

The *On Track* Survey 2013

The Destinations of School Leavers in
Victoria

Statewide Report



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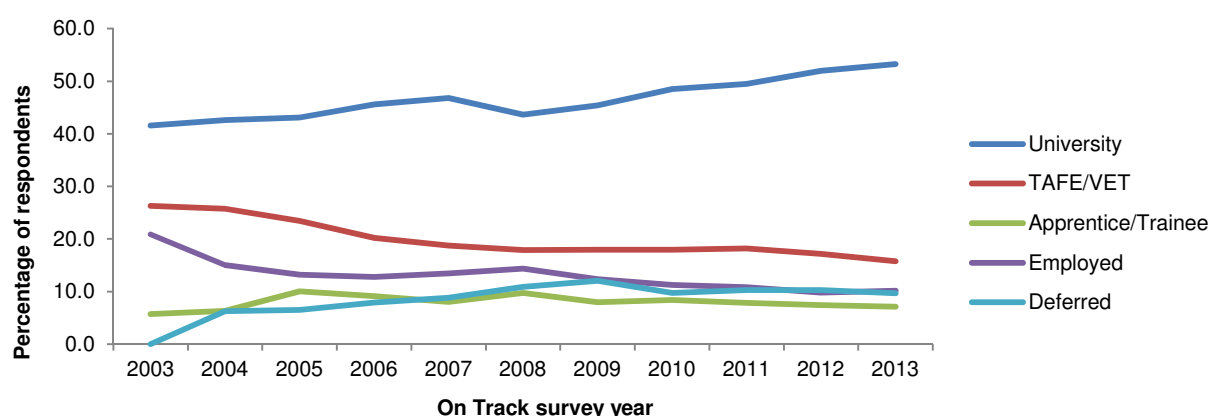
SUMMARY OF KEY FINDINGS FROM THE 2013 ON TRACK SURVEY

On Track is a large-scale survey run by the Victorian government to monitor the destination outcomes of school leavers six months after they exit school. Since its introduction in 2003, over 415,000 school leavers have participated in the survey, providing valuable insights into the diversity of pathways young people pursue after leaving secondary school.

In 2013, 33,771 Year 12 or equivalent completers and 3,181 early school leavers were interviewed. This represents 63.2 per cent of all Year 12 or equivalent completers and 30 per cent of early school leavers who exited school in 2012.

KEY INSIGHTS FROM 2013 ON TRACK YEAR 12 COMPLETERS' SURVEY

Percentage of Year 12 or equivalent completers in Victoria transitioning to education, training or employment six months after exiting school, 2003 to 2013



- Post-school destinations of Year 12 or equivalent completers are changing slowly over time:
 - 53.2 per cent of Year 12 completers surveyed in 2013 were enrolled in a bachelor degree in 2013. This is the highest level reached since the survey begun in 2003.
 - 15.8 per cent of Year 12 completers surveyed in 2013 were enrolled in a Certificate-level study at TAFE or VET. This rate has been decreasing over time.
- Notable gender differences in post-school destinations of Year 12 completers.
 - Higher proportion of females enrolled in university (56.6 per cent of females; 49.4 per cent of males)
 - Higher proportion of males in apprenticeships, but more females in traineeships
- 82.9 per cent of Year 12 completers surveyed felt the career advice they received was useful.
 - 88.3 per cent received written material about career study options
 - 86.9 had a one-on-one talk with the school's career advisor
- 9.7 per cent of Year 12 completers surveyed had been offered a place at a tertiary-level study, but opted to defer.
 - 80.6 per cent of those who deferred study cited that they 'just wanted to start earning their own money' or 'just needed a break from study' as their main reasons for deferring study.
- 23.9 per cent of Year 12 completers surveyed were not engaged in further education or training.
 - 79.4 per cent stated they 'wanted to start working' as their main reason for not continuing in education or training.
 - 75.2 per cent had entered the labour force at the time of the survey.
 - Of those that had gained employment, over half (50.9 per cent) were employed as 'Sales Assistants', 'Checkout Operators and Cashiers', 'Waiters', 'Counter Hands at Food Outlets' or 'Storepersons'.
- 7.1 per cent of Year 12 completers surveyed were in a training contract as an apprentice or trainee. The majority (60.6 per cent) were undertaking the study component of their training at a Certificate III award level.
 - 54.4 per cent of apprentices and trainees were from schools in Metropolitan Victoria
 - Males were highly represented in trade-based apprenticeships and traineeships while females were highly represented in service-based apprenticeships and traineeships.

- Characteristics of early school leavers surveyed:
 - 58.8 per cent of early school leavers surveyed were males; 69.8 per cent were aged between 16-17 years.
 - 48.9 per cent had left school before completing Year 11; 58.4 per cent were from schools in Metropolitan Victoria.
- 55.4 per cent of early school leavers stated they would have stayed at school if they 'could have studied part-time while working'. This remains the strongest motivational factor to stay in school reported among early school leavers
 - Other strong motivational factors reported were 'more flexible scheduling of classes', 'school having a wider range of subjects available' and 'vocational programs or VET subjects available in areas that interested you'.
- 76.6 per cent of early school leavers surveyed participated in Work Experience or Structured Workplace Learning Program.
 - 64.9 per cent of those who participated in this program stated that it helped them make a career decision.
- 51.7 per cent of early school leavers were enrolled in some form of education and training at the time of the survey
 - 27.5 per cent had entered an apprenticeship or traineeship; 23.2 per cent were enrolled in Certificate level study at TAFE or VET.
- There were notable gender differences in post-school destinations of early school leavers.
 - 54.5 per cent of male early school leavers were continuing in education or training, compared to 47.7 per cent of females. This is mainly due to the higher take-up of apprenticeships in males.
 - More female early school leavers were employed part-time (18.3 per cent) than full-time (8.1 per cent). There was no difference in employment type in males (both 11.9 per cent).
- 48.3 per cent of early school leavers were not in education or training at the time of the survey. Of these:
 - 80.7 per cent stated they were not studying because they wanted to start working.
 - 51.4 per cent of these early school leavers were employed.

1.1 PURPOSE OF REPORT

This report provides insights into the post-school destination pathways of Victorian students who exited school in 2012 and participated in the *On Track* survey conducted in May-June 2013. It provides a comprehensive analysis of the transition pathways experienced by Year 12 or equivalent completers and early school leavers six months after leaving school.

1.2 AIMS OF ON TRACK

The *On Track* project was initiated in 2003. Since the first large-scale survey in that year, over 415,000 school leavers have participated in the *On Track* surveys, providing valuable insights into their post-school destinations and pathways.

The *On Track* survey seeks to:

- Offer a consistent and comprehensive approach to monitoring the transitions of school leavers;
- Report the information to schools, parents and students, policymakers, Technical and Further Education (TAFE) institutions and organisations concerned with assisting young people;
- Provide detailed analysis of the transitions experienced by different groups of leavers;
- Enable education providers to use the findings to monitor and improve their programs; and
- Provide a referral service for school leavers who appear to be experiencing difficulties in the transition process.

1.3 THE ON TRACK SURVEY AND REPORTING

The *On Track* survey was conducted in May–June 2013 by the Social Research Centre (SRC) in collaboration with the Department of Education and Early Childhood Development (DEECD). Data is collected from all school sectors and providers across Victoria.

Consent to participate in the survey is required and this was sought through a question on each student's Victorian Curriculum and Assessment Authority (VCAA) enrolment form in early 2012. Participants in the *On Track* survey are guaranteed confidentiality and it is not possible to identify individual school leavers in any reporting. International students were defined as out-of-scope for the purposes of *On Track* and were not included in the information provided by the VCAA.

Students who consented to participate in the *On Track* survey were contacted six months after leaving school. Separate questionnaires were used for Year 12 or equivalent completers and early school leavers. The questionnaires were consistent with those used in 2012.

The *On Track* survey is a Computer Assisted Telephone Interview (CATI) of approximately 8 minutes duration. An online survey was trialed in 2013 and a small proportion of respondents took up this option.

Not all Year 12 completers who consented to participate in *On Track* respond to the survey. Participation in the survey is voluntary and Year 12 completers may opt-out of completing the survey when contacted. Some students may not be contactable at the time of the survey. Drop-outs may also occur as contact information provided by students changes between VCAA enrolment and survey contact.

Of the 53,464 Year 12 or equivalent completers in 2012, 33,771 (63.2 per cent) were interviewed in the 2013 *On Track* Year 12 completers survey. Of the 10,617 early school leavers identified in 2012, 3,181 (30.0 per cent) were interviewed in the 2013 *On Track* early school leavers survey. This report is based on the information collected from these 33,771 Year 12 completers and the 3,181 early school leavers surveyed in May 2013.

This report focuses on analyses at the state level. Results for individual schools and local government areas were published in July 2013. All *On Track* destination data reports are available from the *On Track* website (<http://www.education.vic.gov.au/ontrack>).

1.4 YEAR 12 OR EQUIVALENT COMPLETERS SAMPLE

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, or in TAFE institutions or adult and community education providers.

Of the 53,464 Year 12 or equivalent completers in 2012, 44,991 (84.2 per cent) consented to participate in the survey. Of these, 33,771 completed the survey, which represents 63.2 per cent of all Year 12 or equivalent completers and 75.1 per cent of those who agreed to take part. Table 1 provides a summary of the target population and achieved sample, and losses due to opting-out and non-contact.

Table 1 Year 12 or equivalent completers: target population and achieved sample

Category	Number	Percentage
Year 12 completers consented to participate in <i>On Track</i>	44,991	
Non-contact	7,582	16.8
Screened out / invalid sample	2,162	4.8
Refusals / non-interviews	1,476	3.3
<i>Total screened out</i>	<i>11,220</i>	<i>24.9</i>
Surveyed (achieved sample)	33,771	75.1

Table 2 maps the distribution of gender, school sector and disability status of the achieved sample compared to the target sample. Table 2 shows:

- Female Year 12 completers consented at a higher rate than males;
- Participation rate for the cohort was highest for Year 12 completers who attended Catholic schools, but consent rate was highest in Independent schools;
- 221 Year 12 completers in 2012 had a recognised disability. 60.6 per cent of these completers were represented in the 2013 *On Track* survey.

Table 2 Distribution of 2012 Year 12 or equivalent completers and *On Track* consenters and respondents

	Year 12 completers		<i>On Track</i> consenters		<i>On Track</i> respondents		Consent rate	Response Rate	Participation rate
	Number	%	Number	%	Number	%	%	%	%
Gender									
Females	27,945	52.2	23,969	53.3	18,109	53.6	85.8	75.6	64.8
Males	25,519	47.8	21,022	46.7	15,662	46.4	82.4	74.5	61.4
School sector									
Government	28,118	52.7	23,291	51.8	17,210	51.0	82.8	73.9	61.2
Catholic	12,673	23.7	10,872	24.2	8,700	25.8	85.8	80.0	68.6
Independent	11,307	21.1	9,796	21.8	7,233	21.4	86.6	73.8	64.0
Adult	1,306	2.5	1,032	2.3	628	1.9	75.5	60.9	46.0
Disability Status									
None recorded	53,243	99.6	44,820	99.6	33,637	99.6	84.2	75.0	63.2
Disability recorded	221	0.4	171	0.4	134	0.4	77.4	78.4	60.6
Total	53,464	100.0	44,991	100.0	33,771	100.0	84.2	75.1	63.2

Note: Consent rate = *On Track* consenters as a proportion of Year 12 completers

Response rate = *On Track* respondents as a proportion of *On Track* consenters

Participation rate = *On Track* respondents as a proportion of Year 12 completers

Table 3 shows the average General Achievement Test (GAT) component scores of the achieved sample compared to the target sample. *On Track* respondents had higher mean GAT scores on all three GAT components, when compared to GAT scores achieved by all Year 12 completers in Victoria.

Table 3 Distribution of 2012 Year 12 or equivalent completers and *On Track* consenters and respondents

GAT component	Year 12 completers		<i>On Track</i> consenters		<i>On Track</i> respondents	
	Number participated	Average GAT score	Number participated	Average GAT score	Number participated	Average GAT score
Arts and Humanities	47,663	18.33	40,888	18.44	31,076	18.84
Communication	47,663	21.18	40,888	21.33	31,076	21.80
Maths, Science & Technology	47,663	18.52	40,888	18.64	31,076	18.94

The vast majority of *On Track* respondents completed a VCE qualification (92.3 per cent) followed by VCAL (6.7 per cent) and IB (1.0 per cent) as shown in Table 4. This distribution is broadly similar to that of all Victorian students who completed Year 12 in 2012.

Table 4 Certificate completed by Year 12 or equivalent completers, *On Track* survey respondents 2008-2013

Senior Certificate	2008		2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
VCE	31,060	93.4	33,719	93.6	33,359	92.2	32,547	93.0	31,407	92.6	31,171	92.3
VCAL	1,932	5.8	1,968	5.5	2,486	6.9	2,140	6.1	2,192	6.5	2,262	6.7
IB	258	0.8	335	0.9	334	0.9	315	0.9	302	0.9	338	1.0
Total interviewed	33,250	100.0	36,022	100.0	36,179	100.0	35,002	100.0	33,901	100.0	33,771	100.0

1.5 EARLY SCHOOL LEAVERS SAMPLE

For *On Track*, early school leavers are defined as students who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in an IB program or a VCE or VCAL unit, and who left school without completing one of the following certificates; VCE, IB, VCAL Senior or VCAL Intermediate. In general, early school leavers had been in Year 10, 11 or 12 when they left school. As such, the sample does not represent all early leavers from Victorian schools.

The VCAA identified 10,617 early school leavers in 2012, 998 less than the previous year. Of these, a total of 3,181 early leavers were successfully contacted and surveyed through *On Track*, representing a response rate of 30.0 per cent of those who consented to be contacted, which was comparable to 2012 (30.6 per cent).

Table 5 Early school leavers: Target population and achieved sample, May 2013

Category	Number	Percentage
Early school leavers – total sample provided by VCAA	10,617	
Non-contact /unusable numbers	5,389	50.8
Screened out / invalid sample	1,527	14.4
Refusals / non-interviews	520	4.9
<i>Total screened out</i>	<i>7,436</i>	<i>70.0</i>
Surveyed (achieved sample)	3,181	30.0

The response rate was affected by the numbers of early school leavers that could not be contacted or had unusable or incorrect contact information. In the 2013 *On Track* Early School Leavers survey, 5,389 (50.8 per cent) of the target sample could not be contacted or had unusable numbers, 2,208 more than the number who were interviewed.

Findings based on the early school leavers' data should be treated with caution due to the relatively low overall response rate among the sample and evidence of differential response rates among sub-groups of early school leavers. Nevertheless, the *On Track* sample of early school leavers is much larger than any other early school leaver data collection for Victoria and enables more detailed analyses than would otherwise be available.

This chapter provides details of the destinations of the young people who completed Year 12 or its equivalent during 2012, and were interviewed for *On Track* in May 2013.

Table 6 shows the main destinations as at May 2013 of those who completed Year 12 or its equivalent in 2012. In order to prevent double-counting, the table shows a single destination for each respondent. For young people who are combining study and work, *On Track* emphasises the study destination. For example, a bachelor degree student who also holds a part-time job is classified in the 'bachelor degree' category and not in the 'employed' category. Similarly, apprentices and trainees are classified in the 'apprenticeship/traineeship' category rather than as 'employed', although most of them are employed as a condition of their training contracts. Those who have been offered a place at a tertiary institution but have elected to defer their study have been allocated to the destination reported at the time of the survey.

Table 6 Destinations of Year 12 or equivalent completers, May 2013

Destination	Number	%
In Education and Training	25,713	76.1
Bachelor degree	17,981	53.2
Certificates/diplomas	5,332	15.8
Apprenticeship/traineeship	2,400	7.1
Not in Education or Training	8,045	23.8
Employed	6,059	17.9
Looking for work	1,622	4.8
NILFET	364	1.1
Total interviewed	33,771	100.0

Note: Year 12 completers who deferred a place in a tertiary-level program have been allocated to their destination at the time of the survey.

NILFET = Not in the Labour Force, Employment or Training

Table 7 shows some notable gender differences in destinations:

- A higher proportion of females entered bachelor degree study (56.6 per cent) than males (49.4 per cent).
- Males were more likely to enter an apprenticeship (8.7 per cent) than females (1.4 per cent), while females were more likely to enter a traineeship than males (2.7 per cent compared to 1.9 per cent).
- More females were working part-time than males (12.7 per cent compared to 10.7 per cent).
- More males were looking for work than females (5.9 per cent compared to 3.9 per cent).

Table 7 Destinations of Year 12 or equivalent completers, by gender, May 2013

Destination	Female		Male		Persons	
	Number	%	Number	%	Number	%
In Education and Training	13,910	76.8	11,803	75.4	25,713	76.1
Bachelor degree	10,245	56.6	7,736	49.4	17,981	53.2
Certificate IV+	2,192	12.1	1,903	12.2	4,095	12.1
Certificate I-III	732	4.0	505	3.2	1,237	3.7
Apprenticeship	251	1.4	1,358	8.7	1,609	4.8
Traineeship	490	2.7	301	1.9	791	2.3
Not in Education or Training	4,192	23.1	3,853	24.6	8,045	23.8
Employed full-time	1,000	5.5	1,088	6.9	2,088	6.2
Employed part-time	2,291	12.7	1,680	10.7	3,971	11.8
Looking for work	703	3.9	919	5.9	1,622	4.8
NILFET	198	1.1	166	1.1	364	1.1
Unknown	7	0.0	6	0.0	13	0.0
Total interviewed	18,109	100.0	15,662	100.0	33,771	100.0

Note: Year 12 completers who deferred a place in a tertiary-level program have been allocated to their destination at the time of the survey.

NILFET = Not in the Labour Force, Employment or Training

2.1 CHARACTERISTICS OF YEAR 12 OR EQUIVALENT COMPLETERS

Destination by senior certificate and study strand

Students in Victorian secondary schools are able to choose from a number of different senior certificates and undertake nationally accredited Vocational Education and Training (VET) studies while at school. This section reports on destinations in terms of whether students completed the International Baccalaureate (IB), VCE or VCAL (or a combined VCE–VCAL program), and whether VCE completers included any VET in Schools subjects as part of their studies.

Table 8 Destinations of Year 12 or equivalent completers, by senior certificate, study strand and gender, May 2013

Destination	IB		VCE non-VET		VCE VET		VCE VCAL		VCAL only	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females										
Bachelor degree	180	81.8	9,079	62.3	971	42.4	8	4.9	7	0.8
Certificate IV+	np	-	1,565	10.7	419	18.3	46	28.0	159	18.5
Certificate I-III	np	-	440	3.0	124	5.4	16	9.8	148	17.2
Apprenticeship	np	-	116	0.8	46	2.0	16	9.8	72	8.4
Traineeship	np	-	333	2.3	84	3.7	13	7.9	58	6.7
Employed full-time	10	4.5	726	5.0	177	7.7	15	9.1	72	8.4
Employed part-time	12	5.5	1,683	11.5	356	15.6	32	19.5	208	24.2
Looking for work	np	-	480	3.3	85	3.7	17	10.4	119	13.8
NILFET	6	2.7	147	1.0	27	1.2	1	0.6	17	2.0
Unknown	0	0.0	7	0.0	0	0.0	0	0.0	0	0.0
Total - females	220	100.0	14,576	100.0	2,289	100.0	164	100.0	860	100.0
Males										
Bachelor degree	98	83.1	6,978	59.2	642	30.5	7	2.9	11	0.8
Certificate IV+	np	-	1,341	11.4	392	18.6	39	15.9	129	9.2
Certificate I-III	np	-	294	2.5	83	3.9	19	7.8	107	7.6
Apprenticeship	0	0.0	460	3.9	273	13.0	86	35.1	539	38.4
Traineeship	np	-	197	1.7	63	3.0	12	4.9	28	2.0
Employed full-time	4	3.4	685	5.8	219	10.4	17	6.9	163	11.6
Employed part-time	5	4.2	1,139	9.7	287	13.6	39	15.9	210	15.0
Looking for work	np	-	561	4.8	129	6.1	25	10.2	201	14.3
NILFET	np	-	133	1.1	15	0.7	1	0.4	14	1.0
Unknown	0	0.0	6	0.1	0	0.0	0	0.0	0	0.0
Total – males	118	100.0	11,794	100.0	2,103	100.0	245	100.0	1,402	100.0
Persons										
Bachelor degree	278	82.2	16,057	60.9	1,613	36.7	15	3.7	18	0.8
Certificate IV+	5	1.5	2,906	11.0	811	18.5	85	20.8	288	12.7
Certificate I-III	6	1.8	734	2.8	207	4.7	35	8.6	255	11.3
Apprenticeship	np	-	576	2.2	319	7.3	102	24.9	611	27.0
Traineeship	np	-	530	2.0	147	3.3	25	6.1	86	3.8
Employed full-time	14	4.1	1,411	5.4	396	9.0	32	7.8	235	10.4
Employed part-time	17	5.0	2,822	10.7	643	14.6	71	17.4	418	18.5
Looking for work	5	1.5	1,041	3.9	214	4.9	42	10.3	320	14.1
NILFET	9	2.7	280	1.1	42	1.0	2	0.5	31	1.4
Unknown	0	0.0	13	0.0	0	0.0	0	0.0	0	0.0
Total – persons	338	100.0	26,370	100.0	4,392	100.0	409	100.0	2,262	100.0

Notes: NILFET = Not in the Labour force, Employment or Training. Cells marked 'np' have been suppressed due to small numbers.

Destination by socio-economic status

On Track uses a measure of socio-economic status (SES) based on students' home address when in Year 12. The measure is obtained by linking each student's postcode to its Index of Relative Socio-Economic Disadvantage (IRSED) score and state percentile rank, obtained from the Socio-Economic Indexes for Areas (ABS, 2011). IRSED percentile rankings are used to assign SES quartiles; postcodes with percentile ranks from 1 to 25 are then assigned to the lowest SES quartile; postcodes with percentile ranks from 26 to 50 to the lower middle quartile; postcodes with percentile ranks from 51 to 75 to the upper middle quartile; and postcodes with percentile ranks from 76 to 99 to the highest quartile.

Table 9 Destinations of Year 12 or equivalent completers, by SES quartiles and gender, May 2013

Destination	Lowest Quartile		Lower middle		Upper middle		Highest Quartile	
	No.	%	No.	%	No.	%	No.	%
Females								
Bachelor degree	1,661	47.9	1,823	49.1	2,561	55.5	4,199	66.5
Certificate IV+	467	13.5	518	14.0	603	13.1	604	9.6
Certificate I-III	205	5.9	187	5.0	206	4.5	134	2.1
Apprenticeship	71	2.0	66	1.8	63	1.4	51	0.8
Traineeship	129	3.7	129	3.5	114	2.5	118	1.9
Employed full-time	236	6.8	246	6.6	252	5.5	266	4.2
Employed part-time	482	13.9	534	14.4	603	13.1	672	10.6
Looking for work	178	5.1	178	4.8	169	3.7	178	2.8
NILFET	40	1.2	30	0.8	42	0.9	86	1.4
Total - females	3,471	100.0	3,713	100.0	4,613	100.0	6,311	100.0
Males								
Bachelor degree	1,153	39.2	1,235	39.5	1,888	48.2	3,460	61.0
Certificate IV+	396	13.5	425	13.6	504	12.9	578	10.2
Certificate I-III	125	4.3	123	3.9	152	3.9	105	1.8
Apprenticeship	308	10.5	335	10.7	394	10.1	321	5.7
Traineeship	73	2.5	84	2.7	67	1.7	77	1.4
Employed full-time	259	8.8	265	8.5	242	6.2	322	5.7
Employed part-time	371	12.6	411	13.1	405	10.3	493	8.7
Looking for work	234	8.0	223	7.1	221	5.6	241	4.2
NILFET	19	0.6	29	0.9	40	1.0	78	1.4
Total - Males	2,940	100.0	3,130	100.0	3,916	100.0	5,676	100.0
Persons								
Bachelor degree	2,814	43.9	3,058	44.7	4,449	52.2	7,659	63.9
Certificate IV+	863	13.5	943	13.8	1,107	13.0	1,182	9.9
Certificate I-III	330	5.1	310	4.5	358	4.2	239	2.0
Apprenticeship	379	5.9	401	5.9	457	5.4	372	3.1
Traineeship	202	3.2	213	3.1	181	2.1	195	1.6
Employed full-time	495	7.7	511	7.5	494	5.8	588	4.9
Employed part-time	853	13.3	945	13.8	1,008	11.8	1,165	9.7
Looking for work	412	6.4	401	5.9	390	4.6	419	3.5
NILFET	59	0.9	59	0.9	82	1.0	164	1.4
Total - Persons	6,411	100.0	6,843	100.0	8,529	100.0	11,987	100.0

Note: Total includes those respondents whose post-school destination was unknown.

Destination by indigenous status

Only a small proportion (311 persons) of the 2012 Year 12 or equivalent completers identified as being either Aboriginal or Torres Strait Islander in the *On Track* survey. The destinations of this small group are presented in Table 10.

A higher proportion of Indigenous females (44.1 per cent) were enrolling in a Bachelor degree in 2013 compared to Indigenous males (31.9 per cent). In contrast, a higher proportion of Indigenous males were transitioning to apprenticeships or traineeships (15.6 per cent) compared to Indigenous females (8.2 per cent).

Table 10 Destinations of Year 12 or equivalent completers from an Indigenous background, by gender, May 2013

Destination	Females		Males		Persons	
	No.	%	No.	%	No.	%
Bachelor degree	75	44.1	45	31.9	120	38.6
Certificate IV+	26	15.3	22	15.6	48	15.4
Certificate I-III	8	4.7	9	6.4	17	5.5
Apprenticeship/Traineeship	14	8.2	22	15.6	36	11.6
Employed full-time	8	4.7	10	7.1	18	5.8
Employed part-time	25	14.7	20	14.2	45	14.5
Looking for work / NILFET	14	8.2	13	9.2	27	8.7
Total interviewed	170	100.0	141	100.0	311	100.0

Note: Percentages may not sum to 100% due to rounding. NILFET = Not in the Labour Force, Employment or Training

Destination by language background

One-fifth of respondents in the 2013 *On Track* survey said that they speak a language other than English (LOTE) at home. The destinations of Year 12 or equivalent completers from a language background other than English are shown in Table 11.

Table 11 Destinations of Year 12 or equivalent completers from a language background other than English, by gender, May 2013

Destination	Females		Males		Persons	
	No.	%	No.	%	No.	%
Bachelor degree	2,538	70.2	2,063	62.0	4,601	66.3
Certificate IV+	479	13.3	545	16.4	1,024	14.8
Certificate I-III	148	4.1	119	3.6	267	3.8
Apprenticeship	35	1.0	150	4.5	185	2.7
Traineeship	35	1.0	39	1.2	74	1.1
Employed full-time	71	2.0	84	2.5	155	2.2
Employed part-time	158	4.4	162	4.9	320	4.6
Looking for work	128	3.5	140	4.2	268	3.9
NILFET	22	0.6	23	0.7	45	0.6
Total interviewed	3,614	100.0	3,325	100.0	6,939	100.0

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

NILFET = Not in the Labour force, Employment or Training

Destination by geographic location of school attended

Year 12 completers from metropolitan schools had a higher proportion of students transitioning to Bachelor degrees and Certificate IV+ courses. Conversely, Year 12 completers from non-metropolitan schools had higher proportions of students transitioning to Apprenticeships or Traineeships and higher proportions entering employment compared to those from metropolitan schools.

Table 12 Destinations of Year 12 or equivalent completers, by geographic location of school attended in 2012 and gender, May 2013

Destination	Non-Metropolitan Victoria		Metropolitan Victoria		Victoria	
	No.	%	No.	%	No.	%
Females						
Bachelor degree	2,066	42.8	8,179	61.6	10,245	56.6
Certificate IV+	487	10.1	1,705	12.8	2,192	12.1
Certificate I-III	232	4.8	500	3.8	732	4.0
Apprenticeship	111	2.3	140	1.1	251	1.4
Traineeship	270	5.6	220	1.7	490	2.7
Employed full-time	462	9.6	538	4.1	1,000	5.5
Employed part-time	942	19.5	1,349	10.2	2,291	12.7
Looking for work	205	4.2	498	3.7	703	3.9
NILFET	49	1.0	149	1.1	198	1.1
<i>Total - females</i>	<i>4,826</i>	<i>100.0</i>	<i>13,283</i>	<i>100.0</i>	<i>18,109</i>	<i>100.0</i>
Males						
Bachelor degree	1,388	34.0	6,348	54.8	7,736	49.4
Certificate IV+	316	7.7	1,587	13.7	1,903	12.2
Certificate I-III	128	3.1	377	3.3	505	3.2
Apprenticeship	567	13.9	791	6.8	1,358	8.7
Traineeship	146	3.6	155	1.3	301	1.9
Employed full-time	526	12.9	562	4.9	1,088	6.9
Employed part-time	680	16.6	1,000	8.6	1,680	10.7
Looking for work	294	7.2	625	5.4	919	5.9
NILFET	41	1.0	125	1.1	166	1.1
<i>Total - Males</i>	<i>4,087</i>	<i>100.0</i>	<i>11,575</i>	<i>100.0</i>	<i>15,662</i>	<i>100.0</i>
Persons						
Bachelor degree	3,454	38.8	14,527	58.4	17,981	53.2
Certificate IV+	803	9.0	3,292	13.2	4,095	12.1
Certificate I-III	360	4.0	877	3.5	1,237	3.7
Apprenticeship	678	7.6	931	3.7	1,609	4.8
Traineeship	416	4.7	375	1.5	791	2.3
Employed full-time	988	11.1	1,100	4.4	2,088	6.2
Employed part-time	1,622	18.2	2,349	9.4	3,971	11.8
Looking for work	499	5.6	1,123	4.5	1,622	4.8
NILFET	90	1.0	274	1.1	364	1.1
<i>Total - Persons</i>	<i>8,913</i>	<i>100.0</i>	<i>24,858</i>	<i>100.0</i>	<i>33,771</i>	<i>100.0</i>

NILFET = Not in the Labour force, Employment or Training

2.2 DESTINATIONS OF YEAR 12 OR EQUIVALENT COMPLETERS, 2003 TO 2013

On Track was first conducted in 2003, interviewing young people who had completed Year 12 in 2002. In that first year of interviews, students who had deferred tertiary entrance had not been identified separately. Further, young people whose destination could not be determined were not included in the reporting of *On Track*. Comparative destinations over the eleven years of *On Track* are presented in Table 13.

Table 13 Percentage of Year 12 or equivalent completers in Victoria transitioning to Education or Training destinations (showing deferrers separately), 2003 – 2013

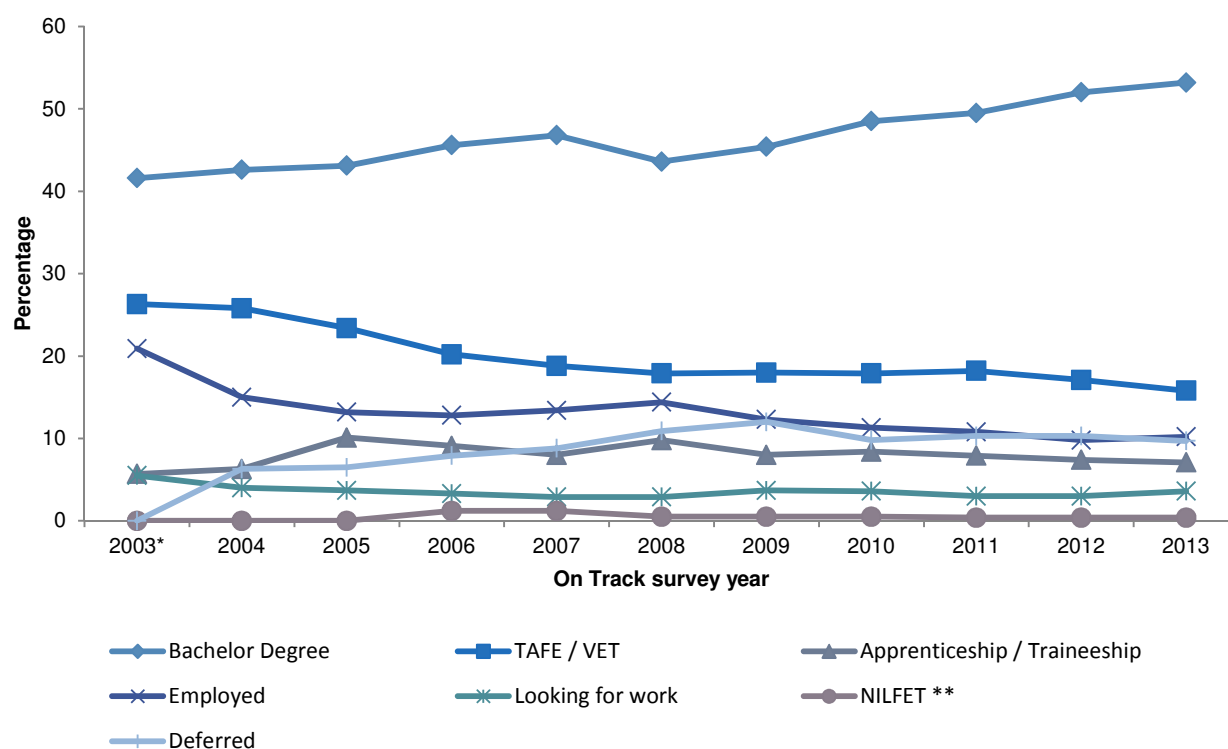
Destination	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Bachelor Degree	41.6	42.6	43.1	45.6	46.8	43.6	45.4	48.5	49.5	52.0	53.2
TAFE / VET	26.3	25.8	23.4	20.2	18.8	17.9	18.0	17.9	18.2	17.1	15.8
Apprenticeship / Traineeship	5.7	6.3	10.1	9.1	8.0	9.8	8.0	8.4	7.9	7.4	7.1
In Education or Training	73.6	74.7	76.5	74.9	73.6	71.3	71.3	74.9	75.5	76.5	76.1
Employed	20.9	15.0	13.2	12.8	13.4	14.4	12.3	11.3	10.8	9.8	10.2
Looking for work	5.5	4.0	3.7	3.3	2.9	2.9	3.7	3.6	3.0	3.0	3.6
NILFET **	n/a	0.0	0.0	1.2	1.2	0.5	0.5	0.5	0.4	0.4	0.4
Deferred *	n/a	6.3	6.5	7.9	8.8	10.9	12.0	9.8	10.3	10.3	9.7
Not in Education or Training	32.2	25.3	23.5	25.1	26.4	28.7	28.7	25.1	24.5	23.5	23.9

Notes: * Completers were not asked about deferral in 2003.

** The NILFET category (Not in the labour force, employment or education) was not derived in 2003 and is therefore not reported above.

Over the eleven years of *On Track*, the percentage of Year 12 or equivalent completers who went on to bachelor degree study has increased steadily from 41.6 per cent 2003 to 46.8 per cent in 2007, dipping slightly to 43.6 per cent in 2008, then continuing to increase from 45.4 per cent in 2009 to 53.2 per cent in 2013. In 2013, bachelor degree enrolments were higher than in any previous year. The percentage of Year 12 or equivalent completers transitioning to certificate-level study decreased steadily from 26.3 per cent in 2003 to 17.9 per cent in 2008, then remained fairly constant between 2009 to 2011 before decreasing again to reach a low of 15.8 per cent in 2013.

Figure 1 Percentage of Year 12 or equivalent completers in Victoria, by post-school destination category, 2003 – 2013 (showing deferrers separately)



2.3 CAREER ADVICE WHILE AT SCHOOL

32,076 of the 33,771 Year 12 or equivalent completers in 2012 responded to the *On Track* survey questions on careers advice activities, including 95.1 per cent of VCE and IB completers and 93.7 per cent of VCAL completers.

The most common career advice activity undertaken by VCE / IB students was 'Receiving written material about career study options' (88.3 per cent of respondents) and 'Having one-on-one talk with the school's career advisor' (86.9 per cent of respondents). Only a quarter of students who completed VCE or IB indicated that they had prepared a career action plan (25.2 per cent of respondents).

The most common career advice activity undertaken by VCAL students was 'Participating in a work experience or a Structured Workplace Learning Program' (94.4 per cent of respondents) and 'Having one-on-one talk with the school's career advisor' (80.3 per cent of respondents). Over 50 per cent of VCAL students interviewed attended a TAFE taster program organised through the school and 39.9 per cent had prepared a career action plan.

Table 14 Careers advice activities participated in by Year 12 or equivalent completers, by certificate received, May 2013

Career advice activities	VCE / IB		VCAL		All Year 12 completers	
	No.	%	No.	%	No.	%
Identify careers that match your interests and abilities	24,527	81.9	1,663	78.4	26,190	81.6
Have a one-on-one talk with the school's career advisor	26,039	86.9	1,703	80.3	27,742	86.5
Attend a talk from the school's career advisor	24,327	81.2	1,487	70.1	25,814	80.5
Receive written material about career and study options	26,441	88.3	1,620	76.4	28,061	87.5
Search on-line for career options at school	23,351	78.0	1,507	71.1	24,858	77.5
Attend a Careers Expo organised through your school	19,071	63.7	1,177	55.5	20,248	63.1
Attend a university information session organised through your school	19,498	65.1	693	32.7	20,191	62.9
Attend a TAFE taster program or information session organised through your school	6,040	20.2	1,084	51.1	7,124	22.2
Attend a presentation by an employer organised through your school	9,402	31.4	774	36.5	10,176	31.7
Participated in Work Experience or a Structured Workplace Learning Program	23,382	78.1	2,002	94.4	25,384	79.1
Prepared a career action plan	7,540	25.2	846	39.9	8,686	26.1
None of the above	223	0.7	34	1.6	257	0.8
Total interviewed	29,956	95.1	2,120	93.7	32,076	95.0

Note: Multiple selections of career advice activities were allowed, therefore the number of respondents in each category will not sum to the total number of respondents and the percentages will not sum to 100%.

Table 15 shows that the majority of Year 12 completers perceived the careers advice they had received as being 'Very useful' or 'Somewhat useful' (82.9 per cent of respondents), while a small proportion found the careers advice 'not at all useful' (4.7 per cent of respondents). Perceptions of the usefulness of careers advice received at school were similar among VCE/IB students and VCAL students.

Table 15 Year 12 or equivalent completers' perception on the usefulness of careers advice activities at school, by senior secondary certificate received, May 2013

Career advice activities	VCE / IB		VCAL		All Year 12 completers	
	No.	%	No.	%	No.	%
Very useful	9,834	32.8	824	38.9	10,658	33.2
Somewhat useful	14,986	50.0	933	44.0	15,919	49.6
Not very useful	3,518	11.7	218	10.3	3,736	11.6
Not at all useful	1,396	4.7	125	5.9	1,521	4.7
Didn't receive any careers advice	34	0.1	3	0.1	37	0.1
Total interviewed	29,956	100.0	2,120	100.0	32,076	100.0

Note: Percentages based on those who responded to the questions relating to careers advice activities while at school.

This section focuses on the young people who completed Year 12 or equivalent in 2012 and in May 2013, were participating in campus-based tertiary education that leads to the award of a certificate (level I through IV), diploma, advanced diploma, associate degree or bachelor degree. Study may be undertaken at a university, a TAFE institution or a private provider. Apprentices and trainees, who undertake a training contract, most often work full-time and include a classroom-based component while earning a qualification, are not included in this section.

There were 23,313 Year 12 or equivalent completers in campus-based tertiary study in May 2013. Of these, 77.1 per cent were enrolled in a Bachelor degree, 17.6 per cent were enrolled in a Certificate level IV or higher and 5.3 per cent were enrolled in a Certificate level I-II.

Destination by socioeconomic background and gender

At all SES levels, a relatively similar proportion of males and females who were studying were in bachelor degree study, and slightly higher proportions of males who were studying were enrolled at Certificate IV or above. A higher proportion of Year 12 or equivalent completers in the upper-middle to highest SES quartiles were studying Bachelor degrees compared to the lower SES quartiles. Conversely, a higher proportion of Year 12 or equivalent completers in the lowest to lower-middle SES quartiles were undertaking certificate-level study compared to the higher SES quartiles.

Table 16 Level of study of Year 12 or equivalent completers in campus-based tertiary study, by SES quartile and gender, May 2013

Level of study	SES quartile									
	Lowest		Lower middle		Upper middle		Highest		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females										
Bachelor degree	1,661	71.2	1,823	72.1	2,561	76.0	4,199	85.1	10,244	77.8
Certificate IV+	467	20.0	518	20.5	603	17.9	604	12.2	2,192	16.6
Certificate I-III	205	8.8	187	7.4	206	6.1	134	2.7	732	5.6
<i>Total campus-based females</i>	<i>2,333</i>		<i>2,528</i>		<i>3,370</i>		<i>4,937</i>		<i>13,169</i>	
Males										
Bachelor degree	1,153	68.9	1,235	69.3	1,888	74.2	3,460	74.2	7,736	76.3
Certificate IV+	396	23.7	425	23.8	504	19.8	578	19.8	1,903	18.8
Certificate I-III	125	7.5	123	6.9	152	6.0	105	6.0	505	5.0
<i>Total campus-based males</i>	<i>1,674</i>		<i>1,783</i>		<i>2,544</i>		<i>4,143</i>		<i>10,144</i>	
Persons										
Bachelor degree	2,814	70.2	3,058	70.9	4,449	75.2	7,659	84.4	17,980	77.1
Certificate IV+	863	21.5	943	21.9	1,107	18.7	1,182	13.0	4,095	17.6
Certificate I-III	330	8.2	310	7.2	358	6.1	239	2.6	1,237	5.3
<i>Total campus-based</i>	<i>4,007</i>		<i>4,311</i>		<i>5,914</i>		<i>9,080</i>		<i>23,312</i>	

Notes: Includes only Year 12 completers in campus-based tertiary study who were allocated to an SES quartile.

Percentages may not sum to 100% due to rounding.

Destination by GAT quartile and gender

Table 17 shows that the proportion of Year 12 completers enrolled in Bachelor degrees increases as GAT achievement improves. In contrast, the proportion of Year 12 completers enrolled in Certificate level courses is highest among those in the lowest GAT quartiles and decreases as GAT achievement improves. This trend is evident in both males and females.

Year 12 completers in the higher GAT quartiles were mostly enrolled in Bachelor Degrees, with little difference between male and females. For the two middle GAT achievement quartiles the proportion of Year 12 completers in bachelor degree study was higher among females. Among the lowest GAT achievement group, 50.3 per cent of females and 47.5 per cent of males were studying toward a bachelor degree. For participation in certificate-level courses, the opposite pattern is found, with males in the two middle achieving groups showing slightly higher levels of participation in certificate courses, particularly at Certificate IV and above.

Table 17 Level of study of Year 12 or equivalent completers in campus-based tertiary study, by GAT quartile and gender, May 2013

Level of study	GAT quartile									
	Lowest		Lower middle		Upper middle		Highest		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females										
Bachelor degree	1,324	50.3	2,427	76.6	3,213	90.0	3,225	96.4	10,189	80.1
Certificate IV+	9,77	37.1	605	19.1	296	8.3	96	2.9	1,974	15.5
Certificate I-III	329	12.5	130	4.1	58	1.6	22	0.7	539	4.2
<i>Total campus-based females*</i>	<i>2,631</i>		<i>3,167</i>		<i>3,571</i>		<i>3,345</i>		<i>12,714</i>	
Males										
Bachelor degree	898	47.5	1,452	70.4	2,287	87.5	3,054	95.3	7,691	78.7
Certificate IV+	813	43.0	507	24.6	278	10.6	122	3.8	1,720	17.6
Certificate I-III	178	9.4	103	5.0	45	1.7	26	0.8	352	3.6
<i>Total campus-based males*</i>	<i>1,982</i>		<i>2,062</i>		<i>2,613</i>		<i>3,206</i>		<i>9,773</i>	
Persons										
Bachelor degree	2,222	49.1	3,879	74.2	5,500	88.9	6,279	95.8	17,880	79.5
Certificate IV+	1,790	39.6	1,112	21.3	574	9.3	218	3.3	3,694	16.4
Certificate I-III	507	11.2	233	4.5	103	1.7	48	0.7	891	4.0
<i>Total campus-based*</i>	<i>4,523</i>		<i>5,229</i>		<i>6,184</i>		<i>6,551</i>		<i>22,487</i>	

Notes: Includes only Year 12 completers in campus-based tertiary study who participated in the GAT and were allocated a GAT score.

* Total includes Year 12 completers whose level of study was classified as 'other'.

Percentages may not sum to 100% due to rounding.

Destination by GAT quartile, gender and geographic location

Table 18 shows that there is no significant difference in the geographic location of the school attended and the proportion of Year 12 or equivalent completers enrolled in Bachelor degrees. This is evident across all GAT achievement levels.

In the lowest GAT quartile, a higher proportion of Year 12 completers from metropolitan schools were enrolled in a Certificate IV+ course (41.4 per cent), compared to those from non-metropolitan schools (33.4 per cent). However, higher proportions of Year 12 completers in campus-based study from non-metropolitan schools were enrolled in Certificate I-II courses.

Table 18 Level of study of Year 12 or equivalent completers in campus-based tertiary study, by GAT quartile and geographic location of school attended in 2013, May 2013

Level of study	GAT quartile									
	Lowest		Lower middle		Upper middle		Highest		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Metropolitan Victoria										
Bachelor degree	1,694	48.3	3,009	73.9	4,410	89.5	5,330	96.1	14,443	80.0
Certificate IV+	1,450	41.4	899	22.1	443	9.0	178	3.2	2,970	16.5
Certificate I-III	359	10.2	159	3.9	72	1.5	35	0.6	625	3.5
<i>Total – Metropolitan Victoria</i>	<i>3,506</i>		<i>4,070</i>		<i>4,930</i>		<i>5,546</i>		<i>18,052</i>	
Non-Metropolitan Victoria										
Bachelor degree	528	51.9	870	75.1	1,090	86.9	949	94.4	3,437	77.5
Certificate IV+	340	33.4	213	18.4	131	10.4	40	4.0	724	16.3
Certificate I-III	148	14.6	74	6.4	31	2.5	13	1.3	266	6.0
<i>Total – Non- Metropolitan Victoria</i>	<i>1,017</i>		<i>1,159</i>		<i>1,254</i>		<i>1,005</i>		<i>4,435</i>	

Notes: Includes only Year 12 completers in campus-based tertiary study. Percentages may not sum to 100% due to rounding.

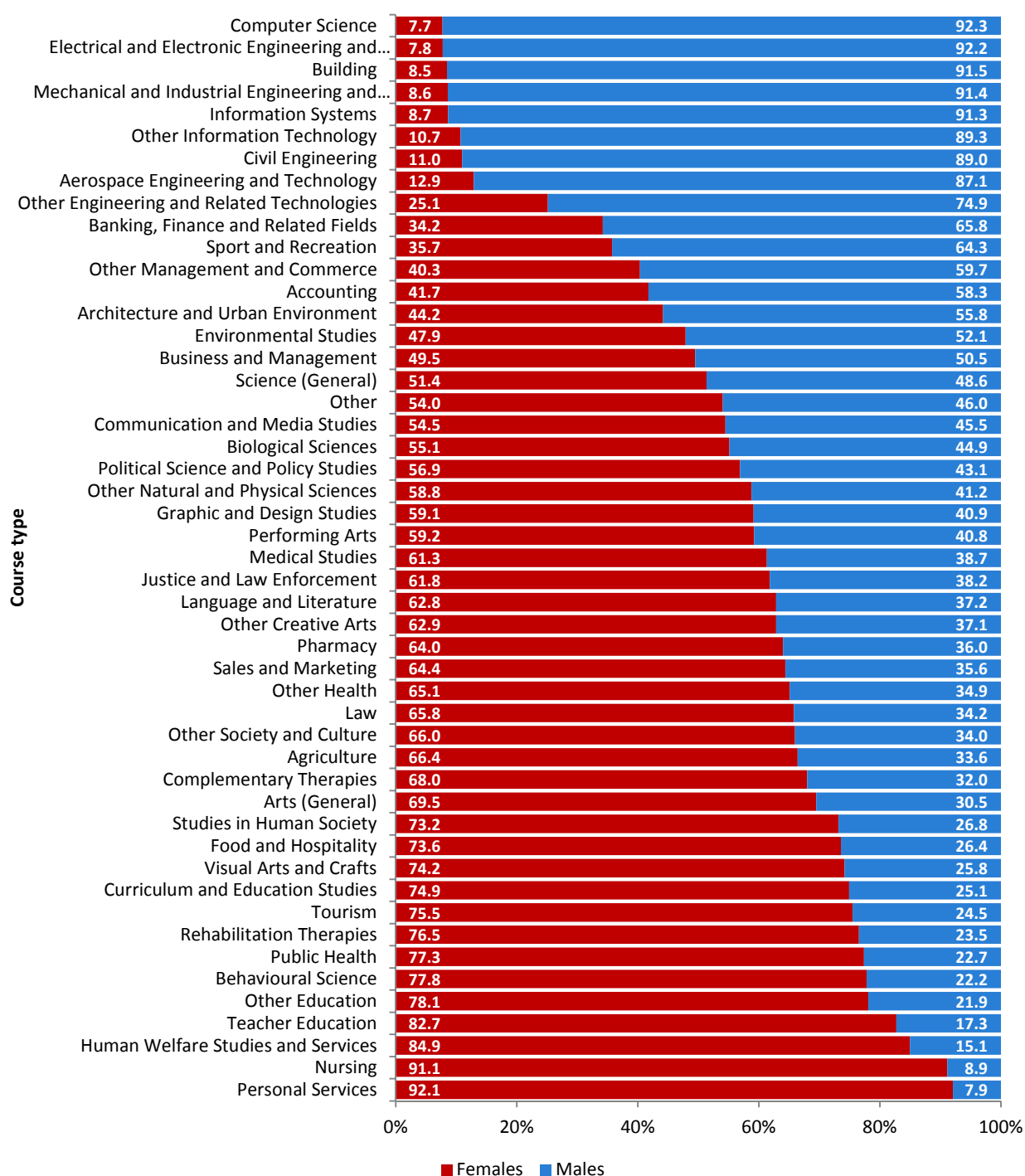
Course of study

Young people who completed Year 12 or its equivalent in 2012 and made the transition to campus-based tertiary study in 2013 enrolled in a wide range of courses. Figure 2 shows enrolment of bachelor degree course types by gender. Courses with fewer than 100 students have been excluded.

More than 90 per cent of students in 'Mechanical and Industrial Engineering and Technology', 'Electrical and Electronic Engineering and Technology', 'Building', 'Information Systems' and 'Computer Science' are male. Engineering courses such as 'Civil Engineering', 'Aerospace Engineering' and 'Other engineering' also had a predominance of men.

Most other courses have a predominance of women, including Medical Studies (61.3 per cent), Pharmacy (64.0 per cent) and Law (65.8 per cent). Females were much more commonly enrolled in 'Personal Services', 'Nursing', 'Human Welfare Studies and Services' and 'Teacher Education courses'.

Figure 2 Percentage of Year 12 completers in campus-based tertiary study enrolled in a bachelor degree - course type by gender, May 2013



Participation in the labour force

Young people in campus-based tertiary education require the financial means to sustain their post-school studies as well as their regular daily expenses, including accommodation, meals and transport. Almost one-half (54.6 per cent) of all those studying were also working, either full-time or part-time. Table 19 shows that fewer Bachelor degree students were engaging in full-time work (0.5 per cent) compared to those studying at Certificate IV or above (1.6 per cent) or Certificate I, II or III (2.7 per cent). The proportion of Bachelor degree students who were looking for work was lower than that of those enrolled in Certificate level courses.

Table 19 Labour force status of Year 12 or equivalent completers in campus-based tertiary study, by level of study, May 2013

Labour force status	Bachelor degree		Certificate IV+		Certificate I-III		Total – Campus-based study	
	No.	%	No.	%	No.	%	No.	%
Employed full-time	90	0.5	65	1.6	32	2.7	187	0.8
Employed part-time	9,858	55.2	2,093	51.1	520	44.1	12,471	53.8
Looking for work	4,926	27.6	1,330	32.5	420	35.6	6,676	28.8
Waiting to start work	201	1.1	47	1.1	14	1.2	262	1.1
Not looking for work	2,779	15.6	558	13.6	193	16.4	3,544	15.3
Total	17,871	100.0	4,095	100.0	1,179	100.0	23,169	100.0

Notes: Includes only Year 12 completers in campus-based tertiary study. Percentages may not sum to 100% due to rounding.

The types of occupations students chose to engage in while they study occur largely in service areas that offer flexible employment opportunities, allowing work on a part-time or casual basis. High numbers of students were employed as 'Sales Assistants', 'Checkout Operators and Cashiers', 'Waiters' and 'Counter Hands at Food Outlets' (see Table 20). There are noticeable gender differences in the occupations of Year 12 or equivalent completers who were in campus-based tertiary study. Higher proportions of females than males were working in four of the most common occupation areas: 'Sales Assistants', 'Checkout Operators and Cashiers', 'Waiters' and 'Counter Hands at Food Outlets'. Higher proportions of males than females were employed in manual occupations such as 'Storepersons' and 'Kitchen Hands'.

Table 20 Most common occupations of Year 12 or equivalent completers in campus-based tertiary study, by gender, May 2013

Occupation	Females		Males		Persons	
	No.	%	No.	%	No.	%
Sales Assistants	1,812	23.2	788	16.3	2,600	20.6
Checkout Operators & Cashiers	1,384	17.7	490	10.2	1,874	14.8
Waiters	1,117	14.3	335	6.9	1,452	11.5
Counter Hands at Food Outlets	818	10.5	335	6.9	1,153	9.1
Kitchenhands	308	3.9	497	10.3	805	6.4
Storepersons	273	3.5	519	10.8	792	6.3
Sport & Fitness	344	4.4	401	8.3	745	5.9
Teachers, Tutors & Teacher Aides	370	4.7	256	5.3	626	5.0
Bar Attendants	177	2.3	193	4.0	370	2.9
Receptionists	226	2.9	43	0.9	269	2.1
Child Care	98	1.3	12	0.2	110	0.9
Cleaners	33	0.4	62	1.3	95	0.8
Factory Workers & Packers	18	0.2	65	1.3	83	0.7
Cooks	19	0.2	48	1.0	67	0.5
General Labourers	8	0.1	46	1.0	54	0.4
Data Entry	32	0.4	20	0.4	52	0.4
General Clerks	26	0.3	26	0.5	52	0.4
Other	254	3.3	148	3.1	402	3.2

CHAPTER 4 YEAR 12 OR EQUIVALENT COMPLETERS IN APPRENTICESHIPS AND TRAINEESHIPS

Apprenticeships and traineeships provide important pathways for school leavers. As at May 2013, 2,400 (7.1 per cent) Year 12 or equivalent completers who exited school in 2012 had entered a training contract. Of these, 1,609 (4.8 per cent) were in a training contract as an apprentice and 791 (2.3 per cent) were in a traineeship. These figures are slightly lower than those in May 2012 (4.9 per cent in apprenticeships and 3.1 per cent in traineeships).

Greater proportions of males than females entered apprenticeships after completing Year 12. Conversely, greater proportions of females than males entered traineeships. Over 60 per cent of all apprentices and trainees were undertaking the study component of their training at Certificate III award level.

Table 21 Level of study of Year 12 or equivalent completers in an apprenticeship or traineeship, May 2013

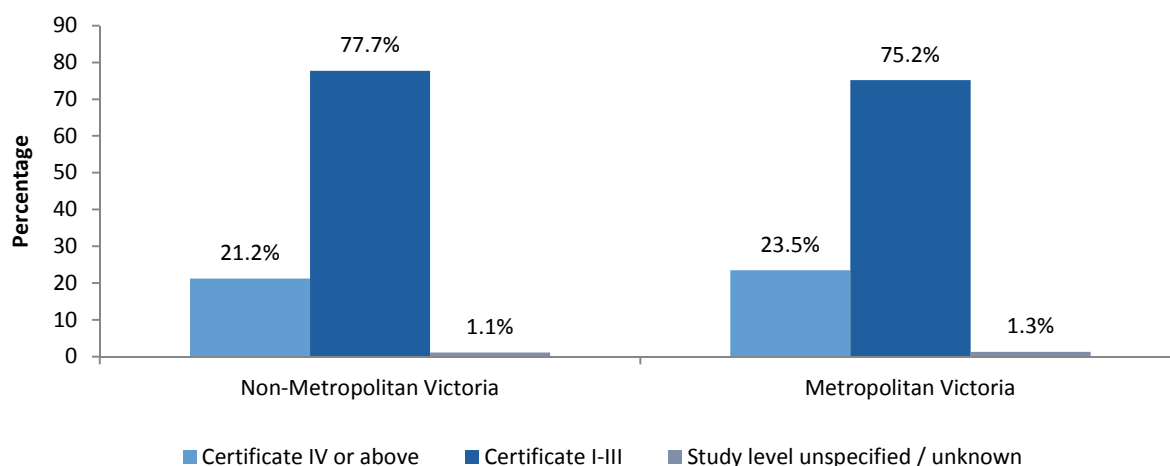
Study award level	Females		Males		Persons	
	No.	%	No.	%	No.	%
Apprenticeships						
Advanced diploma / Associate Degree	6	2.4	21	1.5	27	1.7
Diploma	18	7.2	31	2.3	49	3.0
Certificate 4	30	12.0	205	15.1	235	14.6
Certificate 3	172	68.5	841	61.9	1,013	63.0
Certificate I or 2	10	4.0	138	10.2	148	9.2
Certificate unspecified / Study level unknown	15	6.0	122	9.0	137	8.5
<i>Total - apprentices</i>	251	100.0	1,358	100.0	1,609	100.0
Traineeships						
Advanced diploma / Associate degree	13	2.7	21	7.0	34	4.3
Diploma	29	5.9	26	8.6	55	7.0
Certificate 4	78	15.9	61	20.3	139	17.6
Certificate 3	313	63.9	128	42.5	441	55.8
Certificate I or 2	30	6.1	37	12.3	67	8.4
Certificate unspecified / Study level unknown	27	5.5	28	9.3	55	7.0
<i>Total - traineeships</i>	490	100.0	301	100.0	791	100.0
Apprenticeships/Traineeships						
Advanced diploma / Associate degree	19	2.6	42	2.5	61	2.5
Diploma	47	6.3	57	3.4	104	4.3
Certificate 4	108	14.6	266	16.0	374	15.6
Certificate 3	485	65.5	969	58.4	1,454	60.6
Certificate I or 2	40	5.4	175	10.6	215	9.0
Certificate unspecified / Study level unknown	42	5.7	150	9.0	192	8.0
<i>Total</i>	741	100.0	1,659	100.0	2,400	100.0

Apprentices and trainees, by geographical region of school attended

Higher proportions of Year 12 or equivalent completers from schools based in Metropolitan Victoria (54.4 per cent) engaged in apprenticeships and traineeships compared to those from non-metropolitan schools (45.6 per cent).

Figure 3 shows that slightly higher proportions of Year 12 completers from Metropolitan Victoria were undertaking Certificate level IV or above study (23.5 per cent), compared to those from non-Metropolitan Victoria (21.2 per cent). The reverse is evident for those undertaking Certificate level I-III level study, with slightly higher proportions observed among Year 12 completers from non-Metropolitan Victoria (77.7 per cent), compared to 75.2 per cent from Metropolitan Victoria.

Figure 3 Percentage of Year 12 or equivalent completers in an apprenticeship or traineeship, by level of study and geographical location of school attended, May 2013



Although there were higher percentages of Year 12 completers from the non-metropolitan regions entering training contracts, there were more completers from metropolitan regions in apprenticeships, as shown in Table 22, because there were more completers from schools in the metropolitan regions.

Table 22 shows that the proportion of females entering training contracts was higher for Year 12 completers from non-metropolitan regions (36.4 per cent) compared to those in metropolitan regions (29.7 per cent). A higher proportion of males from schools in metropolitan Victoria were in apprenticeships (47.7 per cent) compared to those from schools in non-metropolitan Victoria (34.2 per cent).

Table 22 Participation in apprenticeships and traineeships by Year 12 or equivalent completers, by geographical location of school attended in 2012 and gender, May 2013

Geographic location of school attended	Females		Males		Persons	
	No.	%	No.	%	No.	%
Apprentices						
Metropolitan Victoria	140	18.9	791	47.7	931	38.8
Non-Metropolitan Victoria	111	15.0	567	34.2	678	28.3
Trainees						
Metropolitan Victoria	220	29.7	155	9.3	375	15.6
Non-Metropolitan Victoria	270	36.4	146	8.8	416	17.3
Victoria	741	100.0	1,659	100.0	2,400	100.0

Occupations of apprentices and trainees, by gender

The most common occupation of Year 12 completers entering apprenticeships was 'Building and Construction', with 32.5 per cent of apprenticeships in this occupation group. A further 16.7 per cent of apprenticeships were in 'Electrical and Electronics Trades'. Occupations among trainees was more diverse, with 'Health, Fitness, Hair and Beauty' (16.4 per cent), 'Clerks, Receptionists and Secretaries' (15.7 per cent) and 'Food, Hospitality and Tourism' (15.0 per cent) being the most common occupation groups entered into among trainees.

Table 23 Occupation groups of apprentices or trainees, Year 12 or equivalent completers, by gender, May 2013

Occupation group	Apprentices				Trainees			
	Count	% of total	Female (%)	Male (%)	Count	% of total	Female (%)	Male (%)
Building & Construction	523	32.5	1.0	99.0	13	1.6	7.7	92.3
Electrical & Electronics Trades	268	16.7	1.1	98.9	5	0.6	0.0	100.0
Food, Hospitality & Tourism	145	9.0	36.6	63.4	119	15.0	51.3	48.7
Health, Fitness, Hair & Beauty	102	6.3	86.3	13.7	130	16.4	67.7	32.3
Motor Vehicle Service & Repair	169	10.5	4.7	95.3	7	0.9	0.0	100.0
Sales Assistants & Storepersons	47	2.9	36.2	63.8	109	13.8	61.5	38.5
Clerks, Receptionists & Secretaries	19	1.2	73.7	26.3	124	15.7	85.5	14.5
Teaching, Childcare & Library	24	1.5	95.8	4.2	110	13.9	79.1	20.9
Gardening, Farming & Fishing	80	5.0	12.5	87.5	14	1.8	57.1	42.9
Labourers, Factory & Machine Workers	45	2.8	4.4	95.6	9	1.1	22.2	77.8
Engineering, Science & the Environment	34	2.1	5.9	94.1	np	np	np	np
Accounting, Finance & Management	12	0.7	66.7	33.3	24	3.0	70.8	29.2
Metal & Engineering Trades	28	1.7	0.0	100.0	-	-	-	-
Other occupations	86	5.3	15.1	84.9	99	12.5	46.5	53.5
Unknown Occupation	27	1.7	18.5	81.5	25	3.2	24.0	76.0
Total - all occupation groups	1609	100.0	15.6	84.4	791	100.0	61.9	38.1

Notes: Cells marked 'np' have been suppressed due to small numbers.

Figure 4 shows the gender composition among Year 12 completers entering apprenticeships in 2013. Males were highly represented in trade-based occupations such as 'Metal and Engineering Trades' (100.0 per cent), 'Building and Construction' (99.0 per cent), 'Electrical and Electronics Trades' (98.9 per cent), 'Labourers, Factory and Machine Workers' (95.6 per cent) and 'Motor Vehicle Service and Repair' (95.3 per cent). Higher proportions of female apprentices were found in service-based occupation groups such as 'Teaching, Childcare and Library' (95.8 per cent), 'Health, Fitness, Hair and Beauty' (86.3 per cent), 'Clerks, Receptionists & Secretaries' (73.7 per cent) and 'Accounting, Finance and Management' (66.7 per cent).

Figure 4 Percentage of Year 12 or equivalent completers entering apprenticeships, by gender composition in occupational categories, May 2013

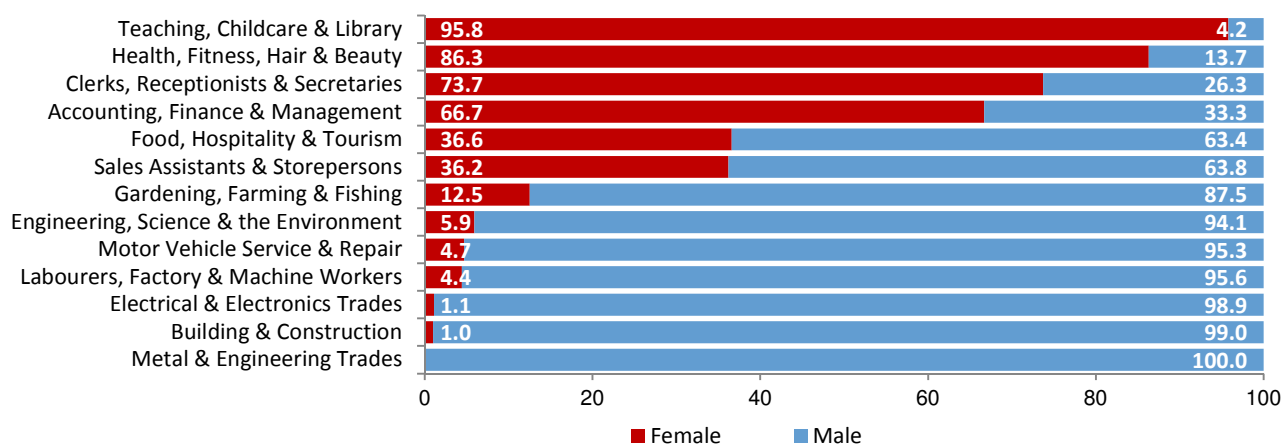
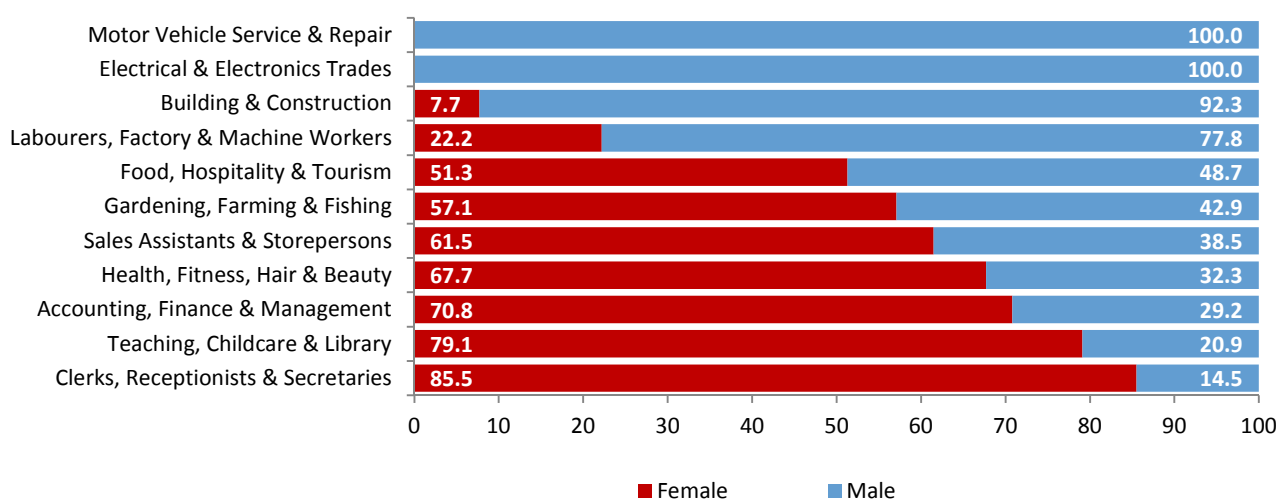


Figure 5 shows the gender composition of occupation groups among Year 12 completers entering traineeships in 2013. Once again, a clear gender preference towards occupation groups is apparent. Males were exclusively represented in trade-based occupations such as 'Motor Vehicle Service and Repair' (100.0 per cent) and 'Electrical and Electronics Trades' (100.0 per cent) and were highly represented in 'Building and Construction' (92.3 per cent) and 'Labourers, Factory and Machine Workers' (77.8 per cent).

Higher proportions of female trainees were found in service-based occupation groups such as 'Clerks, Receptionists and Secretaries' (85.5 per cent), 'Teaching, Childcare and Library' (79.1 per cent) and 'Accounting, Finance and Management' (70.8 per cent).

Figure 5 Percentage of Year 12 or equivalent completers entering traineeships, by gender composition in occupational categories, May 2013



CHAPTER 5 YEAR 12 OR EQUIVALENT COMPLETERS NOT CONTINUING IN EDUCATION OR TRAINING

At the time of the survey (May 2013), 8,058 Year 12 or equivalent completers (23.9 per cent of all respondents) indicated they were not enrolled in campus-based tertiary study and were not undertaking an apprenticeship or traineeship. Most of this group (75.2 per cent) had entered the labour force.

When comparing the characteristics of Year 12 or equivalent completers who were engaged in further education or training at the time of the survey and those who were not, Table 24 shows;

- A higher proportion of Year 12 completers not continuing in education or training in 2013 attended schools in non-metropolitan Victoria (39.7 per cent), compared to those who continued to further education or training (22.2 per cent).
- A higher proportion of Year 12 completers who continued their education and training in 2013 undertook a VCE non VET curriculum in 2012 (80.9 per cent), compared to those who did not continue (69.1 per cent).
- The proportion of VCAL completers not continuing in education and training (12.5 per cent) was higher than those who continued to further education and training (4.9 per cent).
- The proportion of Year 12 or equivalent completers who did not continue in education and training were close to being evenly distributed across SES quarters.
- 59.8 per cent of Year 12 or equivalent completers not continuing in education or training were from government schools, compared to 48.2 per cent of those who continued to further education or training.

Table 24 Characteristics of Year 12 or equivalent completers continuing or not continuing further education or training in 2013

Characteristic	Continuing in Education or Training		Not continuing in education or training	
	No.	%	No.	%
Gender				
Females	13,910	54.1	4,199	52.1
Males	11,803	45.9	3,859	47.9
Geographic location				
Metropolitan Victoria	20,002	77.8	4,856	60.3
Non-Metropolitan Victoria	5,711	22.2	3,202	39.7
Curriculum strand				
IB	293	1.1	45	0.6
VCAL	1,258	4.9	1,004	12.5
VCE non VET	20,803	80.9	5,567	69.1
VCE VCAL	262	1.0	147	1.8
VCE VET	3,097	12.0	1,295	16.1
SES quarters				
Lowest	4,588	17.8	1,823	22.6
Lower middle	4,925	19.2	1,918	23.8
Upper middle	6,552	25.5	1,977	24.5
Highest	9,647	37.5	2,340	29.0
School sector				
Government	12,394	48.2	4,816	59.8
Catholic	7,016	27.3	1,684	20.9
Independent	5,946	23.1	1,287	16.0
Adult	357	1.4	271	3.4
Total respondents	25,713		8,058	

Note: Those continuing in education and training include those enrolled in Bachelor Degrees, Certificate level study or Apprenticeships/Traineeships. Those that had deferred study were allocated to their reported destination at the time of the survey.

Reasons for Year 12 or equivalent completers not continuing in education or training

Table 25 shows that the reasons given by Year 12 or equivalent completers for not continuing in education or training were overwhelmingly work-related. Almost four in five (79.4 per cent) said they 'wanted to start working', with little difference between males (81.1 per cent) and females (77.7 per cent). The next most common reason was 'needing a break from study'. Fewer respondents stated reasons relating to intention to study or courses available for not continuing in education or training. Note that these percentages are not mutually exclusive: respondents could have provided more than one reason for not studying in 2013.

Table 25 Reasons for not continuing in education or training; Year 12 or equivalent completers not in education or training, by gender, May 2013

Reason for not continuing in education or training	Female (%)	Male (%)	Persons (%)
You wanted to start working	77.7	81.1	79.4
You just needed a break from study	71.1	62.6	66.6
You never planned or intended to study	20.0	31.2	25.9
The courses you were interested in were not available locally	21.4	19.3	20.3
Total respondents	2,095	2,297	4,392

Notes: Proportions will not sum to 100% because responses are not mutually exclusive. Respondents may have agreed with more than one statement.

Destinations of Year 12 completers not continuing in education or training

Overall, a higher proportion of female Year 12 or equivalent completers who were not in education or training were employed at the time of the survey (78.4 per cent), compared to males (71.7 per cent). However, more female completers were employed part-time while more male completers were employed full-time. Higher proportions of male Year 12 completers were looking for work (23.8 per cent) compared to females (16.7 per cent).

Table 26 Destinations of Year 12 or equivalent completers not in education or training, by gender, May 2013

Destination	Females		Males		Persons	
	No.	%	No.	%	No.	%
Employed	3,291	78.4	2,768	71.7	6,059	75.2
Employed full-time	1,000	23.8	1,088	28.2	2,088	25.9
Employed part-time	2,291	54.6	1,680	43.5	3,971	49.3
Looking for work	703	16.7	919	23.8	1,622	20.1
NILFET	198	4.7	166	4.3	364	4.5
Total	4,199	100.0	3,859	100.0	8,058	100.0

Notes: Total includes Year 12 completers not in education and training with unknown post-school destinations.

Table 27 shows that the majority (75.2 per cent) of Year 12 or equivalent completers not in education or training at the time of the survey were employed. More of these young people from schools in non-metropolitan Victoria were employed (81.5 per cent) compared to those from schools in metropolitan Victoria (71.0 per cent). However, young people from schools in metropolitan Victoria who were not in education or training were more likely to be looking for work or NILFET than those in non-metropolitan Victoria.

Table 27 Destinations of Year 12 or equivalent completers not in education or training, by geographical location of school attended in 2012, May 2013

Destination	Metropolitan Victoria		Non-metropolitan Victoria		Victoria	
	No.	%	No.	%	No.	%
Employed	3,449	71.0	2,610	81.5	6,059	75.2
Employed full-time	1,100	22.7	988	30.9	2,088	25.9
Employed part-time	2,349	48.4	1,622	50.7	3,971	49.3
Looking for work	1,123	23.1	499	15.6	1,622	20.1
NILFET	274	5.6	90	2.8	364	4.5
Total	4,856	100.0	3,202	100.0	8,058	100.0

Notes: Total includes Year 12 completers not in education and training with unknown post-school destinations.

Figure 6 presents the employment status of Year 12 or equivalent completers not in education or training at the time of the survey by SES quartile. The clearest trend relates to those looking for work: the percentage is highest among those in the lowest SES quartile (22.6 per cent) and decreases to 17.9 per cent of those from the highest quartile. Part-time employment is highest amongst the upper-middle SES quartile (51.1 per cent) and highest SES quartile (49.8 per cent). The proportion of Year 12 or equivalent completers not in the labour force, education or training (NILFET) is highest among those in the highest SES quartile (7.0 per cent) and decreases to 3.2 per cent of those from the lowest SES quartile.

Figure 6 Percentage of Year 12 or equivalent completers not in education or training, by employment status and SES quartile, May 2013

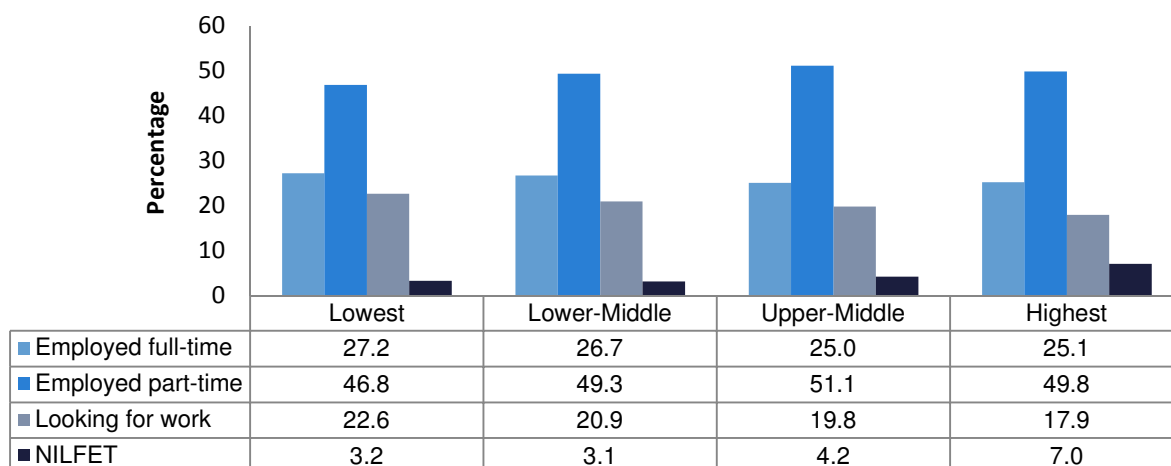
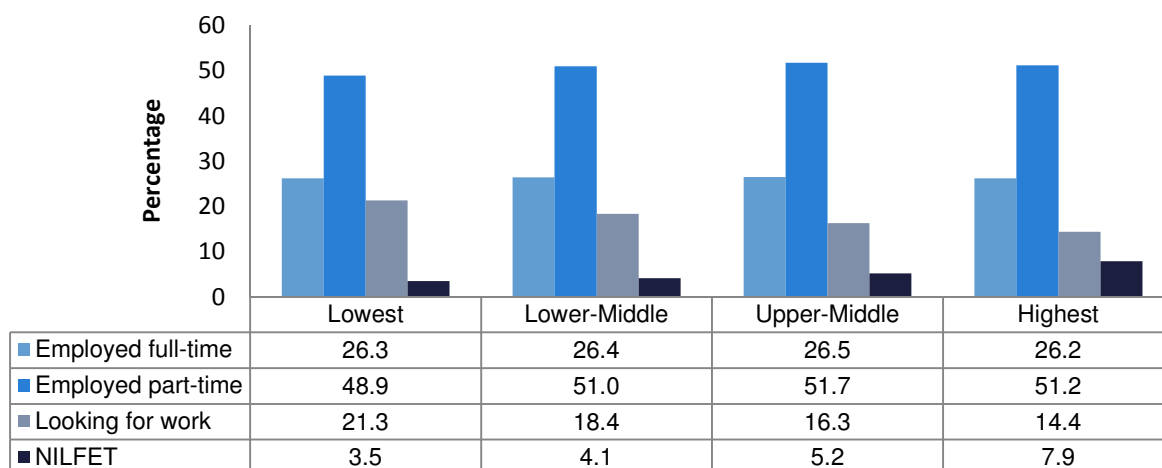


Figure 7 shows the employment status of Year 12 or equivalent completers not in education or training by GAT quartile. There are clear differences in the percentage not in the labour force: among the three lower GAT quartiles, between 3.5 per cent and 5.2 per cent were NILFET, while 7.9 per cent of the highest GAT quartile were NILFET. The percentage of completers not studying who were looking for work decreases from 21.3 per cent in the lowest GAT quartile to 14.4 per cent in the highest GAT quartile.

Figure 7 Percentage of Year 12 or equivalent completers not in education or training, by employment status and GAT quartile, May 2013



Occupations of Year 12 or equivalent completers not in education or training

Table 28 presents the list of occupations engaged in by Year 12 or equivalent completers who did not continue in education or training. More than one-half of this group (50.9 per cent) were employed as 'Sales Assistants', 'Checkout Operators and Cashiers', 'Waiters', 'Storepersons' or 'Counter Hands at Food Outlets'. These five occupations accounted for 61.1 per cent of employed females, and 38.7 per cent of employed males.

In addition to the top 5 occupations listed above, 8.5 per cent of male completers were working as 'Kitchenhands', 4.6 per cent as 'Factory workers and packers', 4.4 per cent as 'General Labourers' and 4.1 per cent in 'Sports and Fitness'.

Almost half of the female completers not in education or training were employed in three occupations; 'Sales Assistants' (20.9 per cent), 'Waiters' (14.8 per cent) or 'Checkout operators or Cashiers' (13.3 per cent). A further 5.3 per cent of female completers were employed as 'Receptionists', 3.6 per cent as 'Bar Attendants', 3.5 per cent as 'Kitchenhands' and 3.1 per cent as 'Teachers, Tutors and Teacher Aides'.

Table 28 Top 20 Occupations of Year 12 or equivalent completers not in education or training who were employed, by gender, May 2013

Occupation	Females		Males		Persons	
	No.	%	No.	%	No.	%
Sales Assistants	672	20.9	318	11.8	990	16.8
Checkout Operators & Cashiers	427	13.3	181	6.7	608	10.3
Waiters	474	14.8	114	4.2	588	10.0
Storepersons	136	4.2	302	11.2	438	7.4
Counter Hands at Food Outlets	253	7.9	126	4.7	379	6.4
Kitchenhands	112	3.5	229	8.5	341	5.8
Bar Attendants	116	3.6	106	3.9	222	3.8
Sport & Fitness	80	2.5	111	4.1	191	3.2
Receptionists	171	5.3	17	0.6	188	3.2
Factory Workers & Packers	51	1.6	124	4.6	175	3.0
Teachers, Tutors & Teacher Aides	100	3.1	56	2.1	156	2.6
General Labourers	8	0.2	117	4.4	125	2.1
Child Care workers	69	2.1	3	0.1	72	1.2
Farm Workers & Farmers	17	0.5	52	1.9	69	1.2
Gardeners & Nursery Workers	5	0.2	55	2.0	60	1.0
Telemarketing & Call Centres	26	0.8	25	0.9	51	0.9
Construction & Earthmoving Labourers	2	0.1	48	1.8	50	0.8
Cleaners	21	0.7	27	1.0	48	0.8
Animal Workers	35	1.1	11	0.4	46	0.8
Office Assistants and Office Managers	28	0.9	16	0.6	44	0.7
All other occupations	408	12.7	650	24.2	1,058	17.9
Total - all respondents	3,211	100.0	2,688	100.0	5,899	100.0

Notes: Not all respondents provided information on occupation of employment; therefore the totals may differ to those presented in Table 26.

5.1 YEAR 12 OR EQUIVALENT COMPLETERS NOT IN THE LABOUR FORCE, EDUCATION OR TRAINING (NILFET)

Overall, 364 (4.5 per cent) of Year 12 or equivalent completers surveyed who were not studying or training, were also not in the labour force. Respondents who are Not in the Labour Force, Education or Training (NILFET) are asked to describe their main activity since leaving school. The most commonly cited activity is 'Travel or holiday', identified by 46.4 per cent of the group. A slightly higher proportion of female completers who were NILFET were travelling or on holiday after leaving schools than males, with the difference being more pronounced in Year 12 completers who attended schools in non-metropolitan Victoria.

A higher proportion of completers from non-Metropolitan schools who were NILFET cited 'Home duties/looking after children' as their main activity (20.0 per cent), compared to those who attended schools in Metropolitan Victoria (13.1 per cent).

Table 29 Main activity since leaving school, Year 12 or equivalent completers not in education or training and not in the labour force, by gender and geographic location of school attended in 2012, May 2013

Main activity	Metropolitan Victoria			Non-Metropolitan Victoria			Victoria		
	Females	Males	Persons	Females	Males	Persons	Females	Males	Persons
Study/training	4.7	7.2	5.8	0.0	np	np	3.5	6.0	4.7
Home duties / looking after children	14.1	12.0	13.1	22.4	17.1	20.0	16.2	13.3	14.8
Travel or holiday	47.0	44.8	46.0	55.1	39.0	47.8	49.0	43.4	46.4
Ill/unable to work	12.1	5.6	9.1	12.2	17.1	14.4	12.1	8.4	10.4
Other reason	18.8	26.4	22.3	10.2	24.4	16.7	16.7	25.9	20.9
Unknown	3.4	4.0	3.6	0.0	0.0	0.0	2.5	3.0	2.7
Total NILFET responded	149	125	274	49	41	90	198	166	364

Notes: Responses are not mutually exclusive. Respondents may have agreed with more than one statement.
Cells marked 'np' have been suppressed due to small numbers.

Table 30 shows that the majority (66.1 per cent) of Year 12 or equivalent completers who were NILFET cited the reason 'Just needed a break from study' for not continuing in education or training. The proportion of Year 12 completers who attended schools in non-metropolitan Victoria citing this reason for not continuing school (75.8 per cent) was higher than that reported by those from schools in Metropolitan Victoria (62.2 per cent). 'Wanted to start working' was also commonly cited as a reason for not continuing school.

Table 30 Reasons for not continuing in education or training; Year 12 or equivalent not in the labour force, education or training, by geographic location of school attended, May 2013

Reasons for not studying	Non-Metropolitan Victoria		Metropolitan Victoria		Victoria	
	No.	%	No.	%	No.	%
You wanted to start working	15	45.5	26	31.7	41	35.7
The courses you were interested in were not available locally	7	21.2	20	24.4	27	23.5
You never planned or intended to study	6	18.2	16	19.5	22	19.1
You just needed a break from study	25	75.8	51	62.2	76	66.1
Total NILFET responded	33		82		115	

Notes: Responses are not mutually exclusive. Respondents may have agreed with more than one statement. Therefore the number of respondents in each category will not sum to the total number of respondents and the percentages will not sum to 100%.

A total of 3,260 school completers (9.7 per cent of respondents) indicated in the 2013 *On Track* survey that they had been offered a place at a university, TAFE or other tertiary institution, but had deferred taking up the offer. The percentage of Year 12 or equivalent completers who had deferred a tertiary place has decreased from 10.3 per cent in 2012.

Table 31 presents a comparison of the characteristics of school completers who deferred their studies and those who were studying at certificate or bachelor degree level in 2013. The profiles of these two groups of school leavers are broadly similar in some characteristics; gender, Indigenous status, SES, GAT achievement and school sector. Geographic location, country of birth and language spoken at home are areas of difference between these two groups of school leavers.

Table 31 Characteristics of Year 12 or equivalent completers who deferred study in 2013 and those who commenced study in 2013

Characteristic	Studying		Deferred	
	No.	%	No.	%
Gender				
Females	13,910	54.1	1,909	58.6
Males	11,803	45.9	1,351	41.4
Geographic location				
Metropolitan Victoria	20,002	77.8	1,866	57.2
Non-Metropolitan Victoria	5,711	22.2	1,394	42.8
Indigenous status				
Indigenous	2210	0.8	22	0.8
Non-Indigenous	24,533	98.9	2,841	98.9
Country of birth				
Australia	21,296	86.0	2,636	91.7
Elsewhere	3,481	14.1	238	8.3
Language spoken at home				
English	18,628	75.1	2,619	91.1
Other language	6,151	24.8	248	8.6
SES quartiles				
Lowest	4,588	17.8	638	19.6
Lower middle	4,925	19.2	719	22.1
Upper middle	6,552	25.5	725	22.2
Highest	9,647	37.5	1,178	36.1
GAT quartiles				
Lowest	5,341	22.1	655	20.5
Lower middle	5,671	23.5	834	26.1
Upper middle	6,467	26.8	931	29.2
Highest	6,696	27.7	770	24.1
School sector				
Government	12,394	48.2	1,651	50.6
Catholic	7,016	27.3	761	23.3
Independent	5,946	23.1	824	25.3
Adult	357	1.4	24	0.7
Total respondents	25,713		3,260	

Notes: - Not all sections sum to the State totals due to missing data for the characteristic. Percentages are calculated based on persons for whom data are available.

- Total studying include: students who, at the time of the survey, were enrolled in either a Bachelor degree, Certificate-level course or had entered into an Apprenticeship or Traineeship.

Reasons for Year 12 or equivalent completers deferring study

All Year 12 or equivalent completers who indicated that they had deferred tertiary study in 2012 were asked to identify up to four reasons that had been a factor in their decision to defer. Table 32 shows the reasons Year 12 or equivalent completers provided for deferring study. The most commonly cited reasons for both males and females to defer study were the desire to start earning money and to have a break from study. The need to move away from home in order to take up the tertiary offer was a factor for 42.5 per cent of those from non-metropolitan regions, but only 11.4 per cent of those from metropolitan areas.

Table 32 Reasons for deferring tertiary study; Year 12 or equivalent completers who deferred study in 2013, by geographic location of school attended

Reason for deferring study	Metropolitan Victoria			Non-Metropolitan Victoria			Victoria		
	Female	Male	Person	Female	Male	Person	Female	Male	Person
You just wanted to start earning your own money	76.7	74.1	75.6	88.6	85.1	87.1	81.8	79.0	80.6
You just needed a break from study	83.4	77.7	81.0	80.5	79.4	80.0	82.1	78.4	80.6
You wanted some other experiences, like travel, before continuing your education	75.4	69.7	73.1	68.8	63.0	66.3	72.6	66.7	70.1
You would have had to move away from home	10.9	12.0	11.4	48.1	34.9	42.5	26.9	22.2	24.9
Total responded	952	667	1,619	717	538	1,255	1,669	1,205	2,874

Notes: Responses are not mutually exclusive. Respondents may have agreed with more than one statement.

Main activity since leaving school of Year 12 or equivalent completers who deferred tertiary study

Among all deferrers, the most common activity since leaving school was part-time work (51.1 per cent of all deferrers). There are differences between metropolitan and non-metropolitan deferrers in the activities undertaken while deferring their studies. A greater percentage of deferrers who attended non-metropolitan schools (36.2 per cent) were working full-time compared to those from metropolitan schools (24.1 per cent). In contrast, a higher percentage of deferrers from metropolitan schools were looking for work (15.5 per cent) compared to those from non-metropolitan schools (9.5 per cent).

Table 33 Main activities of Year 12 or equivalent completers who deferred study in 2013, by geographic location of school attended in 2012

Main activity	Metropolitan Victoria		Non-Metropolitan Victoria		Victoria	
	No.	%	No.	%	No.	%
Employed full-time	450	24.1	505	36.2	955	29.3
Employed part-time	956	51.2	711	51.0	1,667	51.1
Looking for work	289	15.5	132	9.5	421	12.9
NILFET	166	8.9	44	3.2	210	6.4
Unknown	5	0.3	2	0.1	7	0.2
Total respondents	1,866	100.0	1,394	100.0	3,260	100.0

Main occupation of Year 12 or equivalent completers who deferred tertiary study

2,545 of the 3,260 (or 81.0 per cent) Year 12 or equivalent completers who deferred their tertiary study were employed at the time of the 2013 *On Track* survey. Table 34 shows the main occupations taken up by deferrers. Over half of female deferrers (57.2 per cent) were employed in the following four occupations; 'Sales Assistants' (20.6 per cent), 'Waiters' (16.5 per cent), 'Checkout Operators & Cashiers' (11.7 per cent) and 'Counter hands at Food Outlets' (8.4 per cent).

The most common occupation for male deferrers were 'Sales Assistant' (12.0 per cent), 'Storeperson' (10.8 per cent), 'Sports and Fitness' (6.6 per cent) and 'Checkout Operators & Cashiers' (6.0 per cent).

Table 34 Occupations of Year 12 or equivalent completers who deferred study, by gender, May 2013

Main job	Females		Males		Persons	
	No.	%	No.	%	No.	%
Sales Assistants	318	20.6	120	12.0	438	17.2
Waiters	255	16.5	55	5.5	310	12.2
Checkout Operators & Cashiers	181	11.7	60	6.0	241	9.5
Counter Hands at Food Outlets	129	8.4	43	4.3	172	6.8
Storepersons	57	3.7	108	10.8	165	6.5
Bar Attendants	65	4.2	55	5.5	120	4.7
Sport & Fitness	40	2.6	66	6.6	106	4.2
Kitchenhands	44	2.9	58	5.8	102	4.0
Receptionists	91	5.9	9	0.9	100	3.9
Teachers, Tutors & Teacher Aides	60	3.9	32	3.2	92	3.6
Factory Workers & Packers	23	1.5	43	4.3	66	2.6
Telemarketing & Call Centres	18	1.2	15	1.5	33	1.3
Farm Workers & Farmers	6	0.4	20	2.0	26	1.0
Office Assistants and Office Managers	16	1.0	9	0.9	25	1.0
Other occupations	240	15.5	309	30.8	549	21.6
Total respondents	1,543	100.0	1,002	100.0	2,545	100.0

This chapter provides details of the destinations of early school leavers who were interviewed for *On Track* in May 2013. For the purposes of the *On Track* survey, early school leavers are defined as: ... *students in Years 10, 11 and 12 who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in an International Baccalaureate (IB) program or a VCE or VCAL unit, and who left school without completing one of the following certificates: IB, VCE, VCAL senior or VCAL intermediate.*

A total of 3,181 identified early school leavers participated in the 2013 *On Track* survey. Just under one-half of these early school leavers (48.9 per cent) had attempted or completed Year 11, 17.3 per cent had been in Year 10 or below in 2012, and the remaining 33.8 per cent had commenced but did not complete Year 12.

Overall, males constituted 58.8 per cent of early school leavers interviewed in the 2013 *On Track* survey, slightly lower than the proportion in the 2012 survey (61.4 per cent). The majority of early school leavers were aged between 16-17 years, with higher proportions from metropolitan areas compared to non-metropolitan areas.

A comparison of the characteristics of early school leavers and Year 12 completers (see Table 35) indicates that the profiles of these two groups of young people differ with respect to gender, geographic location of school attended, indigenous status, SES quartile and school sector.

Table 35 Characteristics of early school leavers and Year 12 or equivalent completers, May 2013

Characteristic	Early school leavers		Year 12 completers	
	No.	%	No.	%
Gender				
Females	1,309	41.2	18,109	53.6
Males	1,872	58.8	15,662	46.4
Year level left school				
Year 10 or below	550	17.3	-	-
Year 11	1,555	48.9	-	-
Year 12	1,076	33.8	33,771	100.0
Age left school				
Under 15 years	58	1.8	-	-
15 years	537	16.9	-	-
16 years	1,225	38.5	-	-
17 years	995	31.3	-	-
18 years	276	8.7	-	-
Over 18 years	90	2.8	-	-
Geographic location				
Metropolitan Victoria	1,858	58.4	24,858	73.6
Non-Metropolitan Victoria	1,323	41.6	8,913	26.4
Indigenous status				
Indigenous	82	2.6	149	0.4
Non-Indigenous	2,781	87.4	33,622	99.6
SES quartile				
Lowest	948	29.8	6,411	19.0
Lower middle	956	30.1	6,843	20.3
Upper middle	719	22.6	8,529	25.3
Highest	543	17.1	11,987	35.5
School sector				
Government	2,141	67.3	17,210	51.0
Non-Government	1,040	32.7	16,561	49.0
Total Respondents	3,181		33,771	

Notes: Not all sections sum to the State totals due to missing data for the characteristic. Percentages are calculated based on persons for whom data are available. Data on age left school is not available as this information was not collected in the Year 12 completers survey.

Main destinations of early school leavers in 2013

More than one-half (51.7 per cent) of the early school leavers in the survey were enrolled in some form of education or training in May 2013. The main destinations of these young people are presented in Table 36.

The percentage of male early school leavers enrolled in some form of education and training (54.5 per cent) was greater than the percentage of female early school leavers in education and training (47.7 per cent). This difference mainly reflects the greater take-up of apprenticeships by male early school leavers.

The percentage of female early school leavers in part-time employment (18.3 per cent) was higher than the percentage in full-time employment (8.1 per cent). There was no difference in the proportion of male early school leavers engaged in part-time and full-time employment (both 11.9 per cent).

Table 36 Destinations of early school leavers, by gender, May 2013

Destination	Females		Males		Persons	
	No.	%	No.	%	No.	%
In Education and Training	625	47.7	1,020	54.5	1,645	51.7
Bachelor Degree	14	1.1	16	0.9	30	0.9
Certificate IV+	182	13.9	106	5.7	288	9.1
Certificate I-III	253	19.3	198	10.6	451	14.2
Apprenticeship	93	7.1	640	34.2	733	23.0
Traineeship	83	6.3	60	3.2	143	4.5
Not in Education and Training	684	52.3	852	45.5	1,536	48.3
Employed full-time	106	8.1	222	11.9	328	10.3
Employed part-time	239	18.3	222	11.9	461	14.5
Looking for work	229	17.5	326	17.4	555	17.4
NILFET	110	8.4	82	4.4	192	6.0
All destinations	1,309	100.0	1,872	100.0	3,181	100.0

Destinations of early school leavers by year level of exit

Table 37 shows that there is a relationship between the year level at exit and post-school destinations. For those who exited school at Year 10 or below, a larger proportion were undertaking Certificate I-III courses (18.5 per cent) and Apprenticeships (28.9 per cent) than those in employment (8.2 per cent in full-time employment; 11.1 per cent in part-time employment).

In contrast, a higher proportion of those who exited school during Year 12 were engaged in employment (14.2 per cent in full-time employment; 18.5 per cent in part-time employment) than in Certificate I-III courses (12.1 per cent) and Apprenticeships (14.1 per cent).

The percentages of early school leavers who were unemployed and looking for work were higher among those who exited school in Year 12 (19.7 per cent) than those who exited school earlier (16.5 per cent in those who exited in Year 10; 16.2 per cent in those who exited in Year 11).

Table 37 Destinations of early school leavers, by year level at exit and gender, May 2013

Destination	Year 10 or below		Year 11		Year 12		Total	
	No.	%	No.	%	No.	%	No.	%
Females								
Certificate IV+ or higher	22	13.5	99	15.4	75	14.9	196	15.0
Certificate I-III	46	28.2	133	20.7	74	14.7	253	19.3
Apprenticeship	15	9.2	57	8.9	21	4.2	93	7.1
Traineeship	17	10.4	45	7.0	21	4.2	83	6.3
Employed full-time	6	3.7	40	6.2	60	12.0	106	8.1
Employed part-time	19	11.7	109	16.9	111	22.1	239	18.3
Looking for work	24	14.7	111	17.2	94	18.7	229	17.5
NILFET	14	8.6	50	7.8	46	9.2	110	8.4
Total - Females	163	100.0	644	100.0	502	100.0	1309	100.0
Males								
Certificate IV+ or higher	9	2.3	52	5.7	61	10.6	122	6.5
Certificate I-III	56	14.5	86	9.4	56	9.8	198	10.6
Apprenticeship	144	37.2	365	40.1	131	22.8	640	34.2
Traineeship	16	4.1	33	3.6	11	1.9	60	3.2
Employed full-time	39	10.1	90	9.9	93	16.2	222	11.9
Employed part-time	42	10.9	92	10.1	88	15.3	222	11.9
Looking for work	67	17.3	141	15.5	118	20.6	326	17.4
NILFET	14	3.6	52	5.7	16	2.8	82	4.4
Total - Males	387	100.0	911	58.6	574	100.0	1,872	100.0
Persons								
Certificate IV+ or higher	31	5.6	151	9.7	118	12.6	318	10.0
Certificate I-III	102	18.5	219	14.1	130	12.1	451	14.2
Apprenticeship	159	28.9	422	27.1	152	14.1	733	23.0
Traineeship	33	6.0	78	5.0	32	3.0	143	4.5
Employed full-time	45	8.2	130	8.4	153	14.2	328	10.3
Employed part-time	61	11.1	201	12.9	199	18.5	461	14.5
Looking for work	91	16.5	252	16.2	212	19.7	555	17.4
NILFET	28	5.1	102	6.6	62	5.8	192	6.0
Total - Persons	550	100.0	1,555	100.0	1,076	100.0	3,181	100.0

Note: Year level at exit denotes the year level in which the early school leaver had commenced but not completed before exiting school.

Destinations of early school leavers by socioeconomic status

Table 38 shows that lower proportions of early school leavers from the lowest SES quartiles were in education, training or employment than early school leavers from the other SES quartiles. Consequently, over one-quarter (26.1 per cent) of early leavers from the lowest SES quarter were either looking for work or were NILFET, compared to 22.2 per cent from the lower-middle quarter, 25.0 per cent from the upper-middle quarter and 19.5 per cent from the highest SES quarter.

The greatest change between 2012 and 2013 is the decrease in the percentage of early school leavers who entered apprenticeships or traineeships. Overall, 27.5 per cent of early school leavers were enrolled in apprenticeships or traineeships in 2013 compared to 34.6 per cent in 2012. There was an increase in study at Certificate IV and above, from 7.3 per cent in 2012 to 9.9 per cent in 2013.

Table 38 Destinations of early school leavers, by socioeconomic status and gender, May 2013

Destination	SES quartile				
	Lowest	Lower	Upper	Highest	Total

		middle	middle		
Females					
Certificate IV+ or higher	8.9	15.7	18.3	20.6	15.1
Certificate I-III	23.5	18.5	16.8	16.6	19.3
Apprenticeship	6.1	8.4	5.8	7.9	7.1
Traineeship	7.1	6.4	5.1	6.6	6.4
Employed full-time	6.6	8.1	7.7	11.4	8.1
Employed part-time	18.2	20.0	16.8	16.2	18.1
Looking for work	17.2	15.8	21.5	16.6	17.6
NILFET	12.4	7.1	8.0	4.4	8.4
Total - Females	100.0	100.0	100.0	100.0	100.0
Males					
Certificate IV+ or higher	5.3	5.8	6.2	9.8	6.5
Certificate I-III	11.6	8.5	9.0	14.6	10.6
Apprenticeship	31.8	33.6	38.2	33.4	34.2
Traineeship	4.0	2.0	3.8	3.2	3.2
Employed full-time	12.5	12.7	11.2	10.5	11.9
Employed part-time	11.2	15.6	9.2	9.9	11.8
Looking for work	19.2	17.5	17.8	14.0	17.5
NILFET	4.5	4.2	4.5	4.5	4.4
Total - Males	100.0	100.0	100.0	100.0	100.0
Persons					
Certificate IV+ or higher	6.7	10.0	10.9	14.4	9.9
Certificate I-III	16.6	12.8	12.0	15.5	14.2
Apprenticeship	21.1	22.9	25.9	22.7	23.0
Traineeship	5.3	3.9	4.3	4.6	4.5
Employed full-time	10.0	10.8	9.9	10.9	10.4
Employed part-time	14.1	17.5	12.1	12.5	14.4
Looking for work	18.4	16.7	19.2	15.1	17.5
NILFET	7.8	5.4	5.8	4.4	6.1
Total - Persons	100.0	100.0	100.0	100.0	100.0

Notes: This table is based on all early school leavers whose postcode could be linked to an IRSED score in order to derive its SES quartile category.

Percentages may not sum to 100% due to rounding.

Destinations of early school leavers by indigenous status

A small group of early school leavers (82 or 2.6 per cent) were identified as Aboriginal or Torres Strait Islander in the 2013 *On Track* Early School Leaver survey. The destinations of these Indigenous respondents are shown in Table 39.

Table 39 Destinations of early school leavers from an indigenous background, by gender, May 2013

Destination	Females		Males		Persons	
	No.	%	No.	%	No.	%
Certificate level I-IV+	10	33.3	10	19.2	20	24.4
Apprenticeship/Traineeship	np	np	19	36.5	23	28.0
Employed	np	np	11	21.2	12	14.6
Looking for work/NILFET	15	50.0	12	23.1	27	32.9
Total	30	100.0	52	100.0	82	100.0

Notes: This table is based on all early school leavers who identified as being of Indigenous background at the time of the survey.

Due to small sample size, data on percentages are to be used with caution. Cells marked np have been suppressed due to small numbers.

Percentages may not sum to 100% due to rounding.

Destinations of early school leavers from a language background other than English (LBOTE)

Just over one in ten (11.8 per cent) early school leavers who responded to the question regarding language background, reported that they spoke a language other than English (LOTE) at home. Over one-third (34.1 per cent) of early school leavers who spoke a LOTE at home had transitioned to Certificate or Diploma study, compared to 22.6 per cent of those

who did not speak a LOTE at home. In contrast, higher proportions of early school leavers who did not speak a LOTE at home were engaged in Apprenticeships or Traineeships (30.4 per cent) or Employment (25.1 per cent) than those who spoke a LOTE at home (16.3 per cent in Apprenticeships or Traineeships; 20.3 per cent in Employment).

Table 40 Destinations of early school leavers, by language background at home, May 2013

Destination	Speaks LOTE at home		Does not speak LOTE at home		Total	
	No.	%	No.	%	No.	%
Bachelor degree	10	2.7	14	0.6	24	0.8
Certificates / diplomas	128	34.1	562	22.6	690	24.1
Apprenticeship / traineeship	61	16.3	757	30.4	818	28.5
Employed	76	20.3	626	25.1	702	24.5
Looking for work	79	21.1	418	16.8	497	17.3
NILFET	21	5.6	114	4.6	136	4.7
Total respondents	375	100.0	2,491	100.0	2,867	100.0

Notes: Not all early school leavers responded to the questions relating to language background other than English. The totals presented in this table reflect those who responded to the question on language spoken at home.

Destinations of early school leavers by geographic location of school attended

58.4 per cent of early school leavers interviewed in the 2013 *On Track* survey were from schools based in Metropolitan Victoria and 41.6 per cent were from schools in non-metropolitan Victoria. This differs from the Year 12 completer sample, where 73.6 per cent of Year 12 completers were from schools in metropolitan Victoria and 26.4 per cent were from schools in non-metropolitan Victoria.

Table 41 shows that a higher proportion of early school leavers who attended school in non-metropolitan Victoria were engaged in apprenticeships (28.0 per cent) than those from schools in metropolitan Victoria (19.5 per cent). In contrast, a higher proportion of early school leavers who attended schools in metropolitan Victoria were enrolled in Certificate courses (25.7 per cent) compared to those who attended schools non-metropolitan Victoria (19.8 per cent).

There were also differences in destinations in regard to engagement with the labour force. A higher proportion of early school leavers who attended school in non-metropolitan Victoria were engaged in employment (26.1 per cent) than early school leavers from schools in metropolitan Victoria (23.9 per cent). A higher proportion of early school leavers from schools in metropolitan Victoria were either looking for work or NILFET (25.5 per cent), compared to those from non-metropolitan Victoria (20.6 per cent).

Table 41 Destinations of early school leavers, by geographical location of school attended, May 2013

Destination	Metropolitan Victoria		Non-Metropolitan Victoria		Victoria	
	No.	%	No.	%	No.	%
In Education and Training	940	50.6	705	53.3	1,645	51.7
Bachelor Degree	27	1.5	3	0.2	30	0.9
Certificate IV+	198	10.7	90	6.8	288	9.1
Certificate I-III	279	15.0	172	13.0	451	14.2
Apprenticeship	363	19.5	370	28.0	733	23.0
Traineeship	73	3.9	70	5.3	143	4.5
Not in Education and Training	918	49.4	618	46.7	1,536	48.3
Employed full-time	172	9.3	156	11.8	328	10.3
Employed part-time	272	14.6	189	14.3	461	14.5
Looking for work	356	19.2	199	15.0	555	17.4
NILFET	118	6.4	74	5.6	192	6.0
All destinations	1,858	100.0	1,323	100.0	3,181	100.0

7.1 DESTINATIONS OF EARLY SCHOOL LEAVERS, 2003 – 2013

The percentage of early school leavers in education and training has decreased for the first time since 2009, dropping from 59.5 per cent in 2012 to 54.9 per cent in 2013. This reflects a fall in the proportion of early school leavers transitioning to

apprenticeships in 2013. In contrast, the proportion of early school leavers enrolled in certificate level courses has increased to 25.6 per cent in 2013, the highest level reported over the 11 years the *On Track* survey has been conducted.

The percentage of respondents who left school early and entered employment without being enrolled in further education or training has fluctuated over the years of the survey. In 2013, 26.4 per cent of early school leavers were employed at the time of the survey. After three consecutive years of decrease, the proportion of early school leavers looking for work has increased to 18.7 per cent in 2013, the same level reported in 2009.

Table 42 Percentage of early school leavers transitioning to education or training destinations, 2013 - 2013

Destination	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
In Education and Training	57.0	51.2	57.6	57.2	53.2	55.1	53.3	55.8	57.8	59.5	54.9
Certificate I - IV+	23.0	22.4	19.8	14.6	15.8	14.6	17.5	21.2	21.1	23.0	25.6
Apprenticeship	28.7	23.5	29.8	35.5	30.2	33.2	30.3	28.2	30.9	30.6	24.5
Traineeship	5.4	5.3	8.0	7.1	7.1	7.3	5.5	6.4	5.8	5.9	4.8
Not in Education and Training	43.0	48.8	42.4	42.8	46.8	44.9	46.7	44.2	42.2	40.5	45.1
Employed	25.9	29.6	27.0	27.9	31.5	30.9	28.0	27.5	25.2	24.6	26.4
Looking for work	17.0	19.2	15.4	14.8	15.3	14.0	18.7	16.7	17.0	15.9	18.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: The category 'NILFET' was not used prior to the 2009 survey, and early school leavers in this category were not included in totals. For this table, all those in the 'NILFET' category are excluded from the totals to allow for comparable time series data. As such, there are differences in the percentages reported in this table and the percentages reported in other tables on early school leavers where the NILFET category was included.

7.2 EARLY SCHOOL LEAVERS NOT IN EDUCATION OR TRAINING

The occupations taken up by early school leavers who did not enter further education or training are listed in Table 43. The five most common occupations among early school leavers were Sales Assistants, Checkout Operators and Cashiers, Storepersons, Kitchenhands and Counter Hands at Food Outlets. These were also among the five most common occupations of Year 12 or equivalent completers who were not engaged in further education or training at the time of the survey.

Table 43 Occupations of early school leavers employed full-time or part-time and not in education or training, by gender, May 2013

Occupation	Females		Males		Persons	
	No.	%	No.	%	No.	%
Sales Assistants	62	18.3	39	9.1	101	13.2
Checkout Operators & Cashiers	60	17.8	22	5.1	82	10.7
Storepersons	18	5.3	40	9.3	58	7.6
Kitchenhands	19	5.6	36	8.4	55	7.2
Counter Hands at Food Outlets	32	9.5	18	4.2	50	6.5
General Labourers / Factory workers & Packers	7	2.1	52	12.1	59	7.7
Waiters	33	9.8	6	1.4	39	5.1
Animal Workers / Farm workers & Farmers	8	2.4	22	5.1	30	3.9
Bar Attendants	12	3.6	12	2.8	24	3.1
All other occupations	87	25.7	182	42.4	269	35.1
Total respondents	338	100.0	429	100.0	767	100.0

Reasons for early school leavers not continuing in education and training

Early school leavers were asked to indicate their reasons for not continuing in study (see Table 44). Four out of five (80.7 per cent) early school leavers not in education or training said they were not studying because they wanted to start working. Male and female early school leavers differed in their reasons given, for example, 85.0 per cent of male early school leavers chose not to continue in education or training because they wanted to start working, compared to 75.1 per

cent of females; 26.8 per cent of male early school leavers stated they never planned or intended to study, compared to 15.7 per cent of females.

Table 44 Reasons for not continuing in education or training among early school leavers not in education or training, by gender, May 2013

Reason for not continuing in education or training	Females		Males		Persons	
	No.	%	No.	%	No.	%
You wanted to start working	440	75.1	637	85.0	1,077	80.7
The courses you were interested in were not available locally	140	23.7	211	28.2	351	26.3
You never planned or intended to study	92	15.7	201	26.8	293	21.9
You just needed a break from study	338	57.7	421	56.2	759	56.9
Total responded	586		749		1,355	

Notes: Responses are not mutually exclusive. Respondents may have agreed with more than one statement.

Reasons for leaving school early

Young people may choose to leave school before completing Year 12 or an equivalent certificate for various reasons. The reasons leading to early school leavers leaving can be classified 'push' and 'pull' factors. 'Push' factors operate from within the school setting and act to drive young people away from the school environment. Factors that attract young people away from school and into another pathway, such as an apprenticeship, traineeship or employment, are 'pull' factors.

As per previous years, early school leavers were invited to say, without prompting, why they left school. In the 2013 *On Track* survey, early school leavers were invited to provide as many reasons they felt were applicable. Table 45 shows the reasons given by early school leavers on why they left school, separating the first reason given from other reasons stated.

Table 45 Reasons given by early school leavers for leaving school, by gender, May 2013

Reason for leaving school	Females (%)		Males (%)	
	First reason	Other reason	First reason	Other reason
Push factors				
I didn't like school / teachers / Not interested in going	19.1	4.2	19.2	6.5
School not for me / not good environment / not learning	10.9	3.0	9.9	3.3
I wasn't coping well at school / failing subjects / Too hard	9.7	2.4	7.7	2.6
I was asked to leave / expelled / got in trouble	1.7	0.3	3.9	0.6
Bullying or peer relationship problems	4.6	2.4	1.3	1.5
Pull factors				
Work or career reasons	13.5	3.4	35.3	5.9
Study elsewhere (eg, TAFE); do different course	5.2	6.3	4.2	3.7
I travelled / I went overseas / I moved	2.7	1.3	1.2	0.5
Didn't need to finish school for chosen pathway	2.5	1.1	1.9	1.4
Other factors				
Family or other personal reasons	11.9	1.6	4.3	0.8
Ill health	8.8	1.6	3.1	1.0
Financial reason	0.7	1.0	0.7	1.0
Other	8.8	2.6	7.2	2.1

Notes: Percentages in the 'other reason' columns represent only those who offered additional reasons.

Among female early school leavers, the most common reason provided for leaving school was 'I didn't like school / teachers / Not interested in going' (19.1 per cent). For male early school leavers, the most common reason given for leaving school was 'work or career reasons' (35.3 per cent).

Factors that would have motivated early school leavers to stay in school

Table 46 shows factors that could have influenced early school leavers to remain in school. Being able to study part-time while working was the strongest motivational factor for staying in school; reported by both male and female early school

leavers. More flexible scheduling of classes was the second strongest motivational factor for female early school leavers (56.4 per cent), while school having a wider range of subjects was the second strongest factor for males (47.2 per cent).

Table 46 Factors that would have motivated early school leavers to stay in school, by gender, May 2013

Motivational factors	Females		Males	
	No.	%	No.	%
You could have studied part-time while working	713	61.3	874	51.3
There were vocational programs or VET subjects in areas that interested you	621	53.4	795	46.7
There was more flexible scheduling of classes	656	56.4	740	43.4
The school had a wider range of subjects	620	53.3	804	47.2
Total respondents	1,163		1,704	

Notes: Responses are not mutually exclusive. Respondents may have agreed with more than one statement. Percentages are based on the number of early school leavers who provided a response to this question, not all the early school leavers surveyed.

7.3 CAREER ADVICE WHILE AT SCHOOL

2,867 of the 3,181 (90.1 per cent) early school leavers who exited school in 2012 responded to the questions in the *On Track* survey about careers advice received while at school. The most common career advice activity undertaken by early school leavers was 'Receiving written material about career study options' (64.8 per cent) and 'Having one-on-one talk with the school's career advisor' (63.2 per cent).

Over three-quarters of early school leavers surveyed (76.6 per cent) indicated that they participated in Work Experience or a Structured Workplace Learning Program. Of these, 64.9 per cent stated that this workplace learning experience helped them make a career decision.

Of the 902 early school leavers who indicated that they had prepared a career action plan, 312 (34.6 per cent) said they had a copy of this plan when they left school. 62.2 per cent of these early school leavers who had a copy of their career action plan when they left school, indicated that they had followed up on actions in their career plan at the time of the 2013 *On Track* survey.

Table 47 Careers advice activities participated in by early school leavers, 2013

Career advice activities	No.	%
Identify careers that match your interests and abilities	1,873	58.9
Have a one-on-one talk with the school's career advisor	2,009	63.2
Attend a talk from the school's career advisor	1,763	55.4
Receive written material about career and study options	2,061	64.8
Search on-line for career options at school	1,768	55.6
Attend a Careers Expo organised through your school	1,243	39.1
Attend a university information session organised through your school	920	28.9
Attend a TAFE taster program or information session organised through your school	1,150	36.2
Attend a presentation by an employer organised through your school	792	24.9
Prepare a career action plan	902	28.4
Participate in Work Experience or a Structured Workplace Learning Program	2,196	76.6
None of the above	91	2.9
Total responded	2,867	

Notes: Responses are not mutually exclusive. Respondents may have participated in more than one career advice activity. Therefore the number of students in each category will not sum to the total number of respondents and percentages will not sum to 100%.

Table 48 shows the majority of early school leavers felt the careers advice they received at school was 'Very' or 'Somewhat' useful (63.9 per cent). The proportion who perceived the careers advice they received was 'not at all useful' was highest among early school leavers who left school in Year 12 (14.7 per cent).

Table 48 Early school leavers' perceived usefulness of careers advice at school, by year level left school, 2013

Perceived usefulness of career advice received	Year 10 or below		Year 11		Year 12		Total	
	No.	%	No.	%	No.	%	No.	%
Very useful	103	21.2	289	20.5	174	17.9	566	19.7
Somewhat useful	201	41.4	629	44.6	436	44.9	1,266	44.2
Not very useful	105	21.6	297	21.0	207	21.3	609	21.2
Not at all useful	64	13.2	171	12.1	143	14.7	378	13.2
Didn't receive any careers advice / can't say	12	2.5	25	1.8	11	1.1	48	1.7
Total responded	485	100.0	1,411	100.0	971	100.0	2,867	100.0

A key aspect of *On Track* survey is that school leavers who appear to be at-risk in the transition process are offered the opportunity for counselling and support. The *On Track Connect* program aims to assist such young people by advising them on options for re-engagement with post compulsory education, training or employment. The *On Track Connect* program is delivered by Youth Connections providers. In Victoria, the areas served by Youth Connections providers are aligned to the areas covered by each of the 31 Local Learning and Employment Networks (LLENs).

Respondents who had not continued in education or training and were not employed full-time at the time of the survey, were asked whether they wished to be contacted and advised about study and employment opportunities. The contact details of school leavers who accepted the offer of a referral were forwarded to the relevant Youth Connections provider.

8.1 YEAR 12 OR EQUIVALENT COMPLETERS

In total, 5,294 Year 12 or equivalent completers who met the criteria for being defined as at-risk were asked if they wished to receive further assistance or advice. This amounted to 15.7 per cent of the Year 12 or equivalent completer group. The majority declined the offer, and 22.2 per cent accepted.

Table 49 Year 12 or equivalent completers who were offered further assistance from *On Track Connect*, by gender, May 2013

On Track Connect referral service	Females		Males		Persons	
	No.	%	No.	%	No.	%
Accepted referral	667	23.6	506	20.5	1,173	22.2
Refused referral	2,155	76.4	1,966	79.5	4,121	77.8
Total offered referral	2,822	100.0	2,472	100.0	5,294	100.0

Note: Referrals were not offered to respondents who were participating in education or training, or who were employed full-time.

Table 50 Referral status of Year 12 or equivalent completers, by the LLEN area in which their school was located, May 2013

Local Learning and Employment Network (LLEN)	Referral not offered		Referral offered and accepted		Referral offered and refused		Total	
	No	%	No	%	No	%	No	%
Metropolitan LLEN areas								
Banyule Nillumbik	1,422	86.2	43	2.6	185	11.0	1,650	100.0
Bayside Glen Eira Kingston	1,939	87.6	54	2.4	221	10.0	2,214	100.0
Brimbank Melton	1,203	85.5	57	4.0	147	10.0	1,407	100.0
Capital City	582	89.5	12	1.8	56	8.6	650	100.0
Frankston Mornington Peninsula	1,225	78.2	82	5.0	259	17.0	1,566	100.0
Gateway	3,107	90.7	75	2.2	244	7.1	3,426	100.0
Hume Whittlesea	1,491	84.5	70	4.0	203	11.5	1,764	100.0
Inner Eastern	2,855	92.1	50	1.6	196	6.3	3,101	100.0
Inner Northern	1,252	86.0	51	4.0	152	10.0	1,455	100.0
Maribyrnong Moonee Valley	1,362	88.4	52	3.4	126	8.2	1,540	100.0
Outer Eastern	1,984	82.8	95	4.0	317	13.0	2,396	100.0
South East	2,101	84.8	107	4.3	269	10.9	2,477	100.0
WynBay	1,024	84.5	47	3.9	141	12.0	1,212	100.0
Total Metropolitan LLENs	21,547	86.7	795	3.2	2,516	10.1	24,858	100.0

Local Learning and	Referral not	Referral offered	Referral offered	Total
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Employment Network (LLEN)	offered		and accepted		and refused			
	No.	%	No.	%	No.	%	No.	%
Non-metropolitan LLEN areas								
Baw Baw Latrobe	545	75.6	51	7.1	125	17.3	721	100.0
Campaspe Cohuna	183	82.8	7	3.2	31	14.0	221	100.0
Central Grampians	71	72.4	np	-	23	23.5	98	100.0
Central Ranges	481	80.2	16	2.7	103	17.2	600	100.0
Gippsland East	354	79.2	18	4.0	75	16.8	447	100.0
Glenelg Southern Grampians	202	72.4	16	5.7	61	21.9	279	100.0
Goldfields	581	72.8	36	4.5	181	22.7	798	100.0
Goulburn Murray	477	80.2	28	4.7	90	15.1	595	100.0
Highlands	737	76.0	40	4.1	193	19.9	970	100.0
Murray Mallee	131	86.8	np	-	16	10.6	151	100.0
NE Tracks	249	72.6	24	7.0	70	20.4	343	100.0
North Central	82	84.5	np	-	14	14.4	97	100.0
North East	309	77.1	13	3.2	79	19.7	401	100.0
Northern Mallee	276	76.2	11	3.0	75	20.7	362	100.0
Smart Geelong Region	1,405	81.0	69	4.0	260	15.0	1,734	100.0
South Gippsland Bass Coast	189	70.8	12	4.5	66	24.7	267	100.0
South West	489	80.4	20	3.3	99	16.3	608	100.0
Wimmera Southern Mallee	169	76.5	8	3.6	44	19.9	221	100.0
Total Non-Metropolitan LLENs	6,930	77.8	378	4.2	1,605	18.0	8,913	100.0
Total - Victoria	28,477	84.3	1,173	3.5	4,121	12.2	33,771	100.0

Note: Cells marked 'np' were suppressed due to small numbers.

8.2 EARLY SCHOOL LEAVERS

In total, 1,000 early school leavers who met the criteria for being defined as at-risk were asked if they wish to receive further assistance or advice. This amounted to 31.4 per cent of the early school leavers group. The majority declined the offer, and 32.1 per cent accepted.

Table 51 Year 12 or equivalent completers who were offered further assistance from *On Track Connect*, by gender, May 2013

On Track Connect referral service	Females		Males		Persons	
	No.	%	No.	%	No.	%
Accepted referral	158	33.3	163	31.0	321	32.1
Refused referral	317	66.7	362	69.0	679	67.9
Total offered referral	475	100.0	525	100.0	1,000	100.0

Note: Referrals were not offered to respondents who were participating in education or training, or who were employed full-time.

Table 52 Referral status of early school leavers, by the LLEN area in which their school was located, May 2013

Local Learning and Employment Network (LLEN)	Referral not offered		Referral offered and accepted		Referral offered and refused		Total	
	No.	%	No.	%	No.	%	No.	%
Metropolitan LLEN areas								
Banyule Nillumbik	48	66.7	7	9.7	17	23.6	72	100.0
Bayside Glen Eira Kingston	52	67.5	5	6.5	20	26.0	77	100.0
Brimbank Melton	81	64.8	21	16.8	23	18.4	125	100.0
Capital City	48	56.5	11	12.9	26	30.6	85	100.0
Frankston Mornington Peninsula	141	75.0	19	10.1	28	14.9	188	100.0
Gateway	118	71.5	13	7.9	34	20.6	165	100.0
Hume Whittlesea	137	70.6	16	8.2	41	21.1	194	100.0
Inner Eastern	38	70.4	6	11.1	10	18.5	54	100.0
Inner Northern	113	60.1	28	14.9	47	25.0	188	100.0
Maribyrnong Moonee Valley	69	70.4	10	10.2	19	19.4	98	100.0
Outer Eastern	162	68.4	23	9.7	52	21.9	237	100.0
South East	164	65.6	35	14.0	51	20.4	250	100.0
WynBay	78	62.4	19	15.2	28	22.4	125	100.0
Total Metropolitan LLENs	1,249	67.2	213	11.5	396	21.3	1,858	100.0
Non-metropolitan LLEN areas								
Baw Baw Latrobe	105	70.0	16	10.7	29	19.3	150	100.0
Campaspe Cohuna	46	82.1	np	-	7	12.5	56	100.0
Central Grampians	15	100.0	-	-	-	-	15	100.0
Central Ranges	45	76.3	5	8.5	9	15.3	59	100.0
Gippsland East	82	79.6	np	-	20	19.4	103	100.0
Glenelg Southern Grampians	28	68.3	np	-	12	29.3	41	100.0
Goldfields	112	67.9	18	10.9	35	21.2	165	100.0
Goulburn Murray	51	58.0	12	13.6	25	28.4	88	100.0
Highlands	83	59.7	21	15.1	35	25.2	139	100.0
Murray Mallee	21	65.6	4	12.5	7	21.9	32	100.0
NE Tracks	41	77.4	np	-	11	20.8	53	100.0
North Central	15	78.9	np	-	np	-	19	100.0
North East	26	86.7	np	-	np	-	30	100.0
Northern Mallee	30	76.9	np	-	7	17.9	39	100.0
Smart Geelong Region	113	71.1	9	5.7	37	23.3	159	100.0
South Gippsland Bass Coast	42	71.2	np	-	15	25.4	59	100.0
South West	57	67.9	6	7.1	21	25.0	84	100.0
Wimmera Southern Mallee	20	62.5	np	-	8	25.0	32	100.0
Total Non-Metropolitan LLENs	932	70.4	108	8.2	283	21.4	1,323	100.0
Total - Victoria	2,181	68.6	321	10.1	679	21.3	3,181	100.0

Note: Cells marked 'np' were suppressed due to small numbers.

This chapter focuses on the destinations of Year 12 or equivalent completers who had participated in a Vocational Education and Training program in Schools (VETiS) between Years 10 and 12. VETiS provides a vocationally-oriented program of studies within the framework of a senior certificate. Post-school destinations of all who completed Year 12 or equivalent have been reported in earlier chapters. This chapter provides data on the participation or 'take-up' of VETiS, the profile of students who took up VETiS and their destinations.

Data presented in Table 53 and 54 from VCAA indicate VETiS enrolments across school sectors and senior certificate type. Appendix 1 lists the certificates offered in 2012 and the numbers of students enrolled.

Table 53 VETiS students by year level and education sector (excluding Adult Sector), 2012

Year Level	Catholic	Government	Independent	Total
Year 11 or below	7,555	22,206	3,610	33,371
Year 12	2,592	8,722	1,222	12,536
Total	10,147	30,928	4,832	45,907

Source: Victorian Curriculum and Assessment Authority, as of 9 January 2013.

Table 54 VETiS students by year level and gender (excluding Adult Sector), 2012

Year Level	Gender	VETiS students	VCE/VCAL students	Proportion of VCE/VCAL students who are VETiS students (%)
Year 11	Female	8,741	31,995	27.3
	Male	11,368	31,713	35.8
Year 12	Female	5,742	28,903	19.9
	Male	6,794	26,766	25.4

Source: Victorian Curriculum and Assessment Authority, as of 9 January 2013.

9.1 PARTICIPATION IN VETiS BY YEAR 12 OR EQUIVALENT COMPLETERS

Among the sample of those who completed Year 12 or an equivalent certificate in 2012, 6,856 or 20.3 per cent had enrolled in at least one VETiS unit during the past year. Just over one-third (11,322 or 33.5 per cent) of Year 12 or equivalent completers surveyed had enrolled in at least one VETiS unit over their past three school years.

As shown in Table 55, participation in VETiS varied across different groups of completers as well as by location. Proportionally more Year 12 or equivalent completers from government schools (57.7 per cent) participated in a VET subject during their senior years of schooling, compared to those from non-government schools (42.3 per cent). Furthermore, participation in VETiS subjects was more common among students from lower academic achievement levels and from schools located in metropolitan Victoria.

Table 55 also shows that there is a relationship between participation in a VET subject at school and post-school destinations. Those who had participated in VETiS programs were less commonly enrolled in bachelor degree study in May 2013 than were those with no VETiS unit in senior secondary, but proportionately more had enrolled in a certificate-level I-III course or taken up an apprenticeship.

Table 55 Background characteristics and destinations of Year 12 or equivalent completers who had enrolled in at least one VETiS unit in Years 10 to 12, May 2013

Characteristic	VETiS in senior	No VETiS in	Total
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	secondary		senior secondary		
	No.	%	No.	%	
Gender					
Female	5,580	49.3	12,529	55.8	18,109
Male	5,742	50.7	9,920	44.2	15,662
Indigenous status					
Non-Indigenous	10,489	98.2	21,196	99.1	31,685
Indigenous	161	1.5	150	0.7	311
School sector					
Government	6,529	57.7	10,681	47.6	17,210
Non-Government	4,793	42.3	11,768	52.4	16,561
Catholic	2,899	25.6	5,801	25.8	8,700
Independent	1,441	12.7	5,792	25.8	7,233
Adult education	453	4.0	175	0.8	628
School Location					
Metropolitan	7,333	64.8	17,525	78.1	24,858
Non-Metropolitan	3,989	35.2	4,924	21.9	8,913
SES quartile					
Lowest	2,521	22.3	3,890	17.3	6,411
Lower-middle	2,818	24.9	4,025	17.9	6,843
Upper-middle	2,980	26.3	5,549	24.7	8,529
Highest	3,002	26.5	8,985	40.0	11,987
GAT quartile					
Lowest quartile	3,405	38.5	4,489	20.2	7,894
Second quartile	2,327	26.3	5,181	23.3	7,508
Third quartile	1,856	21.0	6,106	27.5	7,962
Highest quartile	1,249	14.1	6,449	29.0	7,698
Post school destination in 2013					
Bachelor degree	3,554	31.4	14,427	64.3	17,981
Certificate IV+	1,793	15.8	2,302	10.3	4,095
Certificate I-III	654	5.8	583	2.6	1,237
Apprenticeship	1,238	10.9	371	1.7	1,609
Traineeship	386	3.4	405	1.8	791
Employed full-time	1,021	9.0	1,067	4.8	2,088
Employed part-time	1,766	15.6	2,205	9.8	3,971
Looking for work	780	6.9	842	3.8	1,622
NILFET or unknown	130	1.1	247	1.1	377
Total	11,322		22,449		33,771

Participation in VETiS by Year 12 or equivalent completers, by gender

As in previous years, there were gender differences in the destinations of former VETiS participants among the Year 12 or equivalent completer group. As shown in Figure 8, proportionally more females who had enrolled in at least one VETiS unit had transitioned to bachelor degree or certificate level study, while more male VETiS participants were in apprenticeships.

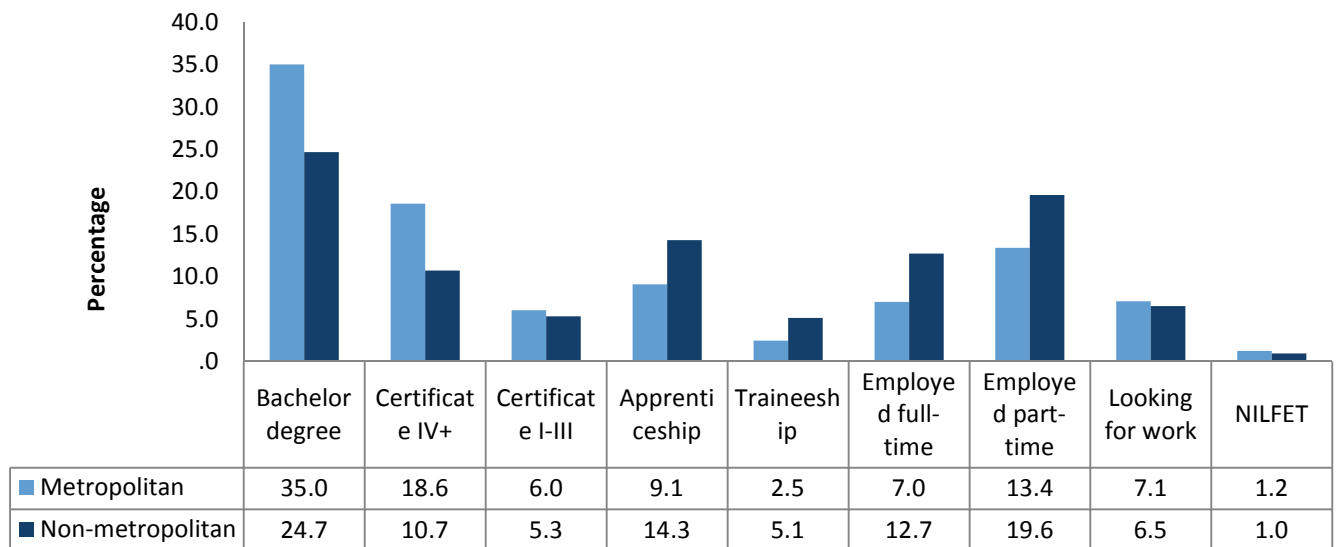
Figure 8 Percentage of Year 12 or equivalent completers who had enrolled in at least one VETiS unit in Years 10 to 12, post school destination by gender, May 2013



Participation in VETiS by Year 12 or equivalent completers, by geographical location

Figure 9 shows that VETiS participants from metropolitan areas were more frequently enrolled in tertiary education — 35.0 per cent for bachelor degrees and 24.6 per cent for certificates — compared to 24.7 per cent enrolled for bachelor degrees and 16.0 per cent for certificates among those from non-metropolitan areas. In contrast, participation in apprenticeships, traineeships and the labour force was higher for non-metropolitan VETiS participants than for those from metropolitan locations.

Figure 9 Percentage of Year 12 or equivalent completers who had enrolled in at least one VETiS unit in Years 10 to 12, post-school destination by geographical location of school attended, May 2013



APPENDIX 1 ENROLMENTS IN VCE VET

Table A1 VCE VET enrolments in 2012, by certificate

Certificate Code	Certificate	Certificate enrolments
CISCO1	CISCO Discovery & Exploration	213
ICT20508	Cert II in Telecommunications Digital Reception Technology	1
AHC10210	Certificate I in AgriFood Operations	49
AUR10105	Certificate I in Automotive	49
BSB10107	Certificate I in Business	197
SRC10206	Certificate I in Community Recreation	34
AHC10110	Certificate I in Conservation and Land Management	21
CPC10108	Certificate I in Construction	147
CPC10111	Certificate I in Construction	32
CUF10107	Certificate I in Creative Industries	53
91249NSW	Certificate I in Dance Performance Studies	1
21936VIC	Certificate I in ESL (Access)	20
MEM10105	Certificate I in Engineering	2
LMF10108	Certificate I in Furniture Making	34
21772VIC	Certificate I in General Education for Adults	1,089
21771VIC	Certificate I in General Education for Adults(Introductory)	166
RTF10103	Certificate I in Horticulture	81
SIT10207	Certificate I in Hospitality	120
SIT10307	Certificate I in Hospitality (Kitchen Ops)	346
ICA10105	Certificate I in Information Technology	471
ICA10111-2012	Certificate I in Information, Digital Media & Technology	200
MSA10107	Certificate I in Manufacturing (Pathways)	50
SIR10107	Certificate I in Retail Services	86
RTE10103	Certificate I in Rural Operations	21
SIS10110	Certificate I in Sport and Recreation	24
LMT11107	Certificate I in Textiles Clothing and Footwear	4
21671VIC	Certificate I in Transition Education	11
22129VIC	Certificate I in Transition Education	84
CUV10103	Certificate I in Visual Arts and Contemporary Craft	34
22012VIC	Certificate I in Vocational Preparation	1,344
TLI11210	Certificate I in Warehousing Operations	9
NWP10107	Certificate I in Water Sustainability	21
22128VIC	Certificate I in Work Education	162
CHC10108	Certificate I in Work Preparation (Community Services)	24
22070VIC	Certificate II in Acting (Screen)	107
MEA20407	Certificate II in Aeroskills	12
AHC20110	Certificate II in Agriculture	326
RTE20103	Certificate II in Agriculture	331
22018VIC	Certificate II in Airbrushing	9
ACM20110	Certificate II in Animal Studies	376
RUV20104	Certificate II in Animal Studies	50
LMT21707	Certificate II in Applied Fashion Design and Technology	868
22149VIC	Certificate II in Applied Language	268
39042QLD	Certificate II in Applied Language	38

Certificate Code	Certificate	Certificate enrolments
PRM20104	Certificate II in Asset Maintenance(Cleaning Operations)	7
AUR20408	Certificate II in Automotive Electrical Technology	36
AUR20705	Certificate II in Automotive Mechanical	3
22015VIC	Certificate II in Automotive Studies (Pre-vocational)	2,402
21560VIC	Certificate II in Automotive Technology Studies	2
AUR20905	Certificate II in Automotive Vehicle Body	5
AUR20505	Certificate II in Automotive Vehicle Servicing	86
AVI20208	Certificate II in Aviation (Flight Operations)	83
AUR20305	Certificate II in Bicycles	4
AUR20311	Certificate II in Bicycles	4
21844VIC	Certificate II in Building and Construction Pre-apprenticeship	5,426
BSB20107	Certificate II in Business	3,289
21888VIC	Certificate II in Circus	6
RII20709	Certificate II in Civil Construction	33
LMT20707	Certificate II in Clothing Production (Complex or Multiple Process)	1
LMT20607	Certificate II in Clothing Production (Intermediate)	4
SIS20110	Certificate II in Community Activities	75
SIR20107	Certificate II in Community Pharmacy	5
SRC20206	Certificate II in Community Recreation	1,579
CHC20108	Certificate II in Community Services	2,130
UEE20507	Certificate II in Computer Assembly and Repair	13
AHC21010	Certificate II in Conservation & Land Management	24
AHC21010	Certificate II in Conservation and Land Management	197
RTD20102	Certificate II in Conservation and Land Management	255
CPC20108	Certificate II in Construction	122
CPC20111	Certificate II in Construction	39
CPC20208	Certificate II in Construction Pathways	29
CUF20107	Certificate II in Creative Industries (Media)	537
UEE20607	Certificate II in Custom Electronics Assembly and Setup	2
21764VIC	Certificate II in Dance	554
91250NSW	Certificate II in Dance Performance Studies	1
UEE20707	Certificate II in Data & Voice Communication	1
TLI21210	Certificate II in Driving Operations	2
21932VIC	Certificate II in ESL (Access)	50
UEE22007	Certificate II in Electrotechnology (Career Start)	11
UEE22010	Certificate II in Electrotechnology (Career Start)	338
21887VIC	Certificate II in Electrotechnology Studies (Pre-vocational)	644
HLT21107	Certificate II in Emergency Medical Service First Response	92
MEM20105	Certificate II in Engineering	125
22019VIC	Certificate II in Engineering Studies	1,950
MEM20205	Certificate II in Engineering(Production Tech)	16
21908VIC	Certificate II in Equine Industry	551
91502NSW	Certificate II in Fashion Visualisation	22
FNS20104	Certificate II in Financial Services	31
WRF20104	Certificate II in Floristry	20
SFL20110	Certificate II in Floristry (Assistant)	1
FDF20103	Certificate II in Food Processing	1
FDF20110	Certificate II in Food Processing	1
FDF20403	Certificate II in Food Processing (Wine)	11

Certificate Code	Certificate	Certificate enrolments
FPI20105	Certificate II in Forest Growing & Management	2
LMF20302	Certificate II in Furniture Making	3
LMF20309	Certificate II in Furniture Making	793
LMF20309-2012	Certificate II in Furniture Making	237
21773VIC	Certificate II in General Education for Adults	1,104
81021ACT	Certificate II in German	10
WRH20106	Certificate II in Hairdressing	4
WRH20109	Certificate II in Hairdressing	1,428
HLT21207	Certificate II in Health Support Services	37
SIT20509	Certificate II in Holiday Parks and Resorts	2
AHC20410	Certificate II in Horticulture	243
RTF20103	Certificate II in Horticulture	287
RTF20703	Certificate II in Horticulture (Parks & Gardens)	68
SIT20207	Certificate II in Hospitality	3,089
SIT20307	Certificate II in Hospitality (Kitchen Operations)	3,253
81029ACT	Certificate II in Indonesian	106
ICA20105	Certificate II in Information Technology	983
ICA20111-2012	Certificate II in Information, Digital Media and Technology	154
22071VIC	Certificate II in Integrated Technologies	745
91503NSW	Certificate II in Interior Decoration Visualisation	2
81037ACT	Certificate II in Japanese	43
22145VIC	Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-app)	11
30803QLD	Certificate II in Leadership Support	8
CUL20104	Certificate II in Library/Information Services	1
CUE20103	Certificate II in Live Production, Theatre & Events	54
WRB20204	Certificate II in Make-up Services	41
81053ACT	Certificate II in Mandarin	188
MSA20208	Certificate II in Manufacturing Technology	82
MTM20307	Certificate II in Meat Processing (Meat Retailing)	1
22020VIC	Certificate II in Modelling	21
CUS20109	Certificate II in Music	541
SIB20210	Certificate II in Nail Technology	45
SIS20210	Certificate II in Outdoor Recreation	480
SRO20206	Certificate II in Outdoor Recreation	428
LMF20602	Certificate II in Picture Framing	15
22138VIC	Certificate II in Plumbing (Pre-Apprenticeship)	599
21642VIC	Certificate II in Plumbing (Prevocational)	65
ICP20105	Certificate II in Printing & Graphic Arts (General)	11
ICP20205	Certificate II in Printing & Graphic Arts(Desktop Publishing)	44
ICP20210	Certificate II in Printing & Graphic Design Arts(Desktop Publishing)	101
ICP20110	Certificate II in Printing and Graphic Art	6
MSA20107	Certificate II in Process Manufacturing	1
RTE20603	Certificate II in Production Horticulture	3
PUA21004	Certificate II in Public Safety (Aquatic Rescue)	48
PUA21010	Certificate II in Public Safety (Aquatic Rescue)	1
PUA20701	Certificate II in Public Safety (Firefighting Operations)	109
PUA20400	Certificate II in Public Safety (SES Rescue)	16
RGR20108	Certificate II in Racing (Stablehand)	22
UEE21510	Certificate II in Renewable Energy	3

Certificate Code	Certificate	Certificate enrolments
SIR20207	Certificate II in Retail	1,163
WRB20304	Certificate II in Retail Cosmetic Services	25
SIB20110	Certificate II in Retail Make-up & Skin Care	738
WRR20102	Certificate II in Retail Operations	1
RTE20703	Certificate II in Rural Operations	3
MSL20109	Certificate II in Sampling and Measurement	3
CPP20211	Certificate II in Security Operations	1
22003VIC	Certificate II in Signage	26
10089NAT	Certificate II in Skills for Work and Training	61
21956VIC	Certificate II in Small Business (Operations/Innovation)	439
SRS20206	Certificate II in Sport (Career Orientated Participation)	20
SRS20306	Certificate II in Sport (Coaching)	66
SIS20510	Certificate II in Sport Coaching	1
SIS20310	Certificate II in Sport and Recreation	1,231
SRO20106	Certificate II in Sport and Recreation	86
91504NSW	Certificate II in Style Visualisation	5
22098VIC	Certificate II in Sustainable & Emerging Technologies	7
ICT20310	Certificate II in Telecommunications - Cabling	11
SIT20107	Certificate II in Tourism	110
TLI21107	Certificate II in Transport and Logistics (Logistics Operations)	14
TLI20107	Certificate II in Transport and Logistics(Warehousing & Storage)	104
CUV20111	Certificate II in Visual Arts	49
CUV20103	Certificate II in Visual Arts and Contemporary Craft	91
TLI21610	Certificate II in Warehousing Operations	44
RTE20303	Certificate II in Wool Handling	2
22076VIC	Certificate II in Work Preparation	6
30627QLD	Certificate II in Workplace Practices	1
30981QLD	Certificate II in Workplace Practices	9
FNS30310	Certificate III in Accounts Administration	2
22072VIC	Certificate III in Acting (Screen)	47
CHC30608	Certificate III in Active Volunteering	21
CHC30208	Certificate III in Aged Care	48
AHC30110	Certificate III in Agriculture	5
RTE30103	Certificate III in Agriculture	58
RTE30703	Certificate III in Agriculture (Horse Breeding)	5
HLT32407	Certificate III in Allied Health Assistance	576
ACM30110	Certificate III in Animal Studies	1
LMT31407	Certificate III in Applied Fashion Design & Technology	63
22150VIC	Certificate III in Applied Language	36
PRM30604	Certificate III in Asset Maintenance (Carpet Cleaning)	1
PRM30104	Certificate III in Asset Maintenance(Cleaning Operations)	6
AUM35108	Certificate III in Auto Manufacturing	1
AUR30308	Certificate III in Automotive Electrical Technology	5
AUR30405	Certificate III in Automotive Mechanical Technology	121
AUR30605	Certificate III in Automotive Specialist	2
AUR30805	Certificate III in Automotive Vehicle Body	11
SIB30110	Certificate III in Beauty Services	407
WRB30104	Certificate III in Beauty Services	114
81122ACT	Certificate III in Bengali	2

Certificate Code	Certificate	Certificate enrolments
CPC30108	Certificate III in Bricklaying/Blocklaying	13
BSB30107	Certificate III in Business	117
BSB30110	Certificate III in Business	399
BSB31107	Certificate III in Business (Medical)	2
BSB30407	Certificate III in Business Administration	245
BSB31007	Certificate III in Business Administration (Legal)	10
LMF32109	Certificate III in Cabinet Making	60
91500NSW	Certificate III in Carbon Management	8
CPC30208	Certificate III in Carpentry	201
CPC30211	Certificate III in Carpentry	4
CHC30708	Certificate III in Children's Services	1,043
30267QLD	Certificate III in Christian Ministry	20
91530NSW	Certificate III in Christian Studies	69
22073VIC	Certificate III in Circus Arts	13
RII30909	Certificate III in Civil Construction	2
RII30809	Certificate III in Civil Construction Plant Operations	19
LMT30506	Certificate III in Clothing Production	2
SIR30107	Certificate III in Community Pharmacy	16
SRC30206	Certificate III in Community Recreation	40
CHC30108	Certificate III in Community Services Work	41
ACM30410	Certificate III in Companion Animal Services	6
RUV30304	Certificate III in Companion Animal Services	2
RTD30102	Certificate III in Conservation & Land Management	1
AHC31410	Certificate III in Conservation and Land Management	1
BSB30207	Certificate III in Customer Contact	1
21760VIC	Certificate III in Dance	24
91251NSW	Certificate III in Dance Performance Studies	1
HLT31807	Certificate III in Dental Assisting	3
CUV30303	Certificate III in Design Fundamentals	18
CHC30408	Certificate III in Disability	2
21933VIC	Certificate III in ESL (Access)	8
21935VIC	Certificate III in ESL (Employment)	15
CHC30808	Certificate III in Education Support	44
UEE30607	Certificate III in Electrical Machine Repair	1
UEE30910	Certificate III in Electronics and Communications	1
UEE30807	Certificate III in Electrotechnology Electrician	84
10091NAT	Certificate III in Employment and Training	61
MEM30405	Certificate III in Engineering - Electrical Trade	1
MEM30305	Certificate III in Engineering - Fabrication Trade	22
MEM30205	Certificate III in Engineering - Mechanical Trade	19
MEM30105	Certificate III in Engineering - Production Systems	1
MEM30505	Certificate III in Engineering - Technical	1
SIT30607	Certificate III in Events	243
FNS30107	Certificate III in Financial Services	8
FNS30110	Certificate III in Financial Services	8
SIS30310	Certificate III in Fitness	271
SRF30206	Certificate III in Fitness	434
LMF31208	Certificate III in Flooring Technology	4
WRF30104	Certificate III in Floristry	3

Certificate Code	Certificate	Certificate enrolments
FDF30603	Certificate III in Food Processing (Retail Baking - Bread)	10
FDF30503	Certificate III in Food Processing (Retail Baking-Cake & Pastry)	3
FDF30903	Certificate III in Food Processing (Sales)	13
FDF30910	Certificate III in Food Processing (Sales)	2
FDF30703	Certificate III in Food Processing(Retail Baking Combined)	35
LMF30302	Certificate III in Furniture Making	3
BCG30798	Certificate III in Gen Construction(Carp-Framewrk/Formwrk/Finish)	2
21774VIC	Certificate III in General Education for Adults (CGEA)	452
LMF30602	Certificate III in Glass and Glazing	1
PSP30104	Certificate III in Government	1
SIH30111	Certificate III in Hairdressing	9
WRH30106	Certificate III in Hairdressing	1
WRH30109	Certificate III in Hairdressing	233
HLT32507	Certificate III in Health Services Assistance	346
CHC30308	Certificate III in Home and Community Care	3
RTF30103	Certificate III in Horticulture	6
RTF30203	Certificate III in Horticulture (Arboriculture)	4
RTF30403	Certificate III in Horticulture (Landscape)	5
RTF30803	Certificate III in Horticulture (Turf Management)	4
RTF30703	Certificate III in Horticulture- Parks & Gardens	6
SIT30707	Certificate III in Hospitality	979
SIT30807	Certificate III in Hospitality (Commercial Cookery)	65
SIT31107	Certificate III in Hospitality (Patisserie)	21
ICA30105	Certificate III in Information Technology	1,081
ICA30111-2012	Certificate III in Information, Digital Media & Technology	171
LMF31908	Certificate III in Interior Decoration (Retail Supervision)	15
MEM30605	Certificate III in Jewellery Manufacture	2
CPC31908	Certificate III in Joinery	4
MSL30109	Certificate III in Laboratory Skills	93
CUL30104	Certificate III in Library/Information Services	5
CUE30203	Certificate III in Live Production, Theatre & Events (Technical Ops)	10
MEM30805	Certificate III in Locksmithing	2
TLI32410	Certificate III in Logistics	1
81054ACT	Certificate III in Mandarin	14
MSA30208	Certificate III in Manufacturing Technology	150
AUR30511	Certificate III in Marine	2
MTM30807	Certificate III in Meat Processing (Meat Retailing)	7
MTM30811	Certificate III in Meat Processing (Retail Butcher)	3
CUF30107	Certificate III in Media	2,819
BSB30307	Certificate III in Micro Business Operations	2
30771QLD	Certificate III in Ministry & Theology	120
CUS30109	Certificate III in Music	968
LMF31408	Certificate III in Musical Instrument Making & Repairing	6
AUR30705	Certificate III in Outdoor Power Equipment	4
SRO30206	Certificate III in Outdoor Recreation	17
CPC30608	Certificate III in Painting & Decorating	5
CPC30611	Certificate III in Painting and Decorating	1
30868QLD	Certificate III in Permaculture	3
RII31309	Certificate III in Pipe Laying	2

Certificate Code	Certificate	Certificate enrolments
CPC32408	Certificate III in Plumbing	93
CPC32411	Certificate III in Plumbing	11
MSA30107	Certificate III in Process Manufacturing	2
RTE31603	Certificate III in Production Horticulture	3
PUA31310	Certificate III in Public Safety (Aquatic Search and Rescue)	20
RGR30208	Certificate III in Racing (Advanced Stablehand)	11
RGR30108	Certificate III in Racing (Trackrider)	2
FDF30710	Certificate III in Reatil Baking (Combined)	5
THC30104	Certificate III in Recreational Vehicle Manufacturing	11
UEE31307	Certificate III in Refrigeration & Air-Conditioning	2
SIR30207	Certificate III in Retail	1,267
FDF30610	Certificate III in Retail Baking - Bread	10
CPP30411	Certificate III in Security Operations	1
CPC32108	Certificate III in Signage	1
91423NSW	Certificate III in Spoken and Written English	30
SIS30510	Certificate III in Sport & Recreation	5
SRS30206	Certificate III in Sport (Career Oriented Participation)	5
SRS30306	Certificate III in Sport (Coaching)	129
SRS30406	Certificate III in Sport (Officiating)	18
SIS30710	Certificate III in Sport Coaching	1
SIS30510	Certificate III in Sport and Recreation	1,444
SRO30106	Certificate III in Sport and Recreation	680
SIS30810	Certificate III in Sports Trainer	7
AHC31310	Certificate III in Sports Turf Management	1
RII30112	Certificate III in Surface Extraction Operations	1
CUS30209	Certificate III in Technical Production	1,254
ICT30310	Certificate III in Telecommunications Cabling	1
LMT30107	Certificate III in Textile Production	2
91361NSW	Certificate III in Theatre & Screen Performance	14
SIT30107	Certificate III in Tourism	128
SIT30507	Certificate III in Tourism (Guiding)	5
SIT30207	Certificate III in Tourism (Retail Travel Sales)	1
TLI30107	Certificate III in Transport & Logistics (Warehousing & Storage)	45
CUV30111	Certificate III in Visual Arts	16
CUV30103	Certificate III in Visual Arts and Contemporary Craft	212
CPC31208	Certificate III in Wall & Ceiling Lining	7
CPC31308	Certificate III in Wall & Floor Tiling	3
TLI31610	Certificate III in Warehousing	56
ICP40205	Certificate IV Printing & Graphic Arts (Multimedia)	5
FNS40610	Certificate IV in Accounting	55
MEA40607	Certificate IV in Aeroskills (Avionics)	7
AHC40110	Certificate IV in Agriculture	1
RTE40103	Certificate IV in Agriculture	1
AVI40108	Certificate IV in Aviation Operations (Commerical Pilot Aeroplane)	31
WRB40105	Certificate IV in Beauty Therapy	3
FNS40210	Certificate IV in Bookkeeping	6
CPC40110	Certificate IV in Building & Construction (Building)	25
BSB40207	Certificate IV in Business	48
BSB40507	Certificate IV in Business Administration	11

Certificate Code	Certificate	Certificate enrolments
CHC41208	Certificate IV in Children's Services (Outside School Hours Care)	2
30772QLD	Certificate IV in Christian Ministry & Theology	1
22074VIC	Certificate IV in Circus Arts	5
BSB40307	Certificate IV in Customer Contact	1
21912VIC	Certificate IV in Dance	4
21816VIC	Certificate IV in Dance (Teaching & Management)	4
21627VIC	Certificate IV in Dance(Classical Ballet/Performing Arts)	2
CUV40303	Certificate IV in Design	80
ICA40811-2012	Certificate IV in Digital Media Technologies	1
ICA40911-2012	Certificate IV in Digital and Interactive Games	1
CHC40308	Certificate IV in Disability	20
SRF40206	Certificate IV in Fitness	55
BSB40807	Certificate IV in Frontline Management	6
21695VIC	Certificate IV in Further Education	36
WRH40109	Certificate IV in Hairdressing	1
SIT40307	Certificate IV in Hospitality	6
SIT40707	Certificate IV in Hospitality (Patisserie)	1
ICA40111-2012	Certificate IV in Information Technology	1
ICA40805	Certificate IV in Information Technology (Multimedia)	2
ICA40305	Certificate IV in Information Technology (Websites)	1
ICA40405	Certificate IV in Information Technology Networking	1
LMF40408	Certificate IV in Interior Decoration	17
21792VIC	Certificate IV in Justice	52
CHC40608	Certificate IV in Leisure and Health	2
CUL40104	Certificate IV in Library/Information services	1
CUE40303	Certificate IV in Live Production, Theatre and Events	8
HLT40307	Certificate IV in Massage Therapy Practice	6
CHC40508	Certificate IV in Mental Health	1
22126VIC	Certificate IV in Ministry (Youth)	2
CUS40109	Certificate IV in Music	27
CUS40309	Certificate IV in Music Business	5
LMF40308	Certificate IV in Musical Instrument Making & Repair	15
BSB41407	Certificate IV in Occupational Health and Safety	4
SRO40206	Certificate IV in Outdoor Recreation	1
CUV40403	Certificate IV in Photoimaging	49
ICP40210	Certificate IV in Printing & Graphic Arts (Multimedia)	110
CPP40307	Certificate IV in Propety Services (Real Estate)	2
RGR40208	Certificate IV in Racing (Jockey)	7
39207QLD	Certificate IV in Residential Drafting	33
CUF40107	Certificate IV in Screen & Media	79
BSB40407	Certificate IV in Small Business Management	1
CUS40209	Certificate IV in Sound Production	14
SRO40106	Certificate IV in Sport & Recreation	457
SRS40206	Certificate IV in Sport (Coaching)	1
SRS40506	Certificate IV in Sport (Development)	10
LMT41107	Certificate IV in Textile Design & Development	12
ACM40410	Certificate IV in Veterinary Nursing	2
RUV40404	Certificate IV in Veterinary Nursing	2
CUV40111	Certificate IV in Visual Arts	2

Certificate Code	Certificate	Certificate enrolments
CUV40103	Certificate IV in Visual Arts & Contemporary Craft	29
CHC41808	Certificate IV in Youth Work	1
21731VIC	Course in Concurrent Study	20
21883VIC	Course in Construction (OH&S Induction)	244
21770VIC	Course in Initial General Education for Adults	14
21896VIC	Course in Recognised Informal Learning	10
SIB50110	Diploma of Beauty Therapy	2
WRB50105	Diploma of Beauty Therapy	1
BSB50207	Diploma of Business	3
CHC50908	Diploma of Children's Services (Early Childhood education & care)	2
21628VIC	Diploma of Dance (Classical Ballet & Performing Arts)	2
SIT50307	Diploma of Hospitality	1
BSB51107	Diploma of Management	8
CUS50109	Diploma of Music	1
HLT51607	Diploma of Nursing	10
CUV50407	Diploma of Photoimaging	37
22111VIC	Diploma of Practical Rabbinics	65
CUF50107	Diploma of Screen and Media	1
CUF50407	Diploma of Specialist Make-up Services	14
SRO50106	Diploma of Sport and Recreation	8
Total		68,438

Source: Victorian Curriculum and Assessment Authority, August 2012



Department of Education and
Early Childhood Development

On Track Survey 2013

The Destinations of students who
exited Specialist Schools in 2012

Statewide Report

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Summary of key findings

195 specialist school students were interviewed in the 2013 On Track special schools survey. This represents approximately 25.0 per cent of students enrolled in a special school who were of school-leaving age and had completed school in 2012.

Characteristics of specialist school students interviewed in June 2013:

- 61.0 per cent were male; 51.8 per cent were aged 18 years
- 85.6 per cent had completed Year 12 or its equivalent in the previous year
- 51.3 per cent were attending a Day Service.
- 31.8 per cent were enrolled in further education or training; mostly in a TAFE institution
- 12.3 per cent were employed at the time of the survey; mostly part-time. Over half of these students gained this employment through an Australian Disability Enterprise.

Introduction

Background

On Track is a large-scale survey program conducted annually to map the transition pathways of Victorian school leavers six months after they exit school. The survey collects detailed information on post-school education, training and employment destinations and investigates factors contributing to their decisions.

Three collections are conducted as part of the annual *On Track* survey program;

- Year 12 completers survey (students who completed Year 12 or its equivalent)
- Early School Leavers survey (students who left school before completing Year 12)
- Specialist schools survey (students exiting specialist schools)

Methodology

As part of the *On Track* survey program, a destination survey of consenting students who exit Specialist Schools has been conducted annually since 2009. The consent process is managed by Specialist Schools who also indicate whether a student or a parent acting as a proxy will be contacted for interviewing. Almost all interviews are conducted with a parent acting as a proxy, but where possible, interviews are conducted with the student themselves.

A customised questionnaire is developed annually, in consultation with stakeholders. Students who are enrolled in a special school and are of school-leaving age (aged over 17 years), with records that indicate that they finished school in the cohort year are eligible to participate in the *On Track* specialist schools survey.

The methodology for this survey differs substantially to the *On Track* Year 12 completer or Early Leaver surveys. Thus, the data collected for this cohort are not comparable to the Year 12 completer or Early Leaver cohorts.

Special school students sample and response rates

Students who exited Specialist Schools in 2012 were interviewed in June 2013. Approximately 800 specialist school students were eligible to participate in the 2013 *On Track* specialist school survey. Of the 292 students who consented to participate, 195 interviews were conducted, representing a response rate of 66.8 per cent and approximately 25.0 per cent of the cohort.

Table 1 *On Track* Specialist Schools, achieved sample and response rates, 2009 to 2013

	2009	2010	2011	2012	2013
Number of students who consented to participate	116	379	283	137	292
Number of students who responded to the survey	88	239	196	98	195
Response rate (%)	75.9	63.1	69.3	71.5	66.8

Findings based on the specialist schools survey data should be treated with caution due to the small numbers of respondents. Nevertheless, the *On Track* specialist schools survey results provide a clear perspective on post school transitions of these students.

Cohort characteristics

Table 2 presents the characteristics of the specialist school students who participated in the 2013 *On Track* special schools survey. Similar to previous years, the vast majority (92.8 per cent) of interviews were conducted with a proxy, usually the students' parent or guardian.

Characteristics of special school students represented in the 2013 *On Track* specialist schools survey:

- 61.0 per cent were male.
- Over half (51.8 per cent) were aged 18 years
- 85.6 per cent had completed Year 12 or its equivalent in the previous year.
- Just over half (51.3 per cent) had attended or was receiving a Day Service at the time of the survey.

Table 2 Characteristics of students from specialist schools, 2013

Cohort characteristics	No.	%
Respondent status		
Interviewed student	14	7.2
Interviewed proxy	181	92.8
Gender		
Female	76	39.0
Male	119	61.0
Age of student		
16 – 17 years	7	3.6
18 years	101	51.8
19 – 20 years	87	44.6
Completed Year 12 last year		
Yes	167	85.6
No	28	14.4
Attended or receiving day service		
Yes	100	51.3
No	95	48.7
Total respondents	195	100.0

Post school destinations of specialist school students

This section shows the main destination of specialist school students who were interviewed in the 2013 *On Track* Specialist Schools survey. In order to prevent double-counting, a single destination is derived for each respondent. For specialist school students who are combining study and work, *On Track* emphasises the study destination. For example, a student enrolled in a Certificate level course who also holds a part-time job is classified in the 'TAFE/VET' category and not in the 'employed' category. Similarly, apprentices and trainees are classified in the 'apprenticeship/traineeship' category rather than as 'employed', although most of them are employed as a condition of their training contracts.

Table 3 shows that approximately one-third (31.8 per cent) of students from specialist schools had transitioned to further education or training at the time of the survey, a similar proportion to those interviewed in 2012 (31.6 per cent). 47.2 per cent of specialist school students were attending Day Services, while 21.0 per cent were not continuing in further education or training.

Table 3 Education and Training destinations of students from specialist schools, June 2013

Post-school destination	No.	%
In education or training	62	31.8
Not in education or training	41	21.0
Attending Day Service	92	47.2
Total respondents	195	100.0

Specialist school students who completed Year 12 or its equivalent

Of the 195 specialist school students interviewed, 167 (85.6 per cent) had completed Year 12 or its equivalent in 2012. This proportion was lower than that reported in 2011 (92.9 per cent) and 2010 (92.0 per cent).

Table 4 Destinations of students from specialist schools, by Year 12 completion status, June 2013

Destination	Completed Year 12 or its equivalent		Did not Complete Year 12 or its equivalent		Total	
	No.	%	No.	%	No.	%
Certificates / Diplomas	47	28.1	7	25.0	54	27.7
Apprenticeship / Traineeship	8	4.8	-	-	8	4.1
Employed	19	11.4	np	np	23	11.8
NILFET	16	9.6	np	np	18	9.2
Attending Day Service	77	46.1	15	53.6	92	47.2
Total respondents	167	100.0	28	100.0	195	100.0

Note: Cells marked "np" have been suppressed due to small numbers.

NILFET = Not in the Labour Force, Education or Training.

Of the 167 specialist school students surveyed who had completed Year 12 or its equivalent in 2012, 47 were enrolled in a Certificate or Diploma course the following year, 19 were employed, 8 were undertaking an apprenticeship or traineeship and 77 were attending Day Services.

VCAL students

Over half (53.8 per cent) of the specialist school students surveyed indicated that they had enrolled in a Victorian Certificate of Applied Learning (VCAL) course in 2012. Of these, 39.0 per cent made the transition to TAFE, 13.3 per cent were employed and 6.7 per cent had commenced an apprenticeship or traineeship.

Table 5 Destinations of students from specialist schools, by VCAL enrolment, June 2013

Destination	Enrolled in VCAL course in 2012		No VCAL in 2012		Total *	
	No.	%	No.	%	No.	%
Certificates / Diplomas	41	39.0	10	14.3	54	27.7
Apprenticeship / Traineeship	7	6.7	-	-	8	4.1
Employed	14	13.3	5	7.1	23	11.8
NILFET	16	15.2	-	-	18	9.2
Attending Day Service	27	25.7	55	78.6	92	47.2
Total respondents	105	100.0	70	100.0	195	100.0

Note: * Total includes proxy respondents who could not identify whether the student was enrolled in a VCAL course in 2012.

Detailed post school destinations of specialist school students

Table 6 shows that over a quarter (27.7 per cent) of specialist school students surveyed were enrolled in an entry level Certificate course at the time of the survey. A further 47.2 per cent were attending a Day Service. Almost one in eight (11.8 per cent) of the respondents had gained employment, mostly part-time, while 9.2 per cent were Not in the Labour Force, Education or Training (NILFET).

There were minor differences in the destinations of males and females, mostly in the proportion of those employed part-time or NILFET.

Table 6 Detailed destinations of students from specialist schools, June 2013

Destination	Female		Male		Total	
	No.	%	No.	%	No.	%
Certificates / Diplomas	23	30.3	31	26.1	54	27.7
Apprenticeship / Traineeship	np	np	np	np	8	4.1
Employed full-time	np	np	np	np	np	np
Employed part-time	6	7.9	13	10.9	19	9.7
NILFET	6	7.9	12	10.1	18	9.2
Attending Day Service	36	47.4	56	47.1	92	47.2
Total respondents	76	100.0	119	100.0	195	100.0

Note: Cells marked "np" have been suppressed due to small numbers.

NILFET = Not in the Labour Force, Education or Training.

Specialist school students who transitioned to education and training

Level of qualification

62 of the 195 specialist school students surveyed had made the transition to education and training. Of these, 22 (35.5 per cent) were enrolled in a Certificate I level course. A further 29.0 per cent were enrolled in a Certificate II level course and 12.9 per cent were enrolled in a Certificate III level course or above.

Table 7 Students from specialist schools engaged in education or training, by level of qualification studying, June 2013

Level of qualification	No.	%
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Certificate III or above	8	12.9
Certificate II	18	29.0
Certificate I	22	35.5
Other or unknown qualification level	14	22.6
Total in education or training *	62	100.0

* Students engaged in Certificates/Diplomas or Apprenticeships/Traineeships

Study area and Institution

The types of courses undertaken by those students who transitioned to education and training are described in Table 8. Due to the small number of students in each study area, many of the courses have been grouped to maintain confidentiality of the respondents.

The most common study area chosen was 'General Education programmes', with 16.1 per cent of special school students who were continuing in education or training undertaking this course. The second most common study area selected was 'Food and Hospitality' or 'Social Skills Programme' (12.9 per cent), followed by 'Employment skills programmes' (11.3 per cent).

Table 8 Courses undertaken by students from specialist schools engaged in education or training, June 2013

Study Area	No.	%
General Education Programmes	10	16.1
Food and Hospitality / Social Skills Programmes	8	12.9
Employment Skills Programmes	7	11.3
Manufacturing Engineering and Technology / Automotive Engineering and Technology	6	9.7
Curriculum and Education Studies / Other Education / Human Welfare Studies and Services	6	9.7
Business and Management / Sales and Marketing / Office Studies	5	8.1
Agriculture, Environmental and Related Studies / Other Health studies / Other Society and Culture	5	8.1
Information Systems / Other Information Technology / Graphic and Design studies	5	8.1
Other	10	16.1
Total in education or training	62	100.0

Table 9 shows that the majority of specialist schools students who were undertaking further education or training at the time of the survey were studying at a TAFE institution. 11.3 per cent of these students were studying at Northern Melbourne Institute of TAFE, a further 9.7 per cent were studying at Sunraysia Institute of TAFE and 9.7 per cent were studying at the TAFE Division of Victoria University.

Table 9 Institution of study of students from specialist schools engaged in education or training, June 2013

Institution where studying	No.	%
La Trobe University	5	8.1
Northern Melbourne Institute of TAFE (NMIT)	7	11.3
Sunraysia Institute of TAFE	6	9.7
Victoria University (TAFE Division)	6	9.7

Other TAFE	24	38.7
Other	14	22.6
Total in education or training	62	100.0

Satisfaction with course studying

Of the students in education and training, 80.6 per cent indicated that they were either very satisfied or satisfied with the course they were studying. This proportion is unchanged from that reported in 2012.

The number of students from specialist schools who indicated that they were either dissatisfied or very dissatisfied with their course could not be reported due to the small number of respondents.

Specialist school students who transitioned to employment

Specialist school students who transitioned to employment

23 of the 195 (11.8 per cent) students from specialist schools reported that they were employed at the time of the survey. The majority of these students were employed part-time (78.3 per cent) and over half of these students had gained this job through an Australian Disability Enterprise (52.2 per cent).

Table 10 presents the occupations students with disabilities who were employed at the time of the survey. Due to the small number of respondents in this cohort, many of the occupations reported have been grouped to maintain confidentiality.

Table 10 Occupation of students from specialist schools who transitioned to employment, June 2013

Occupation	No.	%
Factory Workers & Packers	6	26.1
Sales Assistance, Storepersons or Receptionists	5	21.7
Kitchenhands, Waiters or Cleaners	5	21.7
Other	7	30.4
Total in employment	23	100.0

Assistance with job seeking or job placement

The majority (73.3 per cent) of specialist school students surveyed in June 2013 reported that they had not received any assistance with job seeking or job placement. Of those who did receive assistance, 17.9 per cent utilised a Disability Employment Service and 7.2 per cent used Centrelink services.

Table 11 Services received by specialist school students to assist with job seeking or job placement, June 2013

Job seeking or job placement service received	No.	%
Disability Employment Service	35	17.9
Centrelink	14	7.2
Other service	12	6.2
Did not receive assistance with job seeking or job placement	143	73.3
Total respondents	195	

Note: Responses are not mutually exclusive as respondents may have utilised more than one job seeking or job assistance service. Therefore the number of students in each category does not sum to the total number of respondents and percentages do not sum to 100.0%.

Present main activity of exited specialist school students

Main activity

Table 12 shows the main activity reported by exited specialist school students at the time of the survey. The responses for this question will differ to the destination pathways reported in Table 3 as these destination categories emphasise study destinations, while main activity reflects the students' description of their post-school activity.

Over half of the specialist school students surveyed (53.3 per cent) reported that their main activity at the time of the survey was 'Study/Training'. This was less than the proportion reported in 2012 (83.7 per cent).

12.3 per cent of specialist school students surveyed reported that their main activity at the time of the survey was 'working'. This proportion has increased from 8.2 per cent in 2012.

Table 12 Main activity of students from specialist schools, June 2013

Main activity at time of the survey	No.	%
Study / Training	104	53.3
Working	24	12.3
Ill / Unable to work	23	11.8
Home duties / Looking after children	11	5.6
Other	22	11.3
Can't say	11	5.6
Total respondents	195	100.0

Reasons for leaving school before completing Year 12 or its equivalent

28 of the 195 specialist school students surveyed (14.4 per cent) had left school before they completed Year 12 or its equivalent. Table 13 presents the reasons they provided for leaving school.

Table 13 Reasons for leaving school provided by specialist school students who did not complete Year 12 or its equivalent, June 2013

Reason for leaving school	No.	%
Had a job, apprenticeship or traineeship to go to	5	17.9
Wanted to study at a different sort of education or training facility	5	17.9
Were not coping with school work or falling behind	9	32.1
The school didn't offer the subjects or courses they wanted to do	5	17.9
Because of illness or poor health	9	32.1
Because of poor relationships or problems with other students	5	17.9
Other reasons	np	np
Total respondents	28	

Note: Cells marked 'np' have been suppressed due to small numbers

Responses are not mutually exclusive. Respondents may have provided more than one reason for leaving school. Therefore the number of students in each category does not sum to the total number of respondents and percentages will not sum to 100.0%.

Day services attended

Day Services are activities organised or provided directly by community service organisations for people with a disability aged 16 years and over. Activities are developed with the person and/or their supporters in ways considered to be most relevant to their needs and preferences. They can be across a range of lifestyle areas, including daily living, pre-vocational skills, community participation and recreation.

51.3 per cent of specialist school students surveyed indicated that they were attending a Day Service in 2013. The proportion of specialist school students attending a Day Service in 2013 was lower than that reported in 2012 (59.2 per cent).

The most common day service attended by special school students was 'Life skill lessons/sessions'. Table 14 shows that attendance in 'Work/Employment programs/Community participation' and 'Sport/ physical activity' Day services' were also high.

Table 14 Service attended by Day Service provider, students in specialist schools, June 2013

Day Service attended	No.	%
Life skills lessons/sessions	50	50.0
Sport / physical activities	33	33.0
Arts	26	26.0
Computer courses/programs	11	11.0
Numeracy/literacy/english/maths/science	13	13.0
Gardening/cooking/woodwork etc.	28	28.0
Work/employment programs/community participation	37	37.0
Social interaction	27	27.0
Provides a care service/a place to go	8	8.0
Total respondents	100	

Note: Responses are not mutually exclusive. Respondents may have attended more than one Day Service. Therefore the number of students in each category does not sum to the total number of respondents and percentages will not sum to 100.0%.

Of the 100 specialist school students surveyed who indicated that they were attending a Day Service in 2013, 88.0 per cent reported being either 'Very Satisfied' or 'Satisfied' with the Day Service Received.