. Of this group, 98% were participating in the VET sector and 2% had commenced a university qualification. Of the group in the VET sector, 36% entered an apprenticeship and 24% a traineeship. The remainder were undertaking a campus-based VET qualification.

and 24% a traineeship. The remainder were undertaking a campus-based VET qualification.

While just over one-quarter had moved into study or training for 2009, 73% were not in education or training in 2009. Of this group, 76% were working – 62% full-time, 38% part-time – 20% were looking for work and 4% were NILFET.

**Figure 3.2:** Early school leavers: Main activity in 2009 of those employed in 2008



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

As noted above, more than one-quarter of early school leavers who were working in 2008 moved into some form of education or training. Among all those who were not in education or training in 2008, there was some relationship between socioeconomic status (SES) and moving into education or training. Table 3.2 contains the main activity of early school leavers in 2008 and 2009, by SES quartile. For those who were employed full-time in 2008,

one-half had moved into education or training in 2009, compared to 23–27% of those in the three lower SES quartiles who had been working full-time in 2008. Among those who were looking for work in 2008, 45–48% of early school leavers from the two lower SES quartiles were either looking for work or NILFET in 2009, compared to 38% of those from the two higher SES quartiles.



**Table 3.2:** Main activity in 2009 of early school leavers not in education or training in 2008, by main activity in 2008 and SES quartile

Main activity in 2008	Main activity in 2009 (%)									
	University/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	3	4	11	8	--	41	21	10	2	100
Lower-middle	3	4	10	6	--	41	13	18	4	100
Upper-middle	5	3	11	4	--	51	12	10	4	100
Highest	11	8	11	14	6	31	14	6	--	100
Distribution in 2009 (%)	4	4	10	7	1	44	15	12	3	100
<b>Employed part-time</b>										
<b>SES quartile</b>										
Lowest	4	8	8	8	4	18	24	24	1	100
Lower-middle	5	5	5	5	--	21	41	14	6	100
Upper-middle	6	6	13	--	3	9	31	22	9	100
Highest	14	7	14	7	7	7	21	21	--	100
Distribution in 2009 (%)	6	6	8	6	3	17	31	19	4	100



**Table 3.2:** Main activity in 2009 of early school leavers not in education or training in 2008, by main activity in 2008 and SES quartile (continued)

Main activity in 2008	Main activity in 2009 (%)									
	University/VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Secondary school	Employed full-time	Employed part-time	Looking for work	NILFET	Total
Looking for work										
SES quartile										
Lowest	5	5	7	11	5	9	11	42	6	100
Lower-middle	1	10	4	4	4	13	18	35	10	100
Upper-middle	12	7	12	5	2	7	17	31	7	100
Highest	8	8	15	--	--	15	15	23	15	100
Distribution in 2009 (%)	6	7	8	7	4	10	14	36	8	100
NILFET										
SES quartile										
Lowest	4	--	--	--	4	9	17	35	30	100
Lower-middle	--	9	--	--	9	9	9	27	36	100
Upper-middle	9	9	--	--	--	--	18	18	45	100
Highest	17	--	--	--	--	--	17	33	33	100
Distribution in 2009 (%)	6	4	--	--	4	6	15	28	38	100

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

## Employment in 2008 and 2009

Compared to the same time in 2008, 62% percent of early school leavers were working in the same job in 2009. The proportions who remained in the same job varied by main activity in 2009, as shown in Table 3.3. Of those doing apprenticeships 85% continued

in the same job; of those undertaking campus-based VET courses, only 29% of those in entry-level and 30% of those in higher-level courses were in the same job.

Of all early school leavers, 8% had more than one job, with a relatively larger proportion of university students employed in more than one job.

**Table 3.3:** Early school leavers: Percentage working in the same job in 2008 and 2009

Main activity in 2009	Working in same job in 2008 and 2009
VET Cert IV+	30
VET entry-level	29
Apprenticeship	85
Traineeship	62
Employed full-time	54
Employed part-time	51
Distribution in 2009 (%)	62



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

Unchanged main activity in 2008 and 2009	Change in earnings (%)			Change in skilled work (%)			Change in responsibility (%)		
	Less	Same	More	Less	Same	More	Less	Same	More
Apprenticeship	3	10	87	1	20	79	1	11	88
Employed full-time	9	24	67	5	35	60	8	17	75
Distribution in 2009 (%)	4	13	83	2	23	75	3	12	85

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

Among early school leavers moving into their second year as an apprentice in 2009, 87% were earning more, 79% were doing more skilled work and 88% had more responsibility at work

(see Table 3.4). Of those in full-time employment in both 2008 and 2009, 67% were earning more, 60% were doing more skilled work and 75% had greater responsibility at work.

## Career outlook

Two-thirds (67%) of early school leavers believe that their current main job is the type they would like for a career (see Table 3.5). This is in sharp contrast to Year 12 completers, of whom only 31% were working in ‘career’ jobs (see Table 2.9). There is some marked variation between destinations, similar to what was seen for Year 12 completers. Most outstanding is that 91% of apprentices and trainees believe that their current job is the job they would like as a career, compared to just 31% of VET students. As noted in the previous chapter, those currently studying are working in jobs to support their studies. In the case of early school leavers,

the high rate of satisfaction with their jobs is consistent with their reasons for leaving school early. Among those who had left school in 2007 before completing Year 12, 40% stated they had done so in order to take up a job, apprenticeship or traineeship (DEECD, 2009).

## School and preparation for work

Around 57% of early school leavers believe that school prepared them fairly well or very well for what work was really like, as shown in Table 3.6. Among Year 12 completers, close to 70% believed that they were well-prepared for work (see Table 2.10).

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

Main activity in 2009	Female (%)			Male (%)			Total (%)		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
TAFE	30	65	5	34	63	3	31	64	4
App. or Trainee	86	10	4	92	5	3	91	6	3
Employed	39	55	6	41	53	6	40	54	6
Distribution in 2009 (%)	52	42	5	74	22	4	67	29	4

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

**Table 3.6:** Early school leavers: School and preparation for work

Main activity in 2009	Preparation for work (%)					Work skills preparation (%)				
	Very well	Fairly well	Not very well	Not at all well	Don't know	Very well	Fairly well	Not very well	Not at all well	Don't know
TAFE/VET	15	49	17	18	1	19	41	22	18	1
App. or Trainee	16	44	25	14	1	20	40	24	15	2
Employed	7	43	30	19	1	10	44	31	13	2
Distribution in 2009 (%)	13	44	27	16	1	17	41	27	14	2

Note: Rows within each type of preparation 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 3.7 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. Although still overwhelmingly positive – similar to the statements of Year 12 completers – early school leavers are relatively unhappy or very unhappy with their career opportunities relative to work and life, and relative to the wellbeing of Year 12 completers.



**Table 3.7: Early school leavers: Wellbeing**

Focus	Very happy (%)	Happy (%)	Unhappy (%)	Very unhappy (%)	Can't say/refused (%)	Total (%)
<b>Work done as part of study, at home or in a job</b>	35	56	5	2	1	100
Female	37	53	8	2	1	100
Male	35	59	4	2	1	100
<b>Career opportunities</b>	37	50	10	2	2	100
Female	36	47	13	2	2	100
Male	38	51	8	2	1	100
<b>Life as a whole</b>	47	47	4	1	1	100
Female	46	46	6	2	1	100
Male	48	48	3	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 3.8, around 35% of early school leavers think it is extremely likely they will return to study in the next two years, and a further 36% believe it is

somewhat likely. Only 14% of those looking for work believe it unlikely they will return to study, compared to 37% of those working full-time.

Early school leavers from the lowest SES quartile are least likely to return to study in the next two years, among those not studying in 2009. Nevertheless, 66% of those from the lowest SES quartile did state it was extremely likely or very likely they would return to study, compared to 77% of those from the lower-middle and highest SES quartiles (see Table 3.9).

**Table 3.8:** Early school leavers: Likelihood of studying in the next two years, if not currently studying, by main activity in 2009

Main activity in 2009	Extremely likely (%)	Somewhat likely (%)	Not very likely (%)	Not at all likely (%)	Can't say/refused (%)	Total (%)
Employed full-time	27	35	22	15	1	100
Employed part-time	36	35	18	8	3	100
Looking for work	43	40	7	7	2	100
NILFET	33	33	18	10	5	100
Distribution in 2009 (%)	35	36	16	10	2	100

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

**Table 3.9:** 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	31	35	19	11	4	100
Lower-middle	37	40	15	8	--	100
Upper-middle	36	34	14	13	2	100
Highest	41	36	11	6	5	100
Distribution in 2009 (%)	35	36	16	10	2	100

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



# Chapter 4

## Deferral from study

### Main activities in 2009

Previous 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, 2008). 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. The analysis groups deferrals into sections based on their main activity in 2008, their first post-school year. To demonstrate the pathway movement between 2008 and 2009, Table 4.1 presents the main activity of deferrers in 2008 (rows) and their main activity in 2009 (columns). Each row sums to 100%; the right-hand column shows what percentage of longitudinal cohort members were in each main activity in 2008.

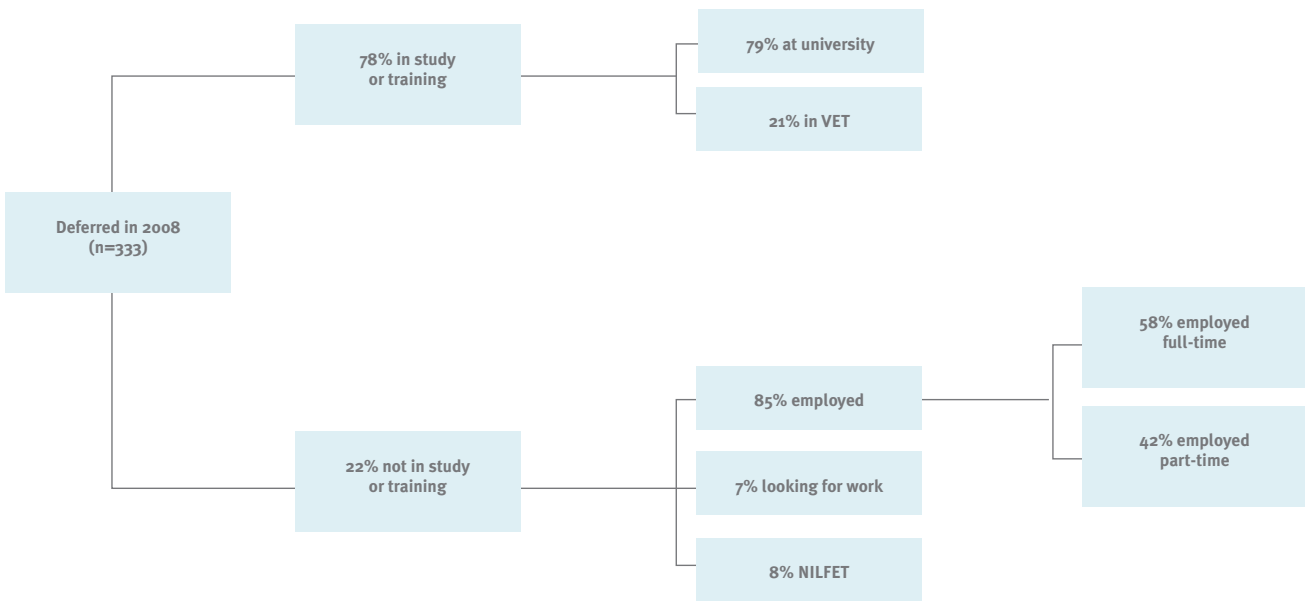
**Table 4.1:** Year 12 completers: Deferrers in 2008, main activity in 2009

Main activity in 2008	Main activity in 2009 (%)									Distribution in 2008
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Employed full-time	Employed part-time	Looking for work	NILFET	
Employed full-time	62	10	1	3	5	12	5	1	2	59
Employed part-time	65	6	4	1	3	8	11	2	1	29
Looking for work	49	11	--	7	3	13	13	5	--	10
NILFET	67	--	--	--	--	14	--	--	20	2
Distribution in 2009 (%)	62	9	2	3	4	11	8	1	2	100

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

Overall, 72% of deferrers enrolled in a university or campus-based VET course, 6% had taken up an apprenticeship or traineeship, 18% were employed and 3% were either looking for work or NILFET. As will be discussed in the following sections, there is some variation in enrolling in study by socioeconomic status and geographic location.

**Figure 4.1:** Year 12 completers: Main activity in 2009 of those deferring study in 2008



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

Of those Year 12 completers who deferred university study in 2008, 78% were in some form of study or training in 2009. Of this group, 79% were at university and 21% in VET study (62% in campus-based courses; 38% in an apprenticeship or traineeship). Of the 22% who were not in study or training in 2009, 85% were employed, with 58% working full-time and 42% part-time. Of the 22% not in study or training, 7% were looking for work and 8% were NILFET.

There was 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 2009 at the highest rate, with 85% either at university or in VET. By contrast, 72% of deferrers from the lowest SES quartile were in education or training; deferrers from the lowest SES quartile were also less frequently enrolled at university in 2009.



**Table 4.2:** Year 12 Completers: Deferrers in 2008: Main activity in 2009 by SES quartile

SES quartile	Main activity in 2009 (%)									Total
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Employed full-time	Employed part-time	Looking for work	NILFET	
Lowest	54	10	1	1	6	12	9	3	4	100
Lower-middle	66	6	1	1	5	13	7	1	1	100
Upper-middle	63	9	4	0	2	9	10	--	2	100
Highest	64	11	--	7	3	5	5	3	1	100
Distribution in 2009 (%)	62	9	2	3	4	11	8	1	2	100

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

**Table 4.3:** Year 12 Completers: Deferrers in 2008: Main activity in 2009 by school location

School location (Year 12)	Main activity in 2009 (%)									Total
	University	VET Cert IV+	VET entry-level	Apprenticeship	Traineeship	Employed full-time	Employed part-time	Looking for work	NILFET	
Metropolitan	53	10	2	4	4	14	10	1	2	100
Non-metropolitan	70	7	1	1	4	8	6	1	1	100
Distribution in 2009 (%)	62	9	2	3	4	11	8	1	2	100

Note: 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%. 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).

In 2009, deferrers who had attended schools in non-metropolitan locations had more frequently enrolled at university than did those from schools metropolitan locations (70% compared to 53%). Overall, 62% of deferrers were at university and 16% were in other forms of education or training in 2009 (see Table 4.3).

This cohort of young people will be interviewed again in early 2010 and 2011, and a final report on their post-school pathways, 4 years on, will be released in late 2011.







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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 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, STUDY08=1 OR 2)

A3 Did you complete the [STUDY08=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 [STUDY08] 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)

- D1 Were you working in this job this time last year?

IF ASKED: RELATES TO WORKING WITH THE SAME EMPLOYER

1. Yes (GO TO D4)
2. No

\*(NOT IN CURRENT JOB 12 MONTHS AGO OR NOT CURRENTLY WORKING) (D1=2, C1=2)

D2 Were you working for pay this time last year?

1. Yes
2. No (GO TO PRED7)

\*(WORKING 12 MONTHS AGO AND CURRENTLY NOT WORKING/NOT IN SAME JOB) (D1=2, D2=1)

D3a What was the reason you left your previous job? Did you resign, were you laid off, asked to leave, or some other reason?

1. Quit/resigned
2. Laid off/retrenched (GO TO PRED4)
3. Was asked to leave/sacked (GO TO PRED4)
4. It was only a holiday job (GO TO PRED4)
5. It was a temporary/seasonal job (GO TO PRED4)
6. Wasn't asked to do more causal work (GO TO PRED4)
7. Other (Specify) (GO TO PRED4)

\*(QUIT PREVIOUS JOB) (D3A=1)

D3b What was the main reason you quit?

1. Not satisfied with the job
2. Went to live somewhere else
3. Reasons to do with study
4. Offered/Wanted a better job
5. Hours not suitable
6. Not paid enough
7. Health reasons
8. Can't say/Refused
9. Other (Specify)

PRED4 IF C1=2 (NOT CURRENTLY WORKING) GO TO PRED7, ELSE CONTINUE

\*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)

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?

1. More per hour
2. Less per hour
3. About the same

\*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)

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?

1. More skilled
2. Less skilled
3. About the same

\*(WORKING 12 MONTHS AGO AND CURRENTLY WORKING) (C1=1 AND D1=1 OR D2=1)

D6 Compared to your job this time last year, would you say you have more or less responsibility, or is it about the same?

1. More responsibility
2. Less responsibility
3. About the same

PRED7 IF C1=2 (NOT CURRENTLY WORKING) AND D2=2 (NOT WORKING 12 MONTHS AGO) GO TO PREE1, ELSE CONTINUE

\*(CURRENTLY WORKING OR WORKING 12 MONTHS AGO) (C1=1 or 3 OR D2=1)

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)?

1. Yes
2. No

\*(CURRENTLY WORKING OR WORKING 12 MONTHS AGO) (C1=1 or 3 OR D2=1)

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)?

1. Yes
2. No

LOOKING FOR WORK

PREE1 IF C1=1 or 3 (CURRENTLY HAS PAID JOB) DISPLAY TEXT IN BRACKETS

\*(ALL)

E1 Are you currently looking for work(, including another job)?

1. Yes
2. No, not looking for work (GO TO PRE E3A)

\*(LOOKING FOR WORK) (E1=1)

E2 Have you been looking mainly for full-time work or part-time work?

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

\*(ALL)

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?

[INTERVIEWER NOTE: Working includes both full-time and part-time work.]

1. Record number of months (specify) (ALLOWABLE RANGE 0-12)
2. Can't say

\*(LOOKING FOR WORK) (E1=1)

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

(RESPONSE FRAME)

1. Yes
2. No

GENERAL

PREF<sub>1\_1</sub> IF C<sub>1</sub>=1 or 3 (CURRENTLY HAS PAID JOB) OR A<sub>1</sub>=1 OR 2 OR B<sub>1</sub>=1 OR 2 (CURRENTLY COMPLETING APPRENTICESHIP/TRAINEESHIP) GO TO F<sub>3</sub>.

PREF<sub>1\_2</sub> IF A<sub>1</sub>=3 or 4 OR B<sub>1</sub>=3 (CURRENTLY DOING UNI/TAFE/OTHER COURSE) GO TO PREF<sub>3\_2</sub>, ELSE CONTINUE

\*(NOT STUDYING AND NOT WORKING) (B<sub>1</sub>=4 AND C<sub>1</sub>=2)

F1 What would you say is your current main activity?

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

1. Home duties
2. Looking after children
3. Travel or holiday
4. Ill/unable to work
5. Study
6. Looking for work
7. Other (specify)

\*(NOT STUDYING AND NOT WORKING) (B<sub>1</sub>=4 AND C<sub>1</sub>=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)

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

(RESPONSE FRAME)

1. Very well
2. Fairly well
3. Not very well
4. Not at all well
5. (Don't Know)

PREF<sub>3\_1</sub> IF D<sub>2</sub>=2 (NOT WORKING 12 MONTHS AGO) GO TO F<sub>6</sub>; ELSE (NOT CURRENTLY WORKING OR STUDYING BUT WORKING 12 MONTHS AGO) CONTINUE (GO TO F<sub>3</sub>)

PREF<sub>3\_2</sub> IF C<sub>1</sub>=2 (NOT CURRENTLY WORKING) AND D<sub>2</sub>=2 (NOT WORKING 12 MONTHS AGO) GO TO F<sub>4</sub>, 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) (A<sub>1</sub>=1 OR 2, B<sub>1</sub>=1 OR 2, C<sub>1</sub>=1, D<sub>2</sub>=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)

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

(RESPONSE FRAME)

1. Very well
2. Fairly well
3. Not very well
4. Not at all well
5. (Don't know)

PREF<sub>4</sub> IF A<sub>1</sub>=3 OR 4 OR B<sub>2</sub>=1 OR 2 (CURRENT UNIVERSITY/TAFE STUDENTS) CONTINUE, ELSE GO TO PREF<sub>5</sub>

\*(CURRENT UNIVERSITY/TAFE STUDENTS) (A<sub>1</sub>=3 OR 4, B<sub>2</sub>=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)

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

(RESPONSE FRAME)

1. Very well
2. Fairly well
3. Not very well
4. Not at all well
5. (Don't know)

PREF<sub>5</sub> IF C<sub>5</sub> > 34.5 (WORKING MORE THAN 34.5 HOURS IN MAIN JOB) GO TO F<sub>6</sub>, ELSE CONTINUE

\*(NOT WORKING FULL-TIME) (C<sub>5</sub> < 34.5)

F5 Do you currently receive the Youth Allowance?

1. Yes
2. No

\*(ALL)



<p>F6 Since leaving school, have you participated in any of the following career advice activities?</p> <p>(STATEMENT)</p> <ol style="list-style-type: none"> <li>a. Had a one-on-one talk with a career advisor</li> <li>b. Researched career options on-line</li> <li>c. Attended a presentation by someone from a university</li> <li>d. Attended a presentation by someone from a TAFE institute</li> <li>e. Attended a presentation by an employer representative</li> </ol> <p>(RESPONSE FRAME)</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>*(ALL)</p> <p>F7 Do you live with your parents?</p> <ol style="list-style-type: none"> <li>1. Yes (GO TO F9)</li> <li>2. No (somewhere else)</li> </ol> <p>*(NOT LIVING WITH PARENTS) (F7=2)</p> <p>F8 Where do you live?</p> <ol style="list-style-type: none"> <li>1. In a rented house or flat?</li> <li>2. A place you are buying?</li> <li>3. A place you own outright?</li> <li>4. A private house as a boarder?</li> <li>5. Rent free in a place owned by someone else?</li> <li>6. A university or TAFE residence?</li> <li>7. A hostel or boarding house?</li> <li>8. Somewhere else?</li> </ol> <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> <ol style="list-style-type: none"> <li>1. Very happy</li> <li>2. Happy</li> <li>3. Unhappy</li> <li>4. Very unhappy</li> <li>5. (Can't say / refused)</li> </ol>	<p>*(ALL)</p> <p>F10 How happy are you with your career opportunities? Would you say... (READ OUT)</p> <ol style="list-style-type: none"> <li>1. Very happy</li> <li>2. Happy</li> <li>3. Unhappy</li> <li>4. Very unhappy</li> <li>5. (Can't say / refused)</li> </ol> <p>*(ALL)</p> <p>F11 How happy are you with your life as a whole? Would you say... (READ OUT)</p> <ol style="list-style-type: none"> <li>1. Very happy</li> <li>2. Happy</li> <li>3. Unhappy</li> <li>4. Very unhappy</li> <li>5. (Can't say / refused)</li> </ol> <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> <ol style="list-style-type: none"> <li>1. Record occupation (specify)</li> <li>2. Can't say</li> </ol> <p>*(ALL)</p> <p>PREX<sub>1</sub> 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> <ol style="list-style-type: none"> <li>1. Continue</li> </ol> <p>*(ALL)</p> <p>X1 Firstly, is your name spelt ... (REFER TO SPELLING ON SCREEN)</p> <ol style="list-style-type: none"> <li>1. Correct (continue)</li> <li>2. Not correct (amend as necessary)</li> </ol> <p>*(ALL)</p> <p>X2 What is your current postcode?</p> <ol style="list-style-type: none"> <li>1. Record postcode (specify)</li> <li>2. Refused</li> </ol>	<p>PREX<sub>3</sub> IF HAS LANDLINE NUMBER CONTINUE, ELSE GO TO PREX<sub>3A</sub></p> <p>*(HAVE LANDLINE NUMBER)</p> <p>X3 And is (LANDLINE PHONE NUMBER) your home phone? (IF AVAILABLE)</p> <ol style="list-style-type: none"> <li>1. Correct (continue)</li> <li>2. Not correct (record change as necessary)</li> </ol> <p>PREX<sub>3A</sub> IF ONLY HAS MOBILE PHONE NUMBER AVAILABLE CONTINUE, ELSE GO TO PREX<sub>4</sub></p> <p>*(ONLY HAVE MOBILE PHONE NUMBER AVAILABLE)</p> <p>X3a Do you have a home number we might try you on?</p> <ol style="list-style-type: none"> <li>1. Yes (RECORD NUMBER)</li> <li>2. No</li> </ol> <p>PREX<sub>4</sub> 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> <ol style="list-style-type: none"> <li>1. Correct (continue)</li> <li>2. Not correct (record change as necessary)</li> </ol> <p>*(ALL)</p> <p>XOTH (DO NOT ASK) Record any other phone number given by respondent not previously recorded.</p> <ol style="list-style-type: none"> <li>1. Record Number</li> <li>2. No other number provided (GO TO X5)</li> </ol> <p>*(RECORD OTHER NUMBER)</p> <p>XOTH<sub>1</sub> (DO NOT ASK) Record phone number type</p> <ol style="list-style-type: none"> <li>1. Mobile</li> <li>2. Landline</li> <li>3. Other (Specify)</li> </ol>
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\*(ALL)

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

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



