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NSW Secondary Students' Post-School Destinations and Expectations

2014 Annual Report

March 2015

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List of abbreviations and terms

ABS – Australian Bureau of Statistics

AIS – Association of Independent School of NSW

ASGS – Australian Statistical Geography Standard

BOSTES – Board of Studies, Teaching and Educational Standards NSW

CEC – Catholic Education Commission NSW

DEC – NSW Department of Education and Communities

Full-time employment – usually working 35 hours or more per week

HR – Hunter Region (a BOSTES administration region)

HSC – Higher School Certificate

IB – International Baccalaureate

ME – Metropolitan East (a BOSTES administration region)

MN – Metropolitan North (a BOSTES administration region)

MS – Metropolitan South West (a BOSTES administration region)

MW – Metropolitan North West (a BOSTES administration region)

NAPLAN – National Assessment Program – Literacy and Numeracy

NC – North Coast (a BOSTES administration region)

NILFET – Not in the labour force or further education or training

NW – North West (a BOSTES administration region)

Part-time employment – usually working less than 35 hours per week

RR – Riverina Region (a BOSTES administration region)

SA4 – Statistical Area Level 4

SC – South Coast (a BOSTES administration region)

SEIFA – Socio-economic Indexes for Areas

SES – Socio-Economic Status

VET – Vocational education and training

WR – Western Region (a BOSTES administration region)

ANZCO – Australian and New Zealand Standard Classification of Occupations

TAFE – Technical and Further Education

Executive summary

This report presents key findings from the 2014 Survey of Secondary Students' Post-School Destinations. The design of the 2014 survey varied from earlier iterations of post-school destination surveys in NSW and involved undertaking surveys with four cohorts across the NSW school system (i.e. both government and non-government schools): early school leavers, Year 12 completers, and Year 10 students and teachers.

The main aim of the survey was to monitor and examine trends in, and correlates of, post-school education, training and employment destinations among secondary school students in NSW.

Main post-school destination

The most common main post-school destination among Year 12 completers in 2014 was a Bachelor degree (52.5%), while 20.3% had entered a VET program; 7.3% were in Certificates IV+, 4.9% in apprenticeships, 4.4% in traineeships and 3.7% in Certificates I-III. Year 12 completers not in further education (27.2% of all Year 12 completers) were typically working part-time (12.5%), although 6.6% were working full-time, 5.5% were looking for work and 2.6% were not in the labour force, education or training.

The main correlates of whether a Year 12 completer entered a Bachelor degree (or not) in the 2014 survey were gender, parental SES, reading and numeracy NAPLAN results, school sector, region, language spoken at home language spoken at home, and participation in a VET or Life Skills course while at school.

Since the 2010 destination survey, there appears to have been an increase (up 5.1 points) in Year 12 completers entering a Bachelor degree. This increase was associated with small decreases in those entering Certificate IV+ courses (down 2.6 points), Certificates I-III (down 2.3 points) courses and fulltime employment (down 2.3 points). Further, there has been a slight increase in those not in the labour force, education or training (up 1.6 points).

Stark differences in the post-school destinations between those who complete Year 12 and those who leave the school system early continue to be evident. Few early school leavers (0.9%) reported studying at a Bachelor degree, while a majority (55.0%) had entered a VET program; typically an apprenticeship (26.2%), although 7.8% had entered a Certificate IV+, 14.6% had entered a Certificate I-III and 6.5% had entered a traineeship. Early school leavers not in further education (37.6% of all early school leavers) were typically looking for work (17.2%) or working part-time (12.2%), although 8.3% were working full-time and 6.4% were not in the labour force, education or training.

Anticipated Year 12 completion – Year 10 student and teacher comparisons

The majority (90.4%) of Year 10 students expect to leave school upon completion of Year 12. Year 10 teachers' expectations were relatively consistent with that of their students, with teachers expecting on average that about 85.4% of their Year 10 students would complete Year 12.

The main reason Year 10 students gave for expecting to leave school prior to completing Year 12 was for career or work (44.2%). The least enjoyable aspects of school were only seen as partially driving the decision to leave school early among current Year 10 students. Access to VET courses was identified by teachers and students as being something that would encourage Year 12 completion.

The majority (88.8%) of current Year 10 students anticipate they will undertake further study in the first couple of years after leaving school. Three quarters (77.1%) of teachers also believed that current Year 10 students would enter into some kind or study or training upon leaving school. Teachers identified behavioural or additional problems while at school (90.2%) and having little interest in learning (86.8%) as the main risk factors to not making a successful transition from school into further education or employment activities.

The main influencing factors on both school subject choice and career aspirations among Year 10 students are their parents and their teachers. Interest and career aspirations were also identified as significant influences on subject choice by Year 10 students.

Not in the labour force, further education or training

The current circumstances of the small proportion of early school leavers and Year 12 completers who were defined as not being in the labour force, further education or training appear to be quite different.

The main activity of early school leavers not in the labour force, further education or training (6.4%) was diverse. Of those in this small group, the most common activity related to recreation (28.4%), typically 'doing nothing' (15.2%) or unspecified 'recreational activities' (10.7%), while one-fifth (19.0%) were looking after children or preparing for birth. Further, around one-in-ten of these early school leavers had clear pathways into further education (i.e. having deferred a course).

The main activity of Year 12 completers not in the labour force, further education or training (2.6% of the cohort) also related to recreation (45.5%). However, unlike early school leavers, they appear to be engaged in more purposeful activity; typically involving travel or having a 'gap' year (33.2%). Consistent with taking a ‘gap year’ 43.0% indicated they were enrolled in a course, but had deferred it.

Reasons for leaving school early

Early school leavers in the 2014 survey provided a variety of reasons for why they had left school before completing Year 12. The most frequently mentioned individual reasons were wanting to pursue employment or career opportunities and simply not liking school or teachers. Other less frequently cited reasons were not coping at school or failing subjects, school 'not being for them', finding school boring, ill-health, being bullied and wanting to study elsewhere.

There appears to be major differences in socio-demographic profile and main post-school destination according to the main reason for leaving school.

Career aspirations

The career aspirations of early school leavers and Year 12 completers were reasonably well aligned with current post-school pathways of each group. One-third (34.6%) of early school leavers expected to be working in some form of technical or trade related role, while 15.8% expected to be working in professional role and 13.2% in community or personal service roles. By contrast, more than half (53.9%) of all Year 12 completers expected to be working in professional roles by the age of 30.

The range of specific roles mentioned was quite diverse and naturally varied between cohorts according to the prevalence of different major level occupation classifications.

Career advice at school

Nearly all survey cohorts reported having participated in at least one career advice activity through school. Broadly, participation in individual activities appeared to be aligned with the students' current or potential pathways. Year 12 completers were more likely than early school leavers to report receiving all other types of careers advice, as well as careers activities directly relating to employment and university, but were less likely to report participation in VET-related activities. Year 10 students were less likely to report having participated in activities focused on specific post-school destinations, such as site visits to employers, universities and VET providers.

The majority of early school leavers (61.5%), Year 12 completers (73.1%) and Year 10 students (86.6%) surveyed believed the career guidance they received at school had been useful, although views did vary between the student cohorts.

1. Introduction

1.1. Background and research objectives

The 2014 Survey of Secondary Students' Post-School Destinations provides a platform for the NSW Department of Education and Communities (DEC) to identify trends in, and correlates of, post-school education, training and employment destinations of secondary school students in NSW.

The survey seeks to build on previous research and provides critical information on education pathways, attainments and destinations of young people in NSW, as well as on the factors which drive their engagement, retention, educational achievements and pathway choices. The survey will allow the DEC to more adequately monitor post-school pathways and will inform policy settings and planning for NSW to achieve the youth participation and attainment targets, and partially address the NSW Auditor General's recommendations relating to the impact of the raised school leaving age policy (NSW Auditor General, 2012).

Previously the former Board of Vocational Education and Training (now the NSW Skills Board) had commissioned research to track and monitor the post-school destinations of NSW students and the importance of vocational education and training (VET) in schools participation. This included the:

- Destination and Satisfaction Surveys in 2005 and 2006,
- Longitudinal Survey of Destination, Pathways and Satisfaction in 2005,
- Government School HSC Students in NSW Survey in 2007,
- Survey of Expectations and Destinations of Senior Secondary Students in NSW in 2010 (Marks, Underwood, Rothman & Brown, 2011), and
- Survey of Expectations and Destinations of NSW Senior Secondary Students in 2013 (Polesel, Leahy, Gillis, Dulhunty & Calvitto, 2013).

The overarching research objectives of the 2014 Survey of Secondary Students' Post-School Destinations was to identify trends in, and correlates of, post-school education, training and employment destinations in NSW.

The more specific research objectives that will be explored through the survey are to:

- Identify trends in, and correlates of, post-school education, training and employment destinations;
- Explore factors influencing student decisions to complete or not complete Year 12;
- Explore expectations of post-school education, training and employment destinations;
- Examine the effectiveness of strategies to keep young people at school for longer, and to prepare them adequately for employment, further education and training.

It should be noted that not all research objectives are covered in this annual report, but instead will be the focus of future reports and publications.

1.2. Methodology

The overall research design for the 2014 NSW Post-Secondary School Destination and Expectations Survey differed from earlier surveys and involved undertaking a survey with four cohorts across the NSW school system (i.e. both government and non-government schools):

- Early school leavers: students who left school before completing Year 12 in 2013
- Year 12 completers: students who completed Year 12 in 2013
- Year 10 students: students enrolled in Year 10 in 2014
- Year 10 teachers: school teachers from the schools attended by sampled Year 10 students.

Information collected by the Board of Studies Teaching and Education Standards (BOSTES) for the purpose of managing the Higher School Certificate (HSC) examinations and results was used to identify potentially in-scope students and former students. In addition, some enrolment information collected by the DEC for government school administration purposes was used to supplement BOSTES records (e.g. where address or telephone numbers were incomplete or missing). Prior to surveys commencing, letters were sent from the BOSTES and/or the DEC informing potential participants about the purposes of the research and providing the opportunity to opt out.

The surveys with current and former secondary school students were undertaken via telephone directly with the selected student or via proxy with a parent or guardian in cases where the student was uncontactable or away for the duration of the fieldwork period (e.g. overseas). The survey with Year 10 school teachers was undertaken online.

The questionnaires for the 2014 Survey were designed by the Centre for Education Statistics and Evaluation, DEC with input from the Social Research Centre. Items were drawn largely from previous NSW destinations and expectations surveys.

A more detailed outline of the methodology employed in 2014 is provided in Appendix 1.

1.3. About this report

This report is designed to provide a brief methodological overview of 2014 Survey of Secondary Students' Post-School Destinations, as well as present key findings relating to the post-school destinations of secondary students in NSW and their future career expectations. It is intended to be read by anyone in the community with an interest in patterns and trends in post-school destinations. This report primarily focuses on findings from the 2014 survey data; however, where appropriate, comparisons are drawn to expectations and destinations surveys conducted in 2010 (Marks, Underwood, Rothman & Brown, 2011) and 2013 (Polesel, Leahy, Gillis, Dulhunty & Calvitto, 2013).

Several points should be kept in mind when considering the findings presented in this report. Firstly, before reporting, all data was weighted to match relevant population parameters. All charts and tables in this report, unless otherwise specified, show survey estimates that have been weighted in this manner. The bases (n) shown in the tables and graphs are unweighted.

Statistical tests were conducted to establish whether differences between the responses of subgroups, as well as between survey waves, were genuine rather than simply due to random

variation. Testing of the statistical significance of differences has been carried out on the effective base (i.e. the underlying sample size after adjusting for the impact of the weights) for each statistic using the column proportions with overlap adjustment t-test available within the IBM SPSS Data Collection Survey Reporter Version 7. Where results are reported as "different", it implies that a statistically significant difference at a 99% confidence level has been established. Such differences are indicate by an asterisk (*) in tables and charts.

Further, results for subgroups are generally only noted if a statistically significant difference exists and the differences are substantial in size. This is because when a large sample size is involved, small subgroup differences (or change over time) may be statistically significant, but are likely to be of little practical importance. Given that these relatively small differences will sometimes be statistically significant, the commentary in this report does not mention every statistically significant difference, but rather draws out the main themes, trends and relationships in the data.

It should be noted the majority of trends presented throughout this report are based on simple bivariate analysis. That is, analysis examining the relationship between two variables in isolation. Although useful for providing an initial descriptive of key results, the main limitation of this analytical approach is that other factors are not taken into account. Further, the bivariate analyses presented throughout this report did not account for the complex design of the sample in calculating standard errors, instead using the well-known Kish approximation. Due to this, caution should be taken when drawing conclusions from results based on the bivariate analyses.

Some of the tables in this report present survey data by a range of variables. For variables which are not self-evident as to how they have been constructed, the definitions used to create them are outlined below.

- **Region (SA4 clusters)**: is based on the location of the school attended by a particular student or teacher. This variable defines eleven geographic regions across NSW. The regions are intuitive groupings of the 28 Statistical Area Levels (SA4) for NSW defined within the Australian Statistical Geography Standard (ASGS). On occasion, these eleven regions were further grouped into Greater Sydney and other regions in NSW (see Appendix 2).
- **Parental socio-economic status** (SES): is an individual measure of SES derived from student's answers to questions about their parent(s) main occupation and highest level of education. It was constructed according to the methodology outlined by Polesel et al. (2013; see Appendix 2). The method provides a continuous measure of SES, which was used for the regression analysis presented in Section 2. However, for the descriptive results presented throughout this report, this measure was divided into quartiles.
- **Main post-school destination**: a total of eight post-school destinations were defined from responses to a number of items relating to participation in further education and current employment. This classification system prioritises education related post-school destinations over participation in employment. The nine main destination categories are:
    1. Bachelor degree
    2. VET Certificate IV+

3. VET Certificate I-III
4. Apprenticeship
5. Traineeship
6. Full-time employment (35 hours or more per week)
7. Part-time employment (less than 35 hours per week)
8. Looking for work and
9. Not in the labour force or further education or training (NILFET)

A full definition each post-school destination is provided in Appendix 2.

The final point to consider when reading this report is that in some tables and figures the totals shown and/or mentioned in the accompanying text may differ slightly from the apparent sum of their component elements. This is simply due to the effects of rounding.

2. Post-school Destinations

This section of the report examines post-school destinations for NSW students who completed year 12 or who left secondary school before completing Year 12 in 2013. The primary focus of the section is on students' main post-school destination and its relationship with a range of socio-demographic factors.[1] The section also presents selected results relating to participation in education and employment more generally, as well as some analysis of early school leavers and Year 12 completers who are not in the labour force or in further education or training.

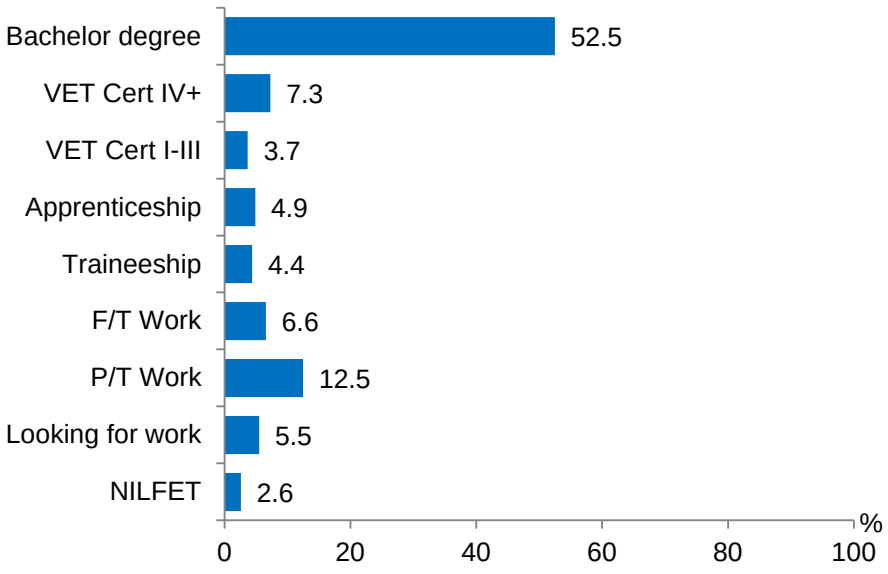
2.1. Main destination

2.1.1. Year 12 completers

Main survey findings

The main post-school destinations of Year 12 completers in 2014 is summarised in Figure 1. As can be seen, slightly more than half (52.5%) of those surveyed were studying a Bachelor degree, while approximately one-fifth (20.3%) were enrolled in a vocational education and training (VET) course (including apprenticeships and traineeships). The most common VET study was at Certificate IV, Diploma or Advanced Diploma level, with 7.3% of Year 12 completers enrolled in these courses, compared with 3.7% in Certificates I, II and III, 4.9% in apprenticeships and 4.4% in traineeships.

Figure 1 Main post-school destination of Year 12 completers in 2014



Base: All Year 12 completers

[1] It should again be noted main destination prioritises education related post-school destinations over participation in the labour force. For example, a student studying a Bachelor degree part-time, but also working full-time, would be classified to the Bachelor degree destination, while students who have deferred a course would be classified according to their participation in the labour force.

Slightly more than one-quarter (27.2%) of all Year 12 completers were not participating in further education in any form. Among those not currently undertaking further education, most were employed in full- or part-time work (19.1% of all Year 12 completers)[2], while 5.5% were looking for work. A minority (2.6%) were defined as not in the labour force, education or training.

Comparison with previous surveys

Table 1 summarises the main post-school destination of Year 12 completers over the past three iterations of the NSW Post-School Destinations and Expectations Survey. Notable trends include:

- Increases each survey year in the proportion of Year 12 completers entering a Bachelor degree; although it should be noted the observed increase between the 2013 and 2014 surveys was not statistically significant;
- A decrease in the proportion of Year 12 completers entering VET courses not associated with an apprenticeship or traineeship (i.e. Certificate IV+ and Certificates I-III) in 2014 as compared to earlier surveys;
- An increase in those not in the labour force, education or training in comparison to the 2010 and 2013 surveys.

Further, the proportion of Year 12 completers entering fulltime employment remained lower than the result seen in 2010, but was comparable with 2013.

It should be noted that some of these trends - especially those relating to participation in VET courses - may be due to slight variations in items capturing post-school destinations between the 2014 and earlier surveys. However, the definition for each destination category is founded on the same principles (see Appendix 2).

Table 1 Main post-school destination of Year 12 completers in 2010, 2013 and 2014

	2010 %	2013 %	2014 %
Base (n): All Year 12 completers	2,087	1,945	3,581
Some form of education and training	71.8	75.5*	72.8
Bachelor degree	47.4	51.9*	52.5*
VET Cert IV+	9.9	9.3	7.3*
VET Cert I-III	6.0	6.7	3.7*
Apprenticeship	5.4	4.6	4.9
Traineeship	3.2	3.0	4.4
Employed or looking for work	27.2	23.4*	24.6
F/T Work	8.9	6.4*	6.6*
P/T Work	13.5	12.1	12.5
Looking for work	4.8	5.0	5.5
NILFET	1.0	1.1	2.6*

* Indicates result is significantly different to 2010 (p<.01).

[2] Consistent with ABS (2013b) definitions, full-time employment refers to working 35 hours or more per week, while part-time employment refers to working less than 35 hours per week.

Bivariate analysis[3]

In 2014, the post-school destinations of NSW Year 12 completers varied according to a number of socio-demographic factors. By and large, these variations were consistent with those reported by Polesel et al. on the 2013 survey results.

Gender

Male Year 12 completers were more likely than their female counterparts to have entered into an apprenticeship (8.2% vs. 1.8%), but were less likely to have entered a traineeship (2.9% vs. 5.8%; see Table 2). Further, female Year 12 completers were typically more likely than males to have entered a Bachelor degree (54.6% vs. 50.2%); however, this difference was not statistically significant in 2014.

Table 2 Main post-school destination of Year 12 completers by gender

	Gender	
	Male	Female
	%	%
Base (n): All Year 12 completers	1,636	1,945
Bachelor degree	50.2	54.6
VET Cert IV+	6.3	8.3
VET Cert I-III	3.3	4.1
Apprenticeship	8.2	1.8*
Traineeship	2.9	5.8*
F/T Work	7.7	5.6
P/T Work	11.6	13.2
Looking for work	6.8	4.4
NILFET	3.1	2.2

* Indicates result is significantly different to males (p<.01).

Parental socio-economic status

Consistent with previous destinations surveys, there appears to be a strong and reasonably linear relationship between parental SES quartiles[4] and post-school destinations (see Table 3).

More specifically, the proportion of Year 12 completers in 2014 who reported entering a Bachelor degree increased substantially with SES quartile. For example, slightly more than one-third (37.4%) of Year 12 completers from the lowest SES quartile had entered a Bachelor degree, as compared to more than two-thirds (70.5%) of those from the highest SES quartile. The opposite trend was apparent for other post-school destinations including entering an apprenticeship, a VET course not associated with an apprenticeship or traineeship, and part-time employment.

[3] Bivariate analysis is a form of statistical analysis that examine the relationship between two variables. It should again be noted, this analytical approach does take into account other factors.
[4] See Appendix 2 for a summary of how this measure was constructed.

Table 3 Main post-school destination of Year 12 completers by socio-economic status

	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All Year 12 completers	885	884	885	885
Bachelor degree	70.5	56.9*	41.2*	37.4*
VET Cert IV+	3.7	8.0*	9.3*	9.5*
VET Cert I-III	1.6	2.6	5.0*	6.6*
Apprenticeship	1.9	4.4	6.0*	7.8*
Traineeship	2.9	4.5	6.1	4.6
F/T Work	4.6	6.7	9.0*	6.5
P/T Work	8.2	10.9	13.8*	18.2*
Looking for work	2.9	3.7	7.6*	7.9*
NILFET	3.8	2.4	1.9	1.4

* Indicates result is significantly different to highest parental SES quartile (p<.01).

School sector

Year 12 completers who attended a government school were less likely than their Catholic and Independent school peers to have entered a Bachelor degree (see Table 4). The 2014 survey found that fewer than half (46.8%) of Year 12 completers from government schools had entered a Bachelor degree, as compared to 58.1% from the Catholic schools and 64.6% from the Independent sector. Year 12 completers from government schools were more likely than those from other school sectors to have entered a VET course not associated with an apprenticeship or traineeship (13.0%) or be looking for work (7.2%).

It should be noted that this analysis does not account for the influence of other factors, such as parental SES. As noted in Table 5 overleaf, there is a strong relationship between parental SES and school sector, which is likely to account differences in destination outcomes noted in this section.

Table 4 Main post-school destination of Year 12 completers by school sector

	Sector		
	DEC	CEC	AIS
	%	%	%
Base (n): All Year 12 completers	1,790	972	819
Bachelor degree	46.8	58.1*	64.6*
VET Cert IV+	8.2	6.0	6.2
VET Cert I-III	4.8	2.6	1.6*
Apprenticeship	4.5	6.6	3.5
Traineeship	4.8	4.6	2.7
F/T Work	6.4	6.9	6.9
P/T Work	14.7	10.4	7.5*
Looking for work	7.2	2.8*	3.5*
NILFET	2.6	2.0	3.4

* Indicates result is significantly different to DEC sector (p<.01).

Table 5 Parental SES quartile by school sector among Year 12 completers

	School sector		
	DEC	CEC	AIS
	%	%	%
Base (n): All Year 12 completers	1,790	972	819
Highest	20.8	30.8*	51.5*
Upper middle	24.0	28.1	28.9
Lower middle	26.8	25.4	10.6*
Lowest	26.7	15.0*	8.2*

* Indicates result is significantly different to DEC sector (p<.01).

Participation in VET while at school

Year 12 completers who had undertaken at least one VET course while at school were significantly less likely than those who had not taken a VET course to enter a Bachelor degree (28.3% vs. 66.6%; see Table 6). They were however, more likely to have entered all other forms of further education (Certificates IV+, Certificates I-III, apprenticeship and traineeship), full- or part-time employment, or be looking for work.

Table 6 Main post-school destination of Year 12 completers by participation in VET while at school

	VET	
	Yes	No
	%	%
Base (n): All Year 12 completers	1,485	2,096
Bachelor degree	28.3	66.6*
VET Cert IV+	10.8	5.3*
VET Cert I-III	7.3	1.6*
Apprenticeship	8.7	2.6*
Traineeship	7.4	2.7*
F/T Work	9.0	5.2*
P/T Work	17.2	9.7*
Looking for work	9.1	3.5*
NILFET	2.2	2.8

* Indicates result is significantly different to having undertaken a VET course while at school (p<.01).

Region (SA4 cluster)

Overall, there was a clear divide between Year 12 completers from the Greater Sydney area entering a Bachelor degree (63.0%) and those from more regional or rural areas of NSW (34.3%).

Further, the proportion of Year 12 completers entering a Bachelor degree was not uniform across regions within Greater Sydney (see Table 7 overleaf). For example, the proportion of Year 12 completers from Inner, North, West and South Sydney who entered a Bachelor degree was higher than the overall state result of 52.5%, while the proportion of Year 12 completers from North West and South West Sydney entering a Bachelor degree were on par with the total results.

Other notable region-based results in post-school destinations were that in comparison with the state total, the proportion of Year 12 completers entering:

- Employment - especially part-time employment - was higher among Year 12 completers from the Hunter-Central Coast region, North-East, North West and South West NSW
- Apprenticeships were higher among Year 12 completers from North West NSW
- Lower-level VET courses (i.e. Certificates I, II and III not associated with apprenticeships or traineeships) was higher among Year 12 completers in the Hunter-Central Coast region.

Table 7 Main post-school destination of Year 12 completers by NSW region (SA4 cluster)

	NSW Total	Greater Sydney							Rest of NSW					
		Sub-total	Sydney Inner	Sydney North	Sydney North West	Sydney South	Sydney South West	Sydney West	Sub-total	Central Coast Hunter	North East NSW	North West NSW	South East NSW	South West NSW
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base (n): All Year 12 completers	3,581	1,556	251	291	273	227	255	259	2,025	467	440	353	314	451
Bachelor degree	52.5	63.0*	68.7*	73.3*	55.3	64.6*	49.8	62.1	34.3*	31.9*	40.1*	25.4*	40.4*	29.2*
VET Cert IV+	7.3	7.1	7.3	1.9*	5.2	9.0	10.6	10.4	7.7	6.0	9.4	7.7	10.1	5.8
VET Cert I-III	3.7	2.3	1.4	1.0	1.6	4.3	4.1	2.2	6.1*	9.3*	2.7	7.2	4.9	5.3
Apprenticeship	4.9	3.5	1.3	2.4	3.9	5.2	4.6	4.1	7.3*	6.7	6.3	13.8*	6.2	7.3
Traineeship	4.4	4.0	1.5	2.2	8.8	4.0	6.3	2.0	5.2	4.2	6.1	3.0	5.3	7.3
F/T Work	6.6	4.7	3.3	5.6	5.3	4.6	4.9	4.3	9.9*	8.9	6.3	14.0*	9.6	14.5*
P/T Work	12.5	8.2*	6.6	9.0	10.0	3.8*	11.0	8.6	19.9*	23.1*	19.3*	20.9*	14.7	20.4*
Looking for work	5.5	4.6	4.3	1.9	8.8	3.2	5.9	4.9	7.0	8.8	6.4	6.7	5.4	6.9
NILFET	2.6	2.6	5.6	2.7	1.2	1.4	2.8	1.4	2.6	1.3	3.5	1.4	3.5	3.3

* Indicates result is significantly different to the NSW total result (p<.01).

Cultural and linguistic background

Year 12 completers who spoke a language other than English at home were more likely than those who spoke English only to have entered a Bachelor degree (69.1% vs. 47.0%), but were less likely to have entered an apprenticeship or full- or part-time employment (see Table 8).

Quite different results were noted among Year 12 completers who were identified as being from an Aboriginal or Torres Strait Islander background. Of particular note was that Year 12 completers from an Aboriginal or Torres Strait Islander background were less likely to have entered a Bachelor degree, but were more likely to have entered a VET Certificate I-III course not associated with apprenticeship or traineeship, a formal traineeship or to be employed (full-time or part-time). Aboriginal or Torres Strait Islander Year 12 completers were also more likely to be looking for work.

Table 8 Main post-school destinations of Year 12 completers by cultural and linguistic background

	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes	No	Yes	No
	%	%	%	%
Base (n): All Year 12 completers	932	2,649	501	3,080
Bachelor degree	23.0	53.2*	69.1	47.0*
VET Cert IV+	6.9	7.4	7.3	7.3
VET Cert I-III	10.6	3.6*	2.6	4.1
Apprenticeship	4.4	4.9	1.6	5.9*
Traineeship	8.4	4.3*	2.1	5.2
F/T Work	10.1	6.5*	2.1	8.1*
P/T Work	17.8	12.3*	6.7	14.4*
Looking for work	15.3	5.3*	6.0	5.4
NILFET	3.5	2.6	2.4	2.7

* Indicates result is significantly different to identified as being from an Aboriginal and Torres Strait Islander background / having a language background other than English (p<.01).

Multivariate analysis - entering a Bachelor degree

A survey-weighted, logistic regression[5] was conducted to determine which socio-demographic factors were independently associated with the most common post-school destination among Year 12 completers; namely a Bachelor degree.

The specific regression approach applied was a generalised linear model, using inverse-probability weighting and design-based standard errors (Lumley, 2012; R Core, 2014). The results are shown in Table 9 (overleaf) and include the odds ratio for each covariate along with its confidence interval and p-value. Some comments on the table are as follows:

- The odds ratio shows the change in probability associated with a Year 12 completer being in the given category, as compared to being in the reference category (shown in brackets). For instance, females are 1.582 times more likely than males to be undertaking a bachelor degree, after accounting for other characteristics.
- For numeric variables, such as Parental SES, the odds ratio relates to a change in the variable of one unit. For instance, after accounting for other characteristics, a 1 unit increase in parental SES is associated with an increase of 1.227 in the probability of a respondent's destination being a Bachelor degree.
- Where an odds ratio is not significantly different from 1 (that is, no difference from the reference category), the confidence interval is expected to span 1 and the p-value will not be significant.

The results showed that Year 12 completers were significantly more likely to have entered a Bachelor degree if they were female, had a higher parental SES, had higher Year 9 reading and numeracy NAPLAN results, attended a school in some areas of Greater Sydney (i.e. Sydney-Inner, Sydney-North or Sydney-South), attended a school in the Catholic education sector, or spoke a language other than English. Further, Year 12 completers were significantly less likely to have entered a Bachelor degree if they had undertaken a VET or Life Skills course while at school or attended a school in some areas of regional or rural NSW (i.e. Central Coast Hunter, North West NSW or South West NSW). The results showed that after controlling for all other variables age and Aboriginal or Torres Strait Islander status were not significantly related to having entered a Bachelor degree.

[5] Logistic regression is a multivariate analysis that seeks to predict a binary outcome variable from a combination of categorical and numeric variables.

Table 9 Regression results for a main post-school destination of Bachelor degree among Year 12 completers

Covariate	Odds ratio	Lower CI	Upper CI	P value	
(Intercept)	1.027	0.769	1.371	0.857	
Gender (Male)					
Female	1.582	1.254	1.995	**<0.001**	***
SA4 cluster (Grand mean)					
Central Coast Hunter	0.577	0.421	0.793	**0.001**	***
North East NSW	0.915	0.656	1.275	0.598	ns
North West NSW	0.465	0.323	0.668	**<0.001**	***
South East NSW	0.772	0.539	1.105	0.157	ns
South West NSW	0.551	0.411	0.739	**<0.001**	***
Sydney-Inner	1.475	1.022	2.128	**0.038**	*
Sydney-North	1.666	1.189	2.335	**0.003**	**
Sydney-North West	1.313	0.936	1.842	0.115	ns
Sydney-South	1.492	1.061	2.098	**0.022**	*
Sydney-South West	1.231	0.836	1.812	0.292	ns
Sydney-West	1.021				
School sector (Grand mean)					
Government schools	0.977				
Catholic sector	1.175	1.015	1.360	**0.031**	*
Independent sector	0.947	0.797	1.125	0.534	ns
Parental SES (Standardised)	1.227	1.083	1.390	**0.001**	**
Age at the end of 2013 (17 or less)					
18 years or older	0.804	0.625	1.033	0.088	ns
Undertook a VET-course in-school (No)					
Yes	0.396	0.307	0.511	**<0.001**	***
Language background other than English (No)					
Yes	2.356	1.710	3.246	**<0.001**	***
Aboriginal or Torres Strait Islander (No)					
Yes	0.890	0.694	1.143	0.362	ns
Undertook a life skills course in-school (No)					
Yes	0.004	0.001	0.034	**<0.001**	***
Year 9 NAPLAN: Reading & numeracy composite (Standardised)	2.180	1.826	2.603	**<0.001**	***

ns = non-significant, * p<0.05, ** p<0.01, *** p<0.001. All standard variables measures had mean of 0 and standard deviation of 1.

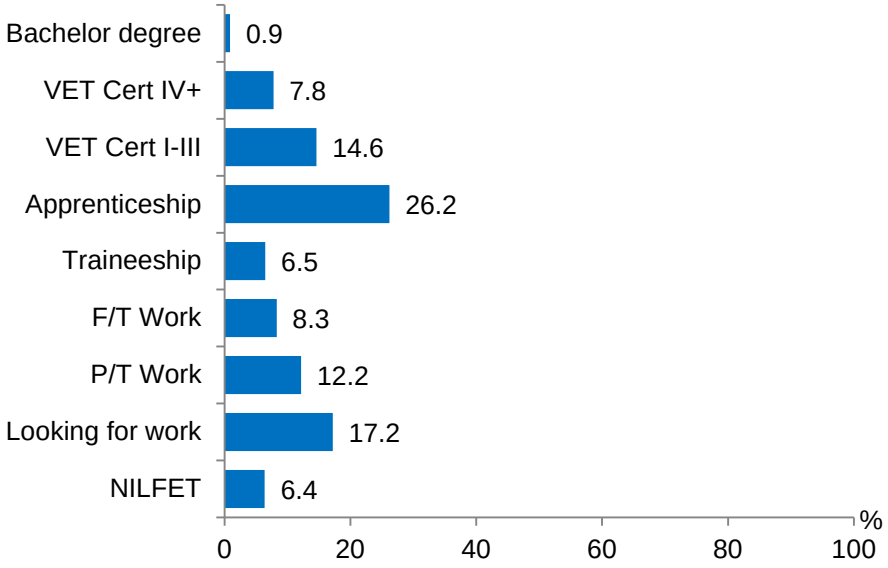
2.1.2. Early school leavers

Main survey findings

The main post-school destinations among early school leavers were substantially different to those previously described for Year 12 completers (see Figure 2). Whereas the main destination for Year 12 completers was entering a Bachelor degree, the main destination for early school leavers was vocational education and training. Overall, 55.0% of early school leavers had entered a VET program; typically an apprenticeship (26.2% of all early school leavers). Further, 7.8% had entered a Certificate IV, Diploma or Advanced Diploma, 14.6% had entered a Certificate I-III and 6.5% had entered a traineeship.

The proportion of early school leavers whose main destination was having entered the labour force, especially full-time employment, was slightly higher than Year 12 completers. Approximately one-fifth (20.5%) of all early school leavers were employed in full- or part-time work. The proportion of early school leavers who were looking actively looking for work (17.2%) or not in the labour force, education or training (6.4%) was also much higher than seen among Year 12 completers.

Figure 2 Main post-school destination of early school leavers in 2014



Base: All early school leavers

Comparison with previous surveys

Table 10 summarises the main post-school destination of early school leavers from the 2010, 2013 and 2014 destinations surveys. The number of early school leavers surveyed in 2010 and 2013 was low. This sample size limits the potential for meaningful time series comparison; however, these data are presented for completeness.

Notwithstanding this caveat, a number of trends are evident. Overall, it appears the post-school destinations of early school leavers in 2014 are slightly poorer than their counterparts in 2010 and 2013. More specifically, there seems to have been an increase in the proportion of early school leavers whose main post-school destination is looking for work or not in the labour force, education

or training. There was also a decrease, especially in comparison to 2010 results, in the participation in VET Certificate I-III courses not associated with apprenticeship or traineeship and employment (full- or part-time). Further, the proportion of early school leavers who entered a traineeship was higher than 2010.

Table 10 Main post-school destination of early school leavers in 2010, 2013 and 2014

	2010	2013	2014
	%	%	%
Base (n): All early school leavers	311	193	7,000
Some form of education and training	55.1	64.9	56.0
Bachelor degree	0.4	-	0.9
VET Cert IV+	6.7	7.7	7.8
VET Cert I-III	19.4	22.8	14.6*
Apprenticeship	25.7	28.6	26.2
Traineeship	3.0	5.8	6.5*
Employed or looking for work	41.5	33.9	37.6
F/T Work	13.6	10.4	8.3*
P/T Work	16.0	12.0	12.2*
Looking for work	11.8	11.5	17.2*
NILFET	3.5	1.2	6.4*

* Indicates result is significantly different to 2010 (p<.05).

Bivariate analysis

In 2014, there were large variations in the post-school destinations of early school leavers according to a number of socio-demographic factors.

Gender

The gender differences in post-school destinations were more pronounced among early school leavers than Year 12 completers (see Table 11 overleaf). These differences were broadly in line with those seen in 2013. The 2014 results indicated that females were more likely than males to report entering a VET course (Certificate IV+ or Certificate I-III), traineeship or part-time employment. They were also more likely to not be in the labour force, further education or training. However, male early school leavers were substantially more likely to report entering apprenticeships (39.1% vs. 8.4%) and slightly more likely to have entered full-time employment.

Age

The main post-school destination among early school leavers also varied considerably by age (defined as age at the end of 2013). Results from the 2014 survey indicated that employment-related destinations tended to increase with age (see Table 11). For example, 27.5% of early school leavers aged 18 years at the end of 2013 were working full-time or part-time, as compared to 14.4% of early school leavers aged 15 years. Moreover, 20.6% of early school leavers aged 18 years were looking for work, as compared to 13.0% of early school leavers aged 15 years. The opposite trend was apparent for apprenticeship and lower-level VET courses. For example, 36.6% of students who left

school at 15 years of age reportedly had entered an apprenticeship, while 18.2% had entered a Certificate I-III course. This compares to 14.4% and 12.6%, respectively, of those aged 18 years.

Table 11 Post-school destinations of early school leavers by gender and age

	Gender		Age at the end of 2013			
	Male	Female	15	16	17	18
	%	%	%	%	%	%
Base (n): All early school leavers	4,308	2,692	459	2,581	3,209	751
Bachelor degree	0.5	1.6*	0.4	0.8	0.9	1.9
VET Cert IV+	4.5	12.2*	6.3	7.3	8.4	7.9
VET Cert I-III	9.8	21.1*	18.2	15.5	13.6	12.6*
Apprenticeship	39.1	8.4*	36.6	30.5	23.7*	14.4*
Traineeship	4.8	9.0*	5.4	7.3	6.0	6.8
F/T Work	9.4	6.7*	6.3	6.9	9.0	11.3*
P/T Work	9.9	15.4*	8.1	10.8	13.1*	16.2*
Looking for work	17.2	17.1	13.0	15.0	18.8*	20.6*
NILFET	4.9	8.5*	5.7	5.9	6.5	8.3

* Indicates result is significantly different to males/15 year olds (p<.01).

Socio-economic status

Unlike school leavers, the relationship between SES and main post-school destination was more complex and not always linear (see Table 12).

Table 12 Main post-school destination of early school leavers by socio-economic status quartile

	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All early school leavers	1,692	1,692	1,692	1,692
Bachelor degree	1.9	0.9	0.5*	0.5*
VET Cert IV+	11.5	7.6*	7.0*	5.7*
VET Cert I-III	16.1	14.1	12.9	15.0
Apprenticeship	26.9	31.1*	28.3	20.5*
Traineeship	6.9	6.6	7.4	5.7
F/T Work	7.7	8.5	8.7	8.5
P/T Work	10.9	12.1	12.7	13.2
Looking for work	13.4	13.6	17.0*	22.9*
NILFET	4.8	5.5	5.5	8.0*

* Indicates result is significantly different to highest parental SES quartile (p<.01).

The proportion of early school leavers who reportedly entered an apprenticeship tended to be higher among those from the upper middle SES quartile (31.1%), but was lower among the highest (26.9%) and lowest quartiles (20.5%). Early school leavers from the highest SES quartile were more likely to enter higher-level VET courses (namely, Certificate IV, Diploma or Advanced Diploma; 11.5%) or a

Bachelor degree (though the prevalence of the latter was very low among early school leavers), compared with lower SES quartiles. Conversely, early school leavers from the lowest SES quartile were the most likely to be looking for work (22.9%) and, consequently, the least likely to be enrolled in further education or study as their main destination.

School sector

Limited differences according to school sector were apparent in early school leaver post-school destinations (see Table 13). Early school leavers from the Independent school sector were the most likely to have entered higher-level VET courses (Certificate IV+; 16.3%), while those from the government school sector were the least likely (6.8%). Further, as was seen among Year 12 completers, early school leavers from the Catholic school sector were more likely than others to have entered an apprenticeship (39.5%). They were also less likely to report to be looking for work (6.9%).

Table 13 Main post-school destination of early school leavers by school sector

	Sector		
	DEC	CEC	AIS
	%	%	%
Base (n): All early school leavers	5,685	861	454
Bachelor degree	0.8	0.8	2.7*
VET Cert IV+	6.8	10.5*	16.3*
VET Cert I-III	14.3	15.4	16.1
Apprenticeship	24.9	39.5*	22.2
Traineeship	6.7	5.6	5.4
F/T Work	8.4	8.5	5.5
P/T Work	12.5	10.0	11.3
Looking for work	18.6	6.9*	15.0
NILFET	6.9	2.8*	5.6

* Indicates result is significantly different to DEC (p<.01).

Participation in VET while at school

Early school leavers who had participated in a VET course while still at school were more likely than those who had not to have transitioned to full- (10.6% vs. 6.6%) or part-time (13.8% vs. 11.1%) employment after leaving school (see Table 14). Early school leavers who had participated in a VET course while still at school were, however, slightly less likely to have entered further VET courses not associated with an apprenticeship or trainee (Certificate I-III: 12.8% vs. 15.8%). They were also slightly less likely to report being not in the labour force, further education or training (NILFET: 4.9% vs. 7.4%).

Table 14 Main post-school destination of early school leavers by participation in VET while at school

	VET	
	Yes	No
	%	%
Base (n): All early school leavers	3,242	3,758
Bachelor degree	0.5	1.2*
VET Cert IV+	6.9	8.4
VET Cert I-III	12.8	15.8*
Apprenticeship	27.3	25.4
Traineeship	7.1	6.1
F/T Work	10.6	6.6*
P/T Work	13.8	11.1*
Looking for work	16.1	17.9
NILFET	4.9	7.4*

* Indicates result is significantly different to having undertaken a VET course while at school (p<.01).

Region (SA4 cluster)

A small number of region-based differences were apparent in main post-school destinations among early school leavers in 2014 (see Table 15 overleaf). Of particular note was that, in comparison to overall state total, the proportion of early school leavers who entered:

- Higher-level VET courses (Certificate IV+) was higher among early school leavers from Inner, North and South Sydney, but lower in North West, South East and South West NSW.
- Lower-level VET courses (Certificate I-III) was lower in North West and South West Sydney.
- Apprenticeships was higher in North West Sydney and South West NSW, but was lower in Inner Sydney and North East NSW.
- Traineeships was lower in South Sydney.

Further, the proportion of early school leavers looking for work was higher than the state total in West Sydney (21.7%), but lower in North and North West Sydney.

Table 15 Post-school destinations of early school leavers by NSW region (SA4 cluster)

	NSW Total	Greater Sydney							Rest of NSW					
		Sub-total	Sydney Inner	Sydney North	Sydney North West	Sydney South	Sydney South West	Sydney West	Sub-total	Central Coast Hunter	North East NSW	North West NSW	South East NSW	South West NSW
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	7,000	2,776	275	275	621	374	698	533	4224	1,338	814	475	904	693
Bachelor degree	0.9	1.3	2.7*	1.1	0.7	1.3	1.5	0.8	0.7	1.0	1.3	0.2	0.4	0.2
VET Cert IV+	7.8	10.6*	12.4*	13.4*	8.8	13.3*	8.8	10.3	5.8*	8.6	5.3	2.9*	5.3*	4.1*
VET Cert I-III	14.6	13.3	15.5	18.2	10.5*	17.2	10.2*	13.6	15.4	13.7	17.2	15.2	16.7	15.2
Apprenticeship	26.2	28.0	15.7*	26.2	34.2*	30.8	29.5	26.0	24.9	22.9	21.4*	23.5	26.8	31.3*
Traineeship	6.5	5.8	4.4	5.2	8.9	2.4*	7.1	4.2	7.1	6.4	8.1	6.3	7.4	7.2
F/T Work	8.3	7.4	5.2	5.5	9.3	5.8	9.7	5.9	8.8	9.1	7.8	8.5	8.6	10.1
P/T Work	12.2	10.7	14.4	11.5	10.3	8.8	10.0	10.5	13.3	13.2	12.8	14.2	13.8	12.6
Looking for work	17.2	16.4	20.2	12.3	12.7*	13.0	17.1	21.7*	17.7	18.8	19.8	19.9	15.1	14.9
NILFET	6.4	6.6	9.4	6.7	4.5	7.3	6.2	7.2	6.2	6.2	6.4	9.3	5.8	4.3

* Indicates result is significantly different to the NSW total result (p<.01).

Cultural and linguistic background

Consistent with results from the Year 12 completer survey, the main post-school destinations of early school leavers vary by cultural and linguistic background (see Table 16). Early school leavers who spoke a language other than English at home were more likely than those who did not to have entered a Bachelor degree (2.4% vs. 0.8%) and higher-level VET courses (15.2% vs. 6.9%), but they were also more likely to not be in the labour force, further education or training (NILFET; 9.4% vs. 6.0%). Early school leavers who spoke a language other than English at home were less likely to have entered an apprenticeship (20.4% vs. 26.8%) or employment (15.3% vs. 21.1%).

Early school leavers who were identified as Aboriginal or Torres Strait Islander were also more likely than others to be defined as looking for work (35.4% vs. 15.9%) or not in the labour force, further education or training (10.4% vs. 6.1%). They were less likely to have entered higher level VET courses (3.6% vs. 8.1%), apprenticeships (13.5% vs. 27.1%) or be in employment, especially on a full-time basis (3.2% vs. 8.6%).

Table 16 Main post-school destination of early school leavers by cultural and linguistic background

	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes	No	Yes	No
	%	%	%	%
Base (n): All early school leavers	340	6,660	692	6,308
Bachelor degree	0.3	1.0	2.4	0.8*
VET Cert IV+	3.6	8.1*	15.2	6.9*
VET Cert I-III	17.5	14.3	16.7	14.3
Apprenticeship	13.5	27.1*	20.4	26.8*
Traineeship	4.7	6.7	4.5	6.8
F/T Work	3.2	8.6*	6.4	8.5
P/T Work	11.3	12.3	8.9	12.6*
Looking for work	35.4	15.9*	16.1	17.3
NILFET	10.4	6.1*	9.4	6.0*

* Indicates result is significantly different to identified as being from an Aboriginal and Torres Strait Islander background / having a language background other than English (p<.01).

2.2. Educational status of Year 12 completers compared with early school leavers

Of the 7,000 early school leavers surveyed in the 2014 survey, 53.3% stated they were currently studying, while 4.8% were enrolled, but had not yet commenced further education. Participation in further education was higher among Year 12 completers with approximately three-quarters (72%) currently studying and 7.8% enrolled, but not yet commenced.

The time commitment of the courses being undertaken by each early school leavers and Year 12 completers was broadly reflective of the nature of the courses each cohort was undertaking. Among early school leavers there was an approximately equally split between full-time (49.7%) and part-time study (47.5%), whereas among Year 12 completers, 86.7% were studying full-time.

2.2.1. Areas of study

The areas of study being undertaken by early school leavers and Year 12 completers (excluding apprenticeships and traineeships) are summarised in Table 17. Apprenticeship and traineeship areas will be covered in Section 2.3.4.

The areas of study appear to vary considerably between early school leavers and Year 12 completers. The most common areas among early school leavers were management and commerce (18.6%); food, hospitality and personal services (15.2%); and society and culture (12.3%). Among Year 12 completers, the main areas of study were society and culture (23.5%); management and commerce (22.1%); health (15.1%); and natural and physical sciences (12.0%).

Table 17 Area of study for early school leavers and Year 12 completers currently in further education

	Early School Leavers	Year 12 Completers
	%	%
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	1,569	1,998
Natural and physical sciences	0.7	12.0*
Information technology	4.7	5.8
Engineering and related technologies	4.2	9.1*
Architecture and building	5.7	2.2*
Agriculture environment and related	3.9	1.0*
Health	7.3	15.1*
Education	6.2	8.2
Management and commerce	18.6	22.1
Society and culture	12.3	23.5*
Creative arts	9.1	9.3
Food hospitality and Personal services	15.2	1.7*
Mixed field programmes	12.2	1.6*
Other	0.2	-
Don't know/Refused	0.1	-

* Indicates result is significantly different to early school leavers (p<.01).

These apparent differences between early school leavers and Year 12 completers are mainly driven by the large differences in the distribution of level of study noted for these cohorts. When the area of study undertaken by early school leavers and Year 12 completers is compared at the equivalent level of study (e.g. VET Certificate IV+), fewer differences are seen (see Table 18 overleaf).

Table 18 Area of study for early school leavers and Year 12 completers by selected education-based post-school destinations

Area of study	Early School Leavers			Year 12 Completers		
	Bachelor degree	VET Cert IV+	VET Cert I-III	Bachelor degree	VET Cert IV+	VET Cert I-III
	%	%	%	%	%	%
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	61	530	978	1,565	250	183
Natural and physical sciences	1.9	0.8	0.7	14.0*	3.5	2.0
Information technology	-	7.5	3.5	5.2	12.6	1.3
Engineering and related technologies	1.5	1.5	5.8	10.5	2.5	1.8
Architecture and building	-	2.5	7.8	2.0	1.1	7.3
Agriculture environment and related	-	1.0	5.7	0.7	0.8	6.0
Health	8.8	6.7	7.6	16.0	11.5	9.8
Education	9.4	7.1	5.5	8.6	3.9	11.3
Management and commerce	22.9	21.7	16.6	22.6	22.2	14.7
Society and culture	25.1	15.4	9.9	25.2	17.1	12.6
Creative arts	15.8	15.0	5.5	8.7	13.4	9.6
Food hospitality and Personal services	13.6	16.7	14.4	0.4*	8.9	6.3
Mixed field programmes	2.9	4.6	16.9	0.1*	3.3	19.8
Other	-	0.2	0.3	-	-	-
Don't know/Refused	-	-	0.2	-	-	-

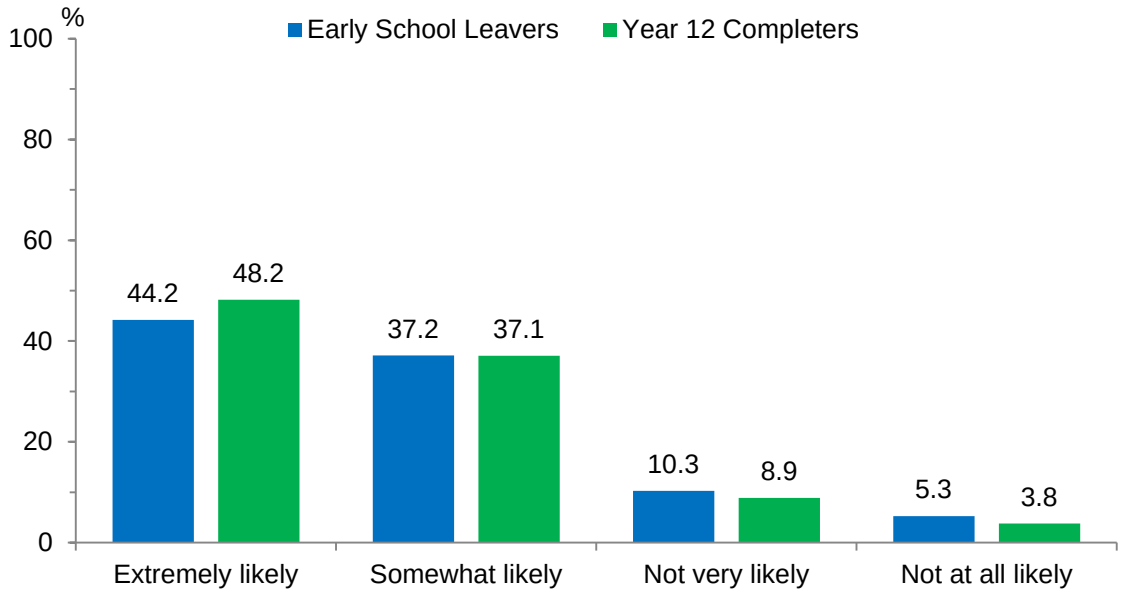
* Indicates result is significantly different to early school leavers (p<.01).

2.2.2. Likelihood of undertaking further education

Approximately two-fifths (42.0%)[6] of all early school leavers surveyed in 2014 were not currently studying or enrolled in any form of further education.

The majority (81.4%) of these early school leavers believed it was 'extremely' or 'somewhat' likely they would start some study or training in the next two years that would lead to a qualification (see Figure 3). A further one-in-ten (10.3%) said it was 'not very likely', while 5.3% categorically stated it was 'not at all likely'. These results were comparable to Year 12 completers.

Figure 3 Likelihood of undertaking further education in the next two years among early school leavers and Year 12 completers



Base: Not currently studying or enrolled in further education and non-proxy interview (Early school leavers, n=2,613; Year 12 completers, n=807).

[6] This statistic will not exactly match results for main destination presented in Section 2.1. This is due to these questions not being asked during proxy interviews.

Early school leavers and Year 12 completers who stated they had no plans to undertake further study in the next two years that would lead to a qualification were asked about their main reasons for holding that view.

As can be seen in Table 19, the reasons given by early school leavers for not studying or planning to undertake further study in the future mainly related to a general disengagement with education (12.9% did not like study, 11.1% never planned or intended to study) or employment (12.1%: wanting to start their career straight away, 11.0%: start earning their own money). One in ten (10.4%) said they were too busy or were caring for family.

Results for Year 12 completers are not presented due to the very small base.

Table 19 Reason for not studying or planning to undertake further study

Main reason	Early school leavers
	%
Base (n): No intention to undertake further study	137
Disengaged with education	**24.0**
Don't like studying	12.9
Never planned or intended to study	11.1
Employment related	**23.0**
Wanted to start career right away	12.1
Wanted to start earning own money	11.0
Too busy or caring for family member	10.4
Don't need a qualification	7.1
Didn't know what to do	5.7
Already completed a qualification	4.8
Unable to study due to health issues	2.5
Courses not available locally	2.2
Planning on studying / Waiting for course to start	1.9
Would have had to travel too much	1.4
Wanted to take a gap year	1.3
Planning on joining the army / navy	1.2
Other	8.1

2.3. Employment status

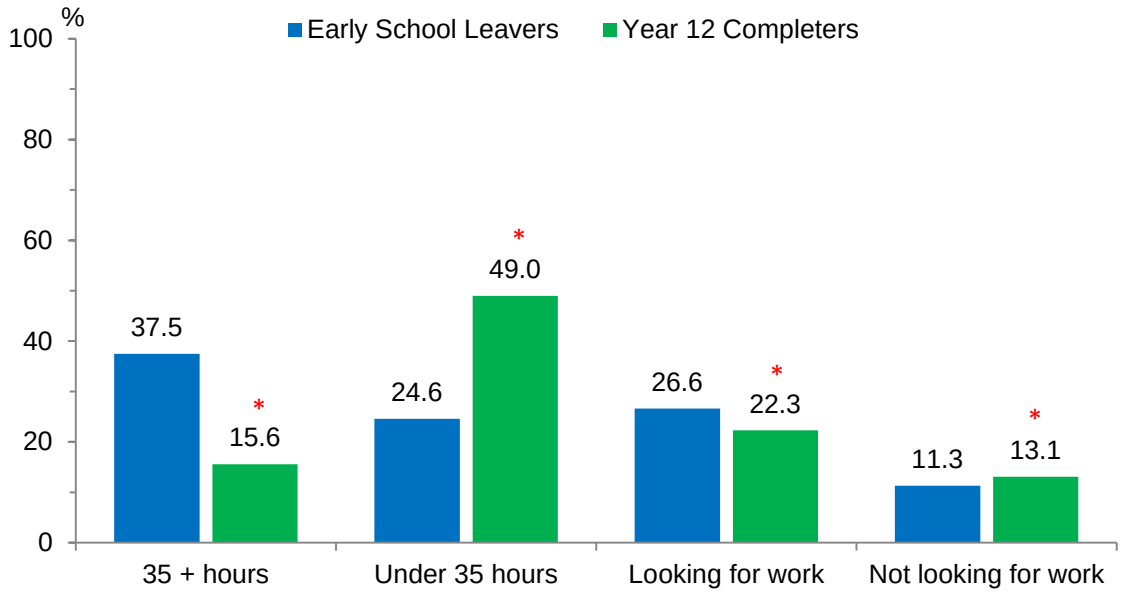
2.3.1. Labour force participation

Many early school leavers and Year 12 completers whose main post-school destination was education-related were also working in some capacity.

Overall, 62.1% of early school leavers currently had a paid job (see Figure 4). Further, slightly less than two-fifths (37.5% of the total) were working full-time (35 hours or more on average each week), while one-quarter (24.6%) were working part-time. One-quarter (26.6%) of early school leavers were looking for work and one-in-ten (11.3%) were not working or actively looking for work.

Overall participation in employment (64.6%) among school completers was marginally higher than early school leavers, but was significantly skewed towards part-time employment (49.0%).

Figure 4 Employment status among early school leavers and school completers



Base: All early school leavers and school completers (Early school leavers, n=7,000; Year 12 completers, n=3,581).
* Indicates result is significantly different to early school leavers (p<.01).

Early school leavers who reported being in full-time employment were more likely to:

- Be male (49.4%);
- Have attended a Catholic school (51.3%),
- Reside in North West Sydney (49.2%) or South West NSW (47.5%); or
- Have been enrolled in a VET course while at school (41.8%; see Table 20, Table 21 and Table 22 overleaf).

By contrast, early school leavers were less likely to report being in full-time employment if they were from the highest and lowest SES quartile, have attended a school in Inner Sydney (19.4%),West Sydney (31.3%) or North East NSW (32.8%), identify as Aboriginal or Torres Strait Islander (20.0%) or speak a language other than English at home (23.8%). Further, current employment tended to decrease with age 17 and over.

Participation in part-time employment was more uniform across sub-groups of early school leavers. The only notable difference was that, although female early school leavers were less likely than their male counterparts to report being in any paid employment (54.8% vs. 67.4%), females were much more likely to be working part-time (33.8% vs. 18.0%).

Sub-group differences relating to employment status among Year 12 completers were limited (see Table 23, Table 24 and Table 25 overleaf). Female Year 12 completers were more likely to be in paid employment compared with their male counterparts (69.4% vs. 59.3%), especially part-time employment (56.9% vs. 40.4%). Year 12 completers were also more likely to be in paid employment if they had undertaken a VET course while at school (70.6%), attended a school in the Catholic education sector (71.1%), or lived in the Hunter-Central Coast region (73.7%). Paid employment was lower among Year 12 completers identified as Aboriginal or Torres Strait Islander (59.0% vs. 64.7%) and those who speak a language other than English at home (49.3% vs. 69.5%).

Table 20 Employment status by gender, school sector and SES among early school leavers

	Gender		Sector			SES			
	Male	Female	DEC	CEC	AIS	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	4,308	2,692	5,685	861	454	1,692	1,692	1,692	1,692
Working	67.4	54.8*	60.5	77.8*	59.0	64.9	67.8	65.7	53.8*
35 + hours	49.4	21.0*	36.4	51.3*	30.0*	37.6	43.2*	40.7	31.4*
Under 35 hours	18.0	33.8*	24.1	26.5	29.0	27.3	24.7	25.0	22.4*
Looking for work	24.5	29.4*	27.8	16.0*	27.3	24.1	21.9	24.9	33.6*
Not looking for work	8.1	15.7*	11.7	6.2*	13.8	11.0	10.2	9.4	12.6

* Indicates result is significantly different to males / DEC / highest parental SES quartile (p<.01).

Table 21 Employment status by cultural background, participation in VET and age among early school leavers

	Aboriginal and Torres Strait Islander		Language background other than English		VET		Age	
	Yes	No	Yes	No	Yes	No	Under 17	17 and over
	%	%	%	%	%	%	%	%
Base (n): All early school leavers	340	6,660	692	6,308	3,242	3,758	3,040	3,960
Working	36.3	64.0*	49.2	63.6*	66.5	59.0*	65.6	59.3*
35 + hours	20.0	38.7*	23.8	39.1*	41.8	34.4*	40.8	34.7*
Under 35 hours	16.4	25.2*	25.4	24.5	24.7	24.6	24.7	24.6
Looking for work	49.2	25.0*	30.8	26.1*	25.1	27.7	23.9	28.8*
Not looking for work	14.5	11.1	20.0	10.3*	8.4	13.4*	10.5	11.9

* Indicates result is significantly different to comparison group (p<.01).

Table 22 Employment status by region among early school leavers (SA4 cluster)

	NSW Total	Greater Sydney							Rest of NSW					
		Sub-total	Sydney Inner	Sydney North	Sydney North West	Sydney South	Sydney South West	Sydney West	Sub-total	Central Coast Hunter	North East NSW	North West NSW	South East NSW	South West NSW
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	7,000	2,776	275	275	621	374	698	533	4,224	1338	814	475	904	693
Working	62.1	61.7	48.7*	65.5	73.8*	57.9	64.7	53.1*	62.4	61.3	58.5	58.0	65.5	68.7*
35 + hours	37.5	37.0	19.4*	36.0	49.2*	35.4	40.6	31.3*	37.8	35.3	32.8*	36.1	39.6	47.5*
Under 35 hours	24.6	24.7	29.3	29.5	24.5	22.5	24.0	21.8	24.6	26.0	25.7	21.8	25.9	21.2
Looking for work	26.6	26.1	33.3	21.2	18.2*	26.6	24.3	34.8*	26.9	28.1	30.5	28.6	23.7	23.0
Not looking for work	11.3	12.2	18.0*	13.3	8.0	15.4	11.0	12.1	10.7	10.6	11.1	13.4	10.8	8.2

* Indicates result is significantly different to the NSW total result (p<.01).

Table 23 Employment status by gender, school sector and SES among Year 12 completers

	Gender		Sector			SES			
	Male	Female	DEC	CEC	AIS	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%	%	%	%	%	%
Base (n): All Year 12 completers	1,636	1,945	1,790	972	819	885	884	885	885
Working	59.3	69.4*	62.2	71.1*	62.7	62.6	68.1	66.6	61.8
35 + hours	18.9	12.5*	15.0	17.5	14.4	9.4	14.7*	20.9*	19.0*
Under 35 hours	40.4	56.9*	47.2	53.6	48.3	53.2	53.3	45.7	42.8*
Looking for work	25.3	19.7*	24.8	19.1*	18.6*	21.0	21.8	21.9	25.5
Not looking for work	15.4	11.0*	13.0	9.8	18.7*	16.4	10.2*	11.5	12.8

* Indicates result is significantly different to males / DEC / highest parental SES quartile (p<.01).

Table 24 Employment status by cultural background, participation in VET and age among Year 12 completers

	Aboriginal and Torres Strait Islander		Language background other than English		VET		Age	
	Yes	No	Yes	No	Yes	No	Under 18	18 and over
	%	%	%	%	%	%	%	%
Base (n): All Year 12 completers	932	2,649	501	3,080	1485	2,096	981	2,600
Working	59.0	64.7*	49.3	69.5*	70.6	61.0*	62.5	65.5
35 + hours	22.4	15.4*	5.1	19.0*	25.2	9.9*	13.9	16.3
Under 35 hours	36.6	49.3*	44.3	50.6	45.4	51.1	48.6	49.2
Looking for work	28.0	22.2*	31.6	19.3*	21.2	23.0	23.6	21.8
Not looking for work	13.0	13.1	19.0	11.2*	8.2	15.9*	13.9	12.7

* Indicates result is significantly different to comparison group (p<.01).

Table 25 Employment status by region among Year 12 completers (SA4 cluster)

	NSW Total	Greater Sydney							Rest of NSW					
		Sub-total	Sydney Inner	Sydney North	Sydney North West	Sydney South	Sydney South West	Sydney West	Sub-total	Central Coast Hunter	North East NSW	North West NSW	South East NSW	South West NSW
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base (n): All Year 12 completers	3,581	1,556	251	291	273	227	255	259	2,025	467	440	353	314	451
Working	64.6	61.9	57.6	67.0	67.2	60.5	55.1	63.3	69.2	73.7*	59.7	71.1	69.4	71.7
35 + hours	15.6	11.8*	6.1*	10.5	15.6	12.2	15.6	12.0	22.1*	18.9	17.3	34.5*	20.5	28.9*
Under 35 hours	49.0	50.1	51.5	56.5	51.6	48.3	39.5	51.3	47.1	54.8	42.3*	36.6	48.9	42.8
Looking for work	22.3	24.4	24.5	18.3	26.4	25.6	30.5	23.2	18.7	17.6	22.2	15.0	17.6	19.8
Not looking for work	13.1	13.7	17.8	14.7	6.4	13.9	14.4	13.5	12.1	8.7	18.1	13.9	13.0	8.5

* Indicates result is significantly different to the NSW total result (p<.01).

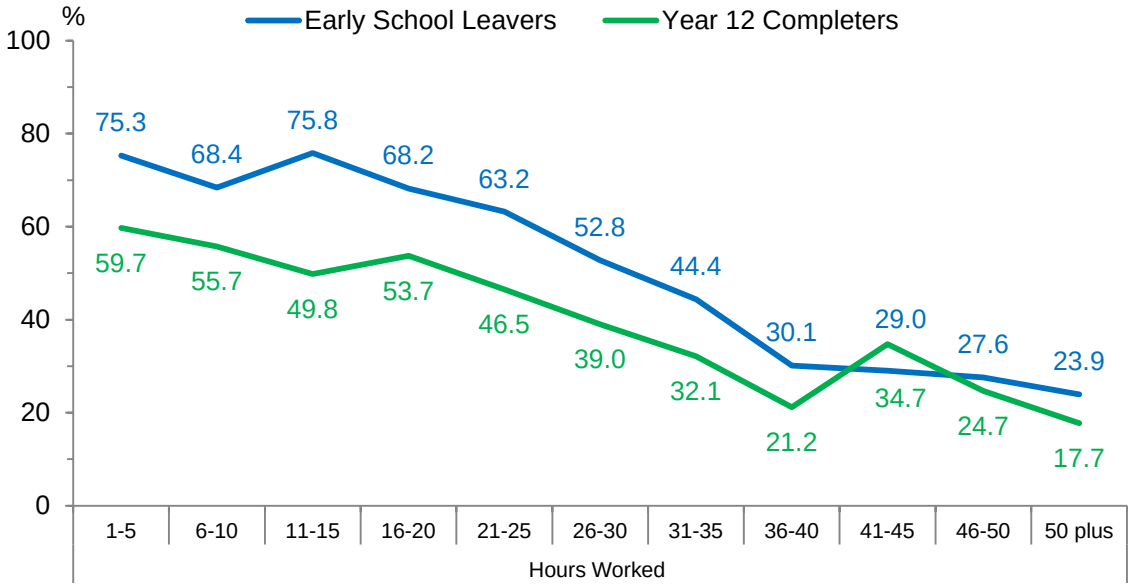
2.3.2. Preference to work more hours

Early school leavers and Year 12 completers who were currently working were asked if they would prefer to be working more hours than they currently do.

Overall, approximately two-fifths (42.8%) of currently employed early school leavers said they would prefer to be working more hours. This proportion was marginally higher among Year 12 completers (44.7%).

There was a strong linear relationship between average weekly hours worked and the desire for more work (see Figure 5); typically, the preference to work more hours decreased as average weekly hours worked increased. Further, perhaps reflecting the prominence of employment as the main post-school destination among the cohort, early school leavers working part-time hours were more likely than Year 12 completers to have a preference to work greater hours.

Figure 5 Preference to work more by average hours worked among early school leavers and Year 12 completers



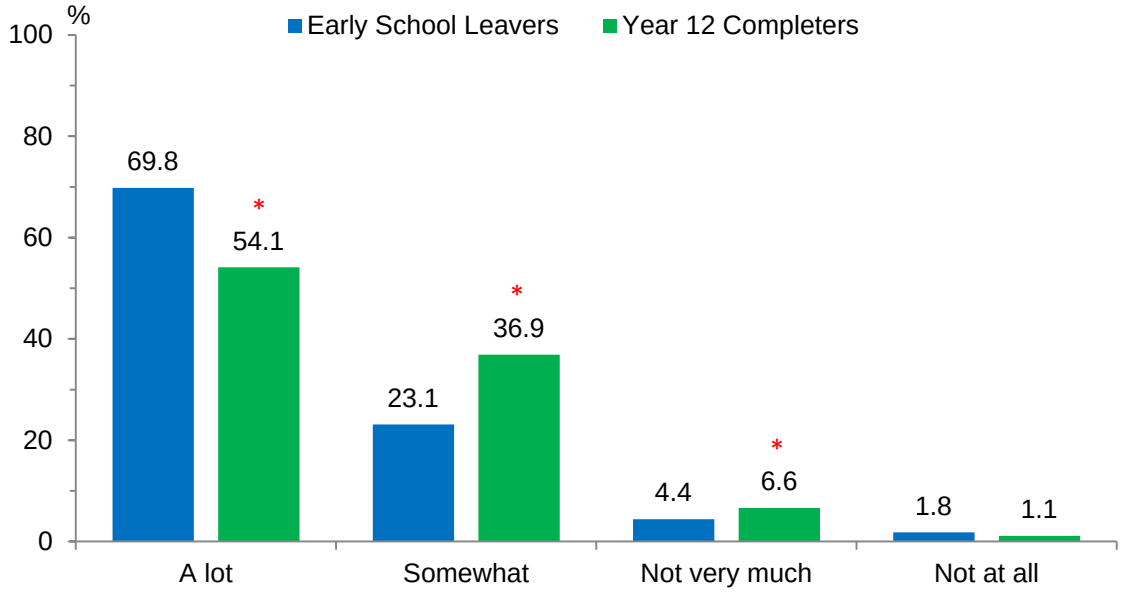
Base: Currently employed (Early school leavers, n=4,225; Year 12 completers, n=2,182).

2.3.3. Employment satisfaction

Satisfaction with their current job was generally high among early school leavers and Year 12 completers surveyed in 2014 (see Figure 6). Nearly all (92.9%) currently employed early school leavers stated they liked their current job; typically they liked it 'a lot' (69.8%). Satisfaction with their current job tended to higher among early school leavers than Year 12 completers.

Further, satisfaction was strongest among those whose main post-school destination was an apprenticeship, with 85.0% of early school leavers and 79.5% of Year 12 completers who had entered an apprenticeship stating their liked their job 'a lot'. By contrast, satisfaction was lowest among those with a main post-school destination related to some form of further education (including Bachelor degrees and VET courses of all levels) or part-time employment.

Figure 6 Extent to which early school leavers and Year 12 completers 'liked' their current job



Base: Currently employed (Early school leavers, n=4,493; Year 12 completers, n=2,303). * Indicates result is significantly different to early school leavers (p<.01).

2.3.4. Occupational classification

Among early school leavers who were in paid employment, 41.8% were in an apprenticeship and 10.3% were in a traineeship. The remaining 47.9% were employed in roles not associated with an apprenticeship or traineeship. Among Year 12 completers who were in paid employment, 7.2% were in an apprenticeship, 6.6% were in a traineeship and 86.3% were employed in roles not associated with an apprenticeship or traineeship.

Early school leavers and Year 12 completers undertaking an apprenticeship or traineeship were asked to describe the area in which they were doing their apprenticeship or traineeship. Those employed in roles not associated with an apprenticeship or traineeship were asked to describe their main job. Responses to these questions were then coded to the Australian and New Zealand Standard Classification of Occupations (ANZCO; ABS, 2009).

Table 26 summarises the main areas of specialisation (minor level classification) among early school leavers and Year 12 completers employed as an apprentice. As can be seen, the most common apprenticeship area among early school leavers was bricklaying, carpentry and joinery (18.5%), followed by automotive electrician and mechanic (15.0%), food trades (9.7%), plumber (9.5%), electrician (9.3%) and hairdresser (8.2%).

The rank order of apprenticeship areas among Year 12 completers varied as compared to early school leavers. Bricklaying, carpentry and joinery apprenticeships (22.4%) were also the most common area; however, this was then followed by electrician (16.3%), automotive electrician and mechanic (13.3%) and food trade (10.8%), hairdressing (5.5%), mechanical engineering (5.4%) and plumbing (4.6%).

Table 26 Apprenticeship area among early school leavers and Year 12 completers

Occupation	Early School Leavers	Year 12 Completers
	%	%
Base (n): Doing apprenticeship	1,952	180
Bricklayers, and Carpenters and Joiners	18.5	22.4
Automotive Electricians and Mechanics	15.0	13.3
Food Trades Workers	9.7	10.8
Plumbers	9.5	4.6
Electricians	9.3	16.3
Hairdressers	8.2	5.5
Fabrication Engineering Trades Workers	4.8	1.6
Mechanical Engineering Trades Workers	4.0	5.4
Glaziers, Plasterers and Tilers	3.0	1.0
Horticultural Trades Workers	2.7	3.6
Electronics and Telecommunications Trades Workers	2.1	2.4
Wood Trades Workers	2.0	1.7
Other occupation	10.7	11.4
Don't know / Refused	0.4	-

Table 27 summarises the main areas of traineeship specialisation (minor level classification grouped by sub-major) among early school leavers and Year 12 completers.

The most common traineeships at a minor level among early school leavers and Year 12 completers were sales people or assistants (24.9% and 24.6%, respectively) and child carers (15.2% and 16.9%). Beyond the two most common roles however, there was notable variation between early school leavers and Year 12 completers. Traineeships in a technical or trade related role were more common among early school leavers (although the difference was not statistically significant), while traineeships in professional roles were more common among Year 12 completers.

Table 27 Traineeship area among early school leavers and Year 12 completers

Occupation	Early School Leavers	Year 12 Completers
	%	%
Base (n): Doing traineeship	443	195
Managers	0.6	3.9
Professionals	2.1	12.9*
Accountants, Auditors and Company Secretaries	0.2	4.3*
School Teachers	0.2	2.6
Business, Human Resource and Marketing Professionals	0.2	2.4
Technicians and Trades Workers	16.9	6.1
Food Trades Workers	2.2	0.1
Bricklayers, and Carpenters and Joiners	1.8	-
Automotive Electricians and Mechanics	1.8	1.1
Construction Trades Workers	1.7	-
Building and Engineering Technicians	0.2	2.8*
Community and Personal Service Workers	28.3	33.0
Child Carers	15.2	16.9
Hospitality Workers	6.0	10.2
Personal Service and Travel Workers	3.1	0.7
Personal Carers and Assistants	2.4	1.2
Clerical and Administration Workers	11.1	12.7
General Clerks	8.1	9.3
Sales Workers	26.6	24.6
Sales Assistants and Salespersons	24.9	24.6
Machinery Operators and Drivers	2.0	0.1
Labourers	9.0	5.8
Farm, Forestry and Garden Workers	4.9	1.2
Construction and Mining Labourers	1.2	1.6
Factory Process Workers	0.2	2.9
Not enough information provided	0.9	0.9
Don't know / Refused	2.5	0.1

* Indicates result is significantly different to early school leavers (p<.01).

Table 28 summarises the main occupation classifications among employed early school leavers and Year 12 completers not in an apprenticeship or traineeship.

The most common occupation category among early school leavers was sales, with slightly less than one-third (31.7%) reportedly working in this area. Nearly all early school leavers employed in such roles were either sales assistants (17.0%) or checkout operators or cashiers (14.1%). The second most common employment category among early school leavers was labourer and represented more than one-quarter (27.6%) of all employed early school leavers not in an apprenticeship or traineeship. The specific roles in this category filled by early school leavers were diverse, although the most common were food preparation assistant (10.9%) and construction and mining labourer (4.7%). Other common roles for early school leavers were hospitality worker (10.6%) and store person (5.3%).

Despite sales related roles also being the most common occupation category, the overall profile of occupations among Year 12 completers varied considerably from early school leavers. Of note was that, Year 12 completers were more likely than early school leavers to be employed in community and personal services (28.0% vs. 16.3%), or professional roles (7.3% vs. 2.0%), but were less likely to be employed as a labourer (14.9% vs. 27.6%), or in a technical or trade role (3.2% vs. 8.2%).

Table 28 Main occupation among employed early school leavers and Year 12 completers

Occupation	Early School Leavers	Year 12 Completers
	%	%
Base (n): Currently have paid job, not apprenticeship or traineeship	2,098	1,928
Managers	1.1	2.4*
Professionals	2.0	7.3*
Education Professionals	0.3	5.5*
Technicians and Trades Workers	8.2	3.2*
Community and Personal Service Workers	16.3	28.0*
Hospitality Workers	10.6	17.1*
Clerical and Administration Workers	4.3	4.8
Receptionists	1.6	1.3
Sales Workers	31.7	32.9
Sales Assistants and Salespersons	17.0	20.9*
Checkout Operators and Office Cashiers	14.1	11.6
Machinery Operators and Drivers	7.5	5.5*
Storepersons	5.3	4.6
Labourers	27.6	14.9*
Food Preparation Assistants	10.9	7.3*
Construction and Mining Labourers	4.7	1.6*
Farm, Forestry and Garden Workers	3.8	1.4*
Not enough information provided	0.3	0.5
Don't know/Refused	1.0	0.4

* Indicates result is significantly different to early school leavers (p<.01).

2.4. Not in the labour force or further education or training

A relatively small number of early school leavers (6.4%) and Year 12 completers (2.6%) reported being neither in the labour force nor engaged in further education or training.

The following section provides a summary profile of these two groups and explores their current main activity.

2.4.1. Socio-demographic profile

In comparison to other main destinations categories, there were few bivariate associations with being classified as not in the labour force, further education or training (see Section 3.1).

The only notable sub-group differences indicated that gender, cultural background and participation in VET at school were related to this post-school destination among early school leavers. More specifically, females (8.5% vs. 4.9%), those from an Aboriginal or Torres Strait Islander background (10.4% vs. 6.1%), and those who spoke a language other than English at home (9.4% vs. 6.0%) were more likely to be classified as not in the labour force, further education or training. Early school leavers who had participated in one or more VET courses while at school were less likely than their peers who did not undertake a VET course (4.9% vs. 7.4%) to be not in the labour force, further education or training.

2.4.2. Main activity

Early school leavers and Year 12 completers who were not working or looking for work were asked about their main activity. Table 29 (overleaf) provides a summary of their responses.

The most common main activity among early school leavers in this destination category related to recreation, with 28.4% engaging in 'recreational activities', travel or simply 'nothing'. A further one-fifth (19.0%) stated their main activity was looking after children (or preparing for birth), while 15.3% were undertaking informal studying or training (i.e. study that was not classified as a VET course or recognised as an apprenticeship or traineeship). Slightly fewer than one-in-ten were unable to work due to illness (9.0%) or performing home duties (8.7%).

The main activity for Year 12 completers not in the labour force, further education or training was also recreation, with the proportion that cited this activity being higher compared to early school leavers (45.5% vs. 28.4%). The nature of the recreation differed to early school leavers and tended to focus primarily on travel (33.2% vs. 2.6%). A further one-fifth were undertaking informal studying or training (21.0%) and approximately one-in-ten were undertaking unpaid work (12.7%) or unable to work due to illness (10.2%). Looking after children (or preparing for birth) was mentioned by only a small number of Year 12 completers.

Table 29 Main activity of early school leavers and Year 12 completers not in the labour force or further education or training

	Early School Leavers	Year 12 Completers
	%	%
Base (n): NILFET	393	109
Recreation / nothing	28.4	45.5*
Nothing	*15.2*	*1.8**
Recreational activities	*10.7*	*10.5*
Travel / gap year	*2.6*	*33.2**
Looking after children / preparing for birth	19.0	1.9*
Undertaking informal study or training	15.3	21.0
Unable to work due to illness	9.0	10.2
Performing home duties	8.7	5.8
Waiting for course to start / looking to enrol	3.7	-
Unpaid work	2.9	12.7*
Carer for another person	2.4	0.3
Other	7.0	2.7
Don't know / Refused	3.6	-

* Indicates result is significantly different to early school leavers (p<.01).

There were a small number of sub-group differences according to main activity among early school leavers not in the labour force or further education or training.

- Males (40.5%) were much more likely than females (19.1%) to say they were engaged in recreational activities or doing nothing, while females were much more likely to say they were looking after children or preparing for birth (33.1% vs. 0.8%).
- Early school leavers who spoke a language other than English at home (29.5%) were more likely than those who did not (12.7%) to say they were undertaking (informal) studying or training.

Sub-group differences among Year 12 completers were not examined due to the small sample size.

2.4.3. Deferring further education

One-in-ten (9.3%) early school leavers who were not currently in the labour force or further education or training indicated they were enrolled in a course, but had not yet started it. This proportion was on par with early school leavers whose main post-school destination was looking for work (9.9%) or part-time employment (9.2%), but was higher than those working full-time (3.9%).

By contrast, the proportion (43.0%) of Year 12 completers who were not in the labour force, further education or training that indicated they were enrolled in a course, but had deferred it, was much higher than early school leavers. Further, the prevalence of having deferred further education among Year 12 completers not currently in the labour force, further education or training was also much higher than other non-education destinations. For example, 28.5% of those in full-time employment, 27.6% of those in part-time employment and 20.9% of those looking for work had deferred a place.

3. Leaving school early

This section of the report explores early school leavers' self-reported reasons for leaving school before completing Year 12 in 2013. It also explores the relationship between these reasons and a range of socio-demographic factors, as well as post-school destinations.

In addition, it explores measures relating to school engagement (likes and dislikes) among early school leavers and contrasts them with Year 12 completers and current Year 10 students.

3.1. Reasons for leaving

3.1.1. Main survey findings

All early school leavers surveyed in 2014 were asked about their main reason for leaving school early. Those who provided a main reason were then asked about other reasons for why they left.

The two most common main reasons given for why people chose to leave school early related to pursuing employment and career opportunities (24.8%), and to not liking school or teachers (20.5%; see Table 30).

Table 30 Self-reported reasons for leaving school early

Reason for leaving	Main reason	Other reason	Total mention
	%	%	%
Base (n): All early school leavers	7,000	7,000	7,000
Disillusioned	37.4	17.2	48.9
Didn't like school / teachers	20.5	8.5	28.2
School not for me	10.3	5.3	15.5
Was not interested in going / bored	6.6	3.9	10.5
Academic or behavioural difficulties	14.5	6.5	20.4
Not coping well at school	10.7	5.3	15.8
Asked to leave / expelled / got in trouble	3.8	1.3	5.0
I was bullied	4.3	2.8	6.9
Work reasons / Career reasons	24.8	12.5	36.9
Looking for / went to other educational opportunities	5.3	3.6	8.6
Study elsewhere / TAFE / different course	3.8	2.4	6.2
Other external factors	9.5	5.4	13.9
Ill health / sickness	4.5	2.0	6.4
Family commitments	1.5	1.1	2.6
Pregnancy	1.4	0.1	1.5
Other	2.0	2.2	4.1
No main/other reason	0.5	53.3	0.5
Don't know/Refused	1.7	0.7	1.7

Other less frequently cited reasons were not coping at school or failing subjects (10.7%), school 'not being for them' (10.3%), finding school boring (6.6%), ill-health (4.5%), being bullied (4.3%) and wanting to study elsewhere (3.8%). When secondary reasons for leaving school early were considered, the rank order of reasons remained the same.

3.1.2. Bivariate analysis

In order to further explore self-reported reasons for leaving school, the main reasons for leaving early were grouped into seven themes. These included:

- Being disillusioned with school;
- Experiencing academic or behaviour difficulties;
- Wanting to pursue employment opportunities or advance a career;
- Experiencing bullying;
- External factors or pressures;
- Seeking other education opportunities; and
- Residual 'other' reasons, which included no reason and being unable to give a reason.

These groupings were then compared across a range of socio-demographic factors (see Table 31 and 32 overleaf), as well as post-school destination (see Table 33 overleaf).

Disillusioned with school

Being disillusioned with school was mentioned as the main reason for leaving school before completing Year 12 by close to two-fifths (37.4%). Mention of this reason for leaving school was reasonably uniform across most factors (notably, SES, cultural background and participation in VET courses at school), although key points of difference related to gender, age and school sector. More specially, males (39.1% vs. 35.2%) and those under 17 years of age (40.8% vs. 34.7%) were more likely to give being disillusioned with school as their main reason for leaving school early, while those who had attended an Independent school (31.3%) were less likely to give this as their main reason.

In terms of post-school destinations, this group was slightly more likely to be in full-time employment (10.0%), but slightly less likely to be looking for work (14.8%), or not in the labour force, education or training (6.4%).

Employment or career

Citing employment or career-related reasons as their main reason or leaving school before completing Year 12 appears to vary according to a number of socio-demographic factors. Of particular note, was that male early school leavers were substantially more likely than females (31.1% vs. 16.0) to mention this reason for leaving school early.

Early school leavers who cited this reason were more likely to have attended a Catholic school, participated in a VET course while at school (27.0% vs. 23.2%) and be under 17 years of age (26.6% vs. 23.3%), but were less likely to be identified as Aboriginal and Torres Strait Islander (17.1% vs. 25.3%) or speak a language other than English at home (20.0% vs. 25.3%).

Further, consistent with general trends relating to having entered an apprenticeship among early leavers (see Section 2.1.2), early school leavers who cited this reason were substantially more likely than the total sample to have entered an apprenticeship (49.3%). Further, they less likely to be have entered part-time employment or a Certificate I-III (not associated with an apprenticeship or traineeship), be looking for work or not in the labour force, education or training.

Academic or behavioural difficulties

Early school leavers who speak a language other than English at home (18.7% vs. 14.0%) and those aged 17 years or over (16.6% vs. 12.0%) were more likely than others to cite this reason. In terms of post-school destinations, these early school leavers were more likely than the total sample to be looking for work (27.0%), but less likely to have entered an apprenticeship (11.8%).

External factors or pressures

Female early school leavers (14.9%) were much more likely than males (5.7%) to cite external factors or pressures as the main reason for leaving school early. Mention of this reason was also stronger among those who had not participated in a VET course while at school (10.5% vs. 8.2%) and those aged 17 years or over (11.3% vs. 7.4%). The post-school destinations of this group of early school leavers tended to be poorer than most. More specifically, they were more likely than total sample to be looking for work (23.8%) and substantially more likely to not be in the labour force, education or training (23.6%). Likely reflecting the gender differences apparent in mentioning this reason for leaving school, this group of early school leavers was also less likely to have entered an apprenticeship (21.9%).

Seeking other education opportunities

This reason for leaving school early was slightly more likely to be mentioned by females (6.8% vs. 4.2%), those from the highest parental SES quartile (7.3%) and those who speak a language other than English at home (9.3% vs. 4.8%). The post-school destinations of this group substantially differed from the total sample. In particular, they were more likely than the total sample of early school leavers to have entered further education not associated with an apprenticeship or traineeship; including a Bachelor degree (4.3%), Advanced Diploma, Associate Diploma or Certificate IV (17.9%) or Certificates I-III (23.1%). By contrast, they were less likely to have entered full-time employment (3.3%) or be categorised as looking for work (11.1%).

Bullying

Early school leavers who cited being bullied as the main reason for leaving school early were more likely to be female (7.7% vs. 1.9%). Further, they were more likely to be from the lowest parental SES quartile and to have attended a government school (as previously noted, SES and school sector are strongly correlated), but were less likely to speak a language other than English at home (2.2% vs. 4.6%). In terms of main post-school destination, this group was more likely than the total sample to have commenced part-time employment (18.3%) or be looking for work (31.2%). They were also less likely to report having entered the most common post-school destination of early school leaver: an apprenticeship (3.1%).

Table 31 Self-reported reasons for leaving school early by gender, school sector and SES

	Gender		Sector			SES			
	Male	Female	DEC	CEC	AIS	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	4,308	2,692	5,685	861	454	1,692	1,692	1,692	1,692
Disillusioned	39.1	35.2*	37.7	39.6	31.3*	35.2	37.7	40.8*	36.6
Academic or behavioural difficulties	14.4	14.7	15.0	11.0*	14.2	13.8	13.4	13.0	17.0
I was bullied	1.9	7.7*	4.7	2.4*	2.0	3.8	3.1	4.2	5.9*
Work reasons	31.1	16.0*	23.8	31.2*	26.8	25.2	27.8	26.4	21.4*
Looking for other educational opportunities	4.2	6.8*	5.0	5.6	8.4*	7.5	5.4	3.8*	4.5*
Other external factors	5.7	14.9*	9.5	7.5	13.0	10.8	8.8	7.9*	10.3
Other/No reason/Don't know/Refused	3.8	4.8	4.4	2.7	4.3	3.7	3.9	3.9	4.3

* Indicates result is significantly different to males / DEC / highest parental SES quartile (p<.01).

Table 32 Self-reported reasons for leaving school early by cultural background, participation in VET and age

	Aboriginal and Torres Strait Islander		Language background other than English		VET		Age	
	Yes	No	Yes	No	Yes	No	15-16	17-18
	%	%	%	%	%	%	%	%
Base (n): All early school leavers	340	6,660	692	6,308	3,242	3,758	3,040	3,960
Disillusioned	36.9	37.4	34.6	37.7	37.5	37.3	40.8	34.7*
Academic or behavioural difficulties	18.6	14.2	18.7	14.0*	15.2	14.1	12.0	16.6*
I was bullied	3.9	4.4	2.2	4.6*	3.9	4.6	4.7	4.1
Work reasons	17.1	25.3*	20.0	25.3*	27.0	23.2*	26.6	23.3*
Looking for other educational opportunities	3.3	5.4	9.3	4.8*	4.6	5.7	5.1	5.4
Other external factors	12.5	9.3	8.6	9.6	8.2	10.5*	7.4	11.3*
Other/No reason/Don't know/Refused	7.7	3.9*	6.6	3.9*	3.7	4.6	3.5	4.8

* Indicates result is significantly different to comparison group (p<.01).

Table 33 Main post-school destination by self-reported reasons for leaving school early

	Disillusioned	Academic or behavioural difficulties	I was bullied	Work reasons	Looking for other educational opportunities	Other external factors	Other/No reason/DK/REF
	%	%	%	%	%	%	%
Base (n): All early school leavers	2,639	1,000	286	1,806	363	629	277
Bachelor degree	0.7	0.6	0.5	0.8	4.3	1.6	-
VET Cert IV+	7.4	7.7	8.3	6.5	17.9	6.5	8.6
VET Cert I-III	15.0	17.3	20.0	8.7	23.1	16.4	15.0
Apprenticeship	26.8	11.8	3.1	49.3	21.9	4.4	11.8
Traineeship	8.1	4.8	4.6	7.6	4.7	4.0	2.7
F/T Work	10.0	8.5	7.6	8.3	3.3	5.3	5.2
P/T Work	13.2	14.2	18.3	7.8	8.3	14.4	16.1
Looking for work	14.8	27.0	31.2	10.0	11.1	23.8	25.0
NILFET	4.0	8.1	6.2	1.0	5.3	23.6	15.6

Other reasons

Early school leavers who provided a response not grouped into the previous six themes were more likely to be identified as being from Aboriginal or Torres Strait Islander background (7.7% vs. 3.9%), speak a language other than English at home (6.6% vs. 3.9%) or be from the lowest parental SES quartile (in comparison to the highest quartile).

The main post-school destination of this group of early school leavers was quite similar to those who cited external factors or pressures. Specifically, they were more likely than the total sample to be looking for work (23.8%) or not in the labour force, education or training (23.6%), but less likely to have entered an apprenticeship (11.%).

3.2. Measures to prevent early leaving

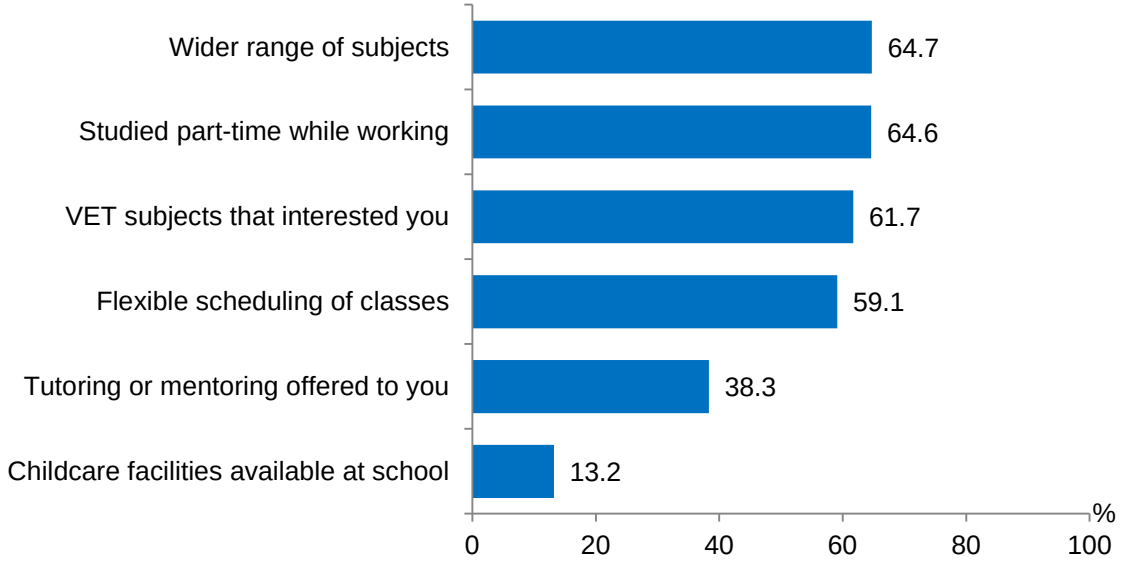
All early school leavers directly interviewed (i.e. excluding proxy interviewers) were asked whether (yes or no) a number of different measures might have made them want to stay in school. These included having:

- Vocational programs or VET subjects in areas of interest to them;
- A wider range of subjects;
- Allowing part-time study while working;
- More flexible classes schedules;
- Tutoring or mentoring; and
- Childcare facilities available at school.

Figure 7 (overleaf) shows the proportion of early school leavers who believe each measure may have made them want to stay in school. As can be seen, measures relating to greater subject choices and greater flexibility at school were endorsed by a majority of early school leavers. Approximately two-thirds (64.7%) endorsed schools offering a wider range of subjects, while three-fifths (61.7%) thought having vocational subjects in areas of interest to them might have made them want to stay in school. Similar proportions endorsed being able to study part-time while working (64.6%) and more flexible class schedules (59.1%).

Approximately two-fifths (38.3%) thought access to tutoring or mentoring may have influenced their decision to not finish Year 12. Further, while only 13.2% of all early school leavers surveyed endorsed having childcare facilities at school, of those who said child-related reasons greatly influenced their decision to leave school early, 64.8% thought having more childcare facilities at school would have made them stay in school longer.

Figure 7 Early school leavers' views on strategies that could encourage school completion



Base: All non-proxy early school leavers (n=6,501).

There appears to be some association between the reasons for leaving school before completing Year 12 and whether different measures may have made them want to stay in school. Early school leavers whose main reason for leaving early related to academic or behaviour difficulties were more likely than the total early school leaver sample to endorse being allowed to study part-time while working (69.6%), more flexible classes schedules (66.6%) and tutoring or mentoring (48.4%).

Early school leavers whose main reason for leaving early related to being bullied were more likely to endorse having tutoring or mentoring offered (48.5%) and having childcare facilities available at school (21.2%). Similar proportions of early school leavers whose main reason for leaving early related to external pressures endorsed these two measures (46.9% and 22.2%, respectively). This group was also more likely than the total to endorse more flexible class schedules (66.2%).

Finally, early school leavers whose main reason for leaving early related to work or career reasons were less likely than the total sample to indicate that being allowed to study part-time while working (60.4%), more flexible class schedules (52.8%), being offered tutoring or mentoring (31.0%) and having childcare facilities available at school (10.7%) may have made them want to stay in school.

3.3. School engagement

All students surveyed in 2014 (early school leavers, Year 12 completers, and Year 10 students) were asked what they (had) enjoyed most about school, and what they (had) least enjoyed about school. First mentions only were recorded. Early school leavers were also asked the extent to which the thing they least enjoyed about school had influenced their decision to leave school early.

3.3.1. Most enjoyed about school

Table 34 summarises what early school leavers, Year 12 completers and current Year 10 students said they enjoyed most about school. As can be seen, despite having left early the majority (83.1%) of early school leavers identified something they had liked about school. The remainder stated categorically there was nothing about school they had enjoyed (12.3%) or had been unable to readily think of what they had enjoyed (4.6%). The proportion of early school leavers who said they had enjoyed nothing about school was higher than the Year 12 completers and Year 10 students.

Table 34 Factors enjoyed most about school

Enjoyed most about school	Early School Leavers	Year 12 Completers	Year 10 Students
	%	%	%
Base (n): All	7,000	3,581	2,965
Total	83.1	91.9*	93.8*
Socialising / friends	42.6	52.0*	41.8
Specific classroom subjects	28.3	14.5*	25.6
Sport / Physical Education	10.4	3.7*	7.9*
Engineering / Metalwork / Woodwork	3.7	0.8*	1.3*
Visual Art Subjects	2.7	1.9	2.9
English Subjects	2.0	0.9*	2.3
Math Subjects	1.7	1.5	3.1*
School in general / learning	4.0	8.5*	16.1*
Good teachers	3.2	5.7*	3.5
Lunch / Breaks	1.5	0.8	0.6*
Other	3.5	10.5*	6.2*
Nothing	12.3	3.5*	2.0*
Don't know / Refused	4.6	4.6	4.1

* Indicates result is significantly different to early school leavers (p<.01).

The specific things that early school leavers had enjoyed most about school were socialising or friends (42.6%), followed by specific subjects (28.3%). The most frequently mentioned subject was sport or physical education (10.4%), followed by metalwork or woodwork (3.7%), visual arts (2.7%), English (2.0%) and mathematics (1.7%). Other things were mentioned by only a minority of early school leavers.

The rank order of things Year 12 completers liked most about school followed a similar pattern to early school leavers, although the proportion who cited each factor did vary. Year 12 completers were more likely than early school leavers to cite socialising or friends (52.0%) and school in general (8.5%) as the thing they enjoyed most about school. Perhaps surprisingly however, Year 12 completers were less likely to cite specific subjects (14.5%) as the thing they enjoyed most about school.

The proportion of Year 10 students who mentioned socialising or friends (41.8%), or specific subjects (25.6%) as the most enjoyable thing about school were quite similar to early school leavers. They key difference between Year 10 students and the other survey cohorts was that Year 10 students were the most likely to mention liking school in general (16.1%).

3.3.2. Least enjoyed about school

Table 35 summarises what early school leavers, Year 12 completers and Year 10 students said they (had) enjoyed least about school.

Among early school leavers, the assessable components of subjects, such as exams and homework, were most frequently cited as what they least enjoyed about school (26.1%). Other commonly mentioned things were specific subjects (15.9%), particularly mathematics (7.9%) and English (4.3%), and teachers (15.6%). One-in-ten (10.0%) early school leavers mentioned bullying or problems with their peer group or other students.

Table 35 Factors enjoyed least about school

Enjoyed least about school	Early School Leavers	Year 12 Completers	Year 10 Students
	%	%	%
Base (n): All	7,000	3,581	2,965
School work / Exams	26.1	31.3*	28.7
Specific subjects	15.9	11.9*	23.8*
Math Subjects	7.9	5.7*	10.8*
English Subjects	4.3	3.6	4.4
Teachers	15.6	8.0*	8.2*
Other students / Bullied	10.0	6.8*	6.1*
School structure	6.6	9.6*	6.3
Daily routine	4.7	6.6*	5.2
Discipline / rules	1.9	2.9*	1.1
Everything / School in general	2.9	0.7*	0.4*
Other	4.7	12.9*	6.5*
Nothing	8.2	10.8*	10.9*
Don't know / Refused	9.8	8.1	9.0

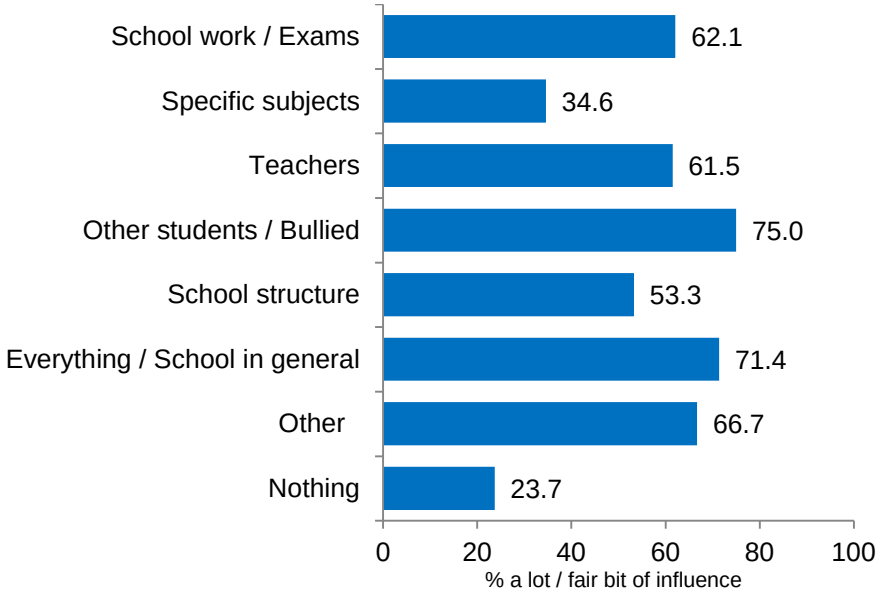
* Indicates result is significantly different to early school leavers (p<.01).

There were some differences in the profile of things least enjoyed about school between early school leavers and other survey cohorts (namely, Year 12 completers and Year 10 students). The key differences were that early school leavers were more likely than other groups to mention issues with teachers or other students. Interestingly, Year 12 completers were slightly more likely than others to mention school work or the assessment process; possibly reflecting their experiences of undertaking assessments and examinations at the senior secondary level. Year 10 students were the most likely to mention issues with specific subjects (23.8%).

The majority (54.9%) of early school leavers who mentioned something they had enjoyed least about school also stated that it had exerted 'substantial' influence on their decision to leave school before completing Year 12. Approximately one-third (30.5%) of early school leavers said it had influenced their decision 'a lot', while one-quarter (24.4%) said it exerted 'a fair bit' of influence. A further one-fifth (22.2%) said it had exerted 'a little' influence.

The things rated as having the greatest influence on the decision to leave early were problems with other students or peer group (including being bullied) and expressing a general dislike for school (see Figure 8). Approximately, three-quarters of early school leavers who cited these factors (75.0% and 71.4%, respectively) said it had exerted ‘a lot’ or 'a fair bit' of influence on their decision. This was followed by issues with teachers (61.5%). The issue appeared to have the least influence was not enjoying specific subjects (34.6%).

Figure 8 Influence of the least enjoyed qualities about school on the decision to leave



Base: Gave response for what they enjoyed least about school. Figure reports a lot / fair bit of influence.

4. Career aspirations and planning

The following section of the report explores the career aspirations of early school leavers and Year 12 completers, based on their answers to questions about the kind of job they expect to have by age 30. This section also presents results relating to participation in and impact of careers advice while at school and broader influences on career choices and pathways.

4.1. Expected occupation at age 30

Table 36 (overleaf) summarises the main expected careers (ANZCO minor level) among early school leavers and Year 12 completers.

As can be seen, one-third (34.6%) of early school leavers expected they would be working in some form of technical or trade related role, while less than half this proportion expected to be working in professional (15.8%) or community or personal service roles (13.2%). One-quarter (24.0%) did not know or were unable to say what career they expected to have when they were 30 years old.

The range of specific roles mentioned was quite diverse. The most common were:

- Bricklayer, carpenter or joiner (6.2%);
- Automotive electrician (5.8%);
- School teacher (3.9%);
- Defence force member, fire fighter or police officer (3.4%);
- Electrician (3.2%);
- Food trades (3.0%); and
- Personal service and travel worker (3.0%).

The profile of expected career among Year 12 completers was very different to early school leavers, with slightly more than half (53.9%) expecting to work in professional roles. Further, slightly fewer Year 12 completers (19.3%) did not know what career they expected to have at age 30.

The main professional roles Year 12 completers expected to be working in at age 30 were:

- School teacher (8.8%);
- Engineers (4.2%);
- Legal professional (3.6%);
- Architects, designers, planners or surveyors (3.5%); and
- Various health-related professional roles; health therapy (3.4%), medical (3.3%) and midwifery and nursing (3.3%).

Interestingly, a similar proportion of Year 12 completers to early school leavers expected to be working as a defence force member, fire fighter or police officer (3.1%).

Table 36 Expected career at age 30 among early school leavers and Year 12 completers

Expected career	Early School Leavers	Year 12 Completers
	%	%
Base (n): All	7,000	3,581
Managers	5.0	6.2
Farmers and Farm Managers	1.0	0.3*
Retail Managers	0.9	0.5
Chief Executives, General Managers and Legislators	0.5	1.4*
Professionals	15.8	53.9*
School Teachers	3.9	8.8*
Arts Professionals	1.8	2.1
Midwifery and Nursing Professionals	1.6	3.3*
Architects, Designers, Planners and Surveyors	1.5	3.5*
Engineering Professionals	0.5	4.2*
Legal Professionals	0.4	3.6*
Medical Practitioners	0.3	3.3*
Health Therapy Professionals	0.2	3.4*
Technicians and Trades Workers	34.6	8.3*
Bricklayers, and Carpenters and Joiners	6.2	1.7*
Automotive Electricians and Mechanics	5.8	1.0*
Electricians	3.2	1.1*
Food Trades Workers	3.0	0.8*
Hairdressers	2.9	0.3*
Plumbers	2.7	0.2*
Community and Personal Service Workers	13.2	8.2*
Defence Force Members, Fire Fighters and Police	3.4	3.1
Personal Service and Travel Workers	3.0	0.6*
Sports and Fitness Workers	1.9	1.7
Child Carers	1.7	0.3*
Clerical and Administration Workers	1.7	1.5
Sales Workers	1.9	1.0*
Sales Assistants and Salespersons	0.9	0.4
Real Estate Sales Agents	0.9	0.6
Machinery Operators and Drivers	1.5	0.1
Labourers	1.9	0.4*
Construction and Mining Labourers	1.0	0.2*
Not enough information provided	0.5	1.0
None	0.5	0.3
Flippant/Don't know/Refused	23.5	18.9*

* Indicates result is significantly different to early school leavers (p<.01).

Less than half (45.0%) of early school leavers surveyed who articulated their career aspirations at age 30 believed the courses offered at their school had prepared them well for their future career path. This was substantially lower than Year 12 completers (73.3%).

4.2. Careers advice

Early school leavers and Year 12 completers in the 2014 survey were asked a number of questions about careers guidance. This included whether they had participated in a range of careers guidance-related activities while at school, how useful they found careers guidance (in general) at school in helping choose their current pathway, and how much influence a range of individuals (mother, father, particular teacher, school career advisor, transition advisor, other relative or adult and friends) had on their intended career (if they had articulated one).

4.2.1. Participation in careers advice activities at school

Nearly all (95.6%) early school leavers reported having participated in at least one of the presented career guidance activities through school (see Table 37).

Table 37 Participation in careers-related activities at school among early school leavers and Year 12 completers

Careers-related activities	Early School Leavers	Year 12 Completers
	%	%
Base (n): All non-proxy	6,501	3,353
Any	95.6	99.8*
Advice	87.2	95.3*
Identified careers that match your interests and abilities	52.1	71.3*
Had a one-on-one talk with the school's career adviser	70.4	77.1*
Had a career and transition plan	27.0	29.3
Had advice about which school courses would help you reach your goals	53.8	70.4*
University	31.2	76.6*
Attended a university information session organised through school	24.1	68.3*
Been on an organised visit to a university campus	20.2	55.0*
TAFE	58.9	41.3*
Attended an information session about TAFE study arranged by school	50.0	35.9*
Been on an organised visit to a TAFE campus	35.4	18.7*
Career	77.1	92.8*
Searched online for career options at school	54.3	73.2*
Attended a Careers Expo organised through your school	47.4	74.5*
Attended a presentation by an employer organised through school	32.5	44.3*

* Indicates result is significantly different to early school leavers (p<.01).

The most common guidance reported by early school leavers was a one-on-one discussion with the school's career advisor (70.4%). Slightly more than half received advice about which courses to take at school (53.8%) or about which careers matched then interests and abilities (52.1%). Half (50.0%)

had attended an information session about TAFE organised by their school or had attended a Careers Expo organised through their school (47.4%), while one-third had been on an organised visit to a TAFE campus (35.4%) or had attended a presentation by an employer organised through their school (32.5%). A minority reported having a career and transition plan (27.0%), attending a school-organised university information session (24.1%) or visiting a university campus (20.2%).

Year 12 completers were slightly more likely than early school leavers to report having done at least one of the presented careers activities through school (99.8%). The most common careers guidance activity among Year 12 completers also was having a one-on-one discussion with the school's career advisor (77.1%). However, they were more likely than early school leavers to report receiving all other types of careers advice probed during the interview, except having a career and transition plan. Year 12 completers were also more likely to report participation in careers activities directly relating to employment and university.

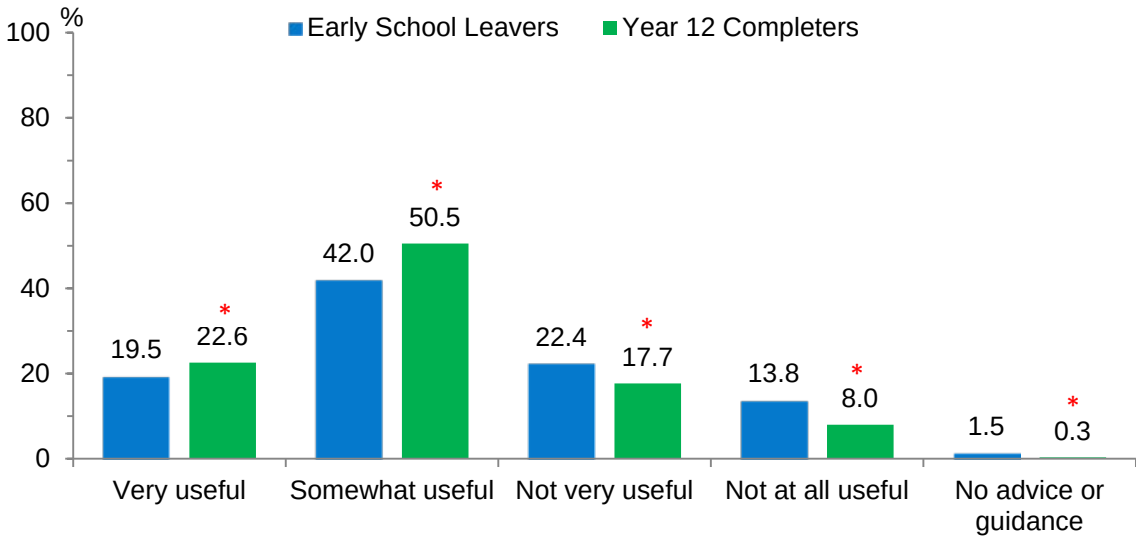
The only types of careers activities they were less likely to report were participation related to TAFE; namely, having attended an information session about TAFE (35.9%) or having been on an organised visit to a TAFE campus (18.7%).

4.2.2. Usefulness of careers advice

The majority (61.5%) of early school leavers believed the careers guidance they had received at school had been 'useful' (very or somewhat) in choosing their current pathway (see Figure 9).

Typically, the strength of early school leavers' views was moderate, with two-fifths (42.0%) indicating it had been 'somewhat' helpful only. Early school leavers were less likely than Year 12 completers (61.5% vs. 73.1%) to believe careers guidance at school had been useful.

Figure 9 Perceived usefulness of careers guidance at school



Base: All non-proxy early school leavers (n=6494) and Year 12 completers (n=3418). * Indicates result is significantly different to early school leavers (p<.01).

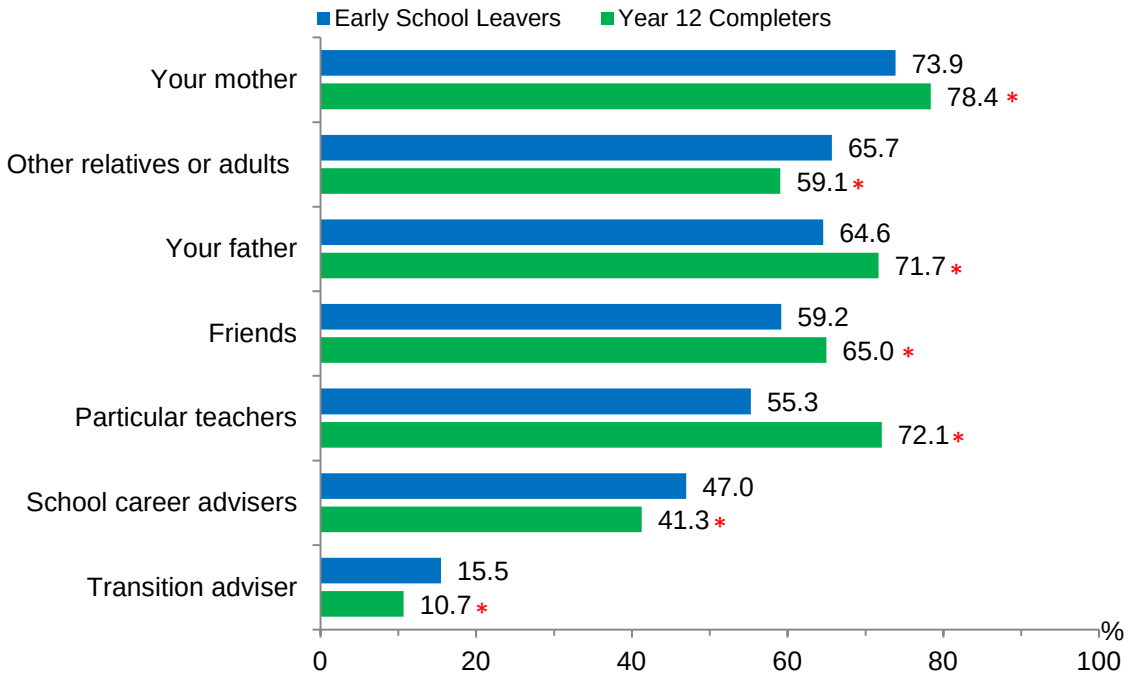
There were limited sub-group differences relating to the perceived usefulness of school-based careers guidance. Of note was that among early school leavers, those who believed the careers guidance they had received at school was useful were more likely to be male (65.6%), have participated in at least one VET course while at school (65.5%) and have entered an apprenticeship (70.8%).

4.2.3. Career influencers

There was considerable variation in the extent to which different individuals had influenced the intended career choices of early school leavers (see Figure 10). Of the early school leavers that articulated a career aspiration by age 30, three-quarters (73.9%) reported that their mother had influenced their intended career choices.

The next most influential individuals were other relatives and adults (65.7%), their father (64.6%) and friends (59.2%). Slightly more than half (55.3%) stated a particular teacher at school had influenced their intended career, while slightly less than half (47.0%) stated a school career advisor had influenced them. Few (15.5%) said their transition adviser had influence them.

Figure 10 Influencers on intended career among early school leaver and Year 12 completers



Base: Gave career expectation (Early school leavers, n=5361; Year 12 completers, n=3581). * Indicates result is significantly different to early school leavers (p<.01).

The influence of these selected individuals on Year 12 completers' intended careers was quite different to early school leavers. Year 12 completers were more likely than early school leavers to say their mother, father, friends and particular (individual) teachers had influenced their choice of intended career, but were less likely to say other relatives, a school career advisor or transition adviser had influenced them.

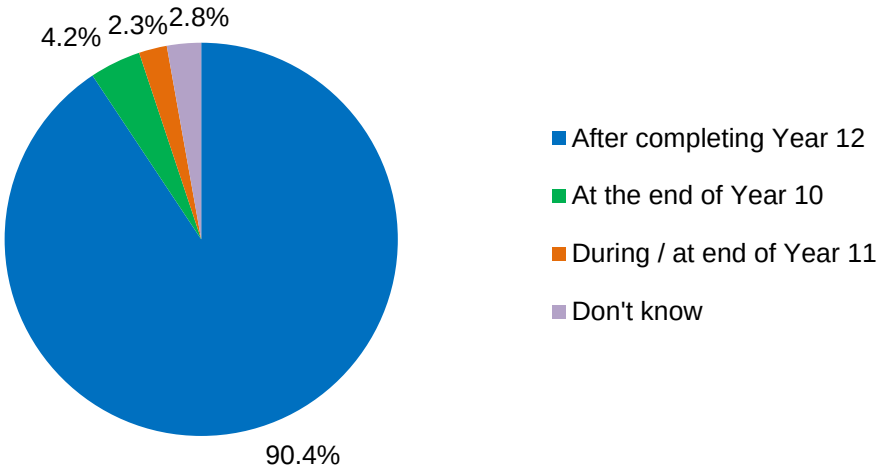
5. Year 10 students and teachers

The following section of the report explores key findings from the surveys with Year 10 students and teachers. It primarily focuses on post-school aspirations and expectations and related influencers.

5.1. Anticipated school leaving year

As can be seen in Figure 11 the vast majority of Year 10 students expect to leave school upon completion of Year 12 (90.4%). The remainder were relatively evenly split between leaving school at the end of Year 10 (4.2%), at the end of or during Year 11 (2.3%) or were unsure (2.8%).

Figure 11 Year 10 students' expectation of when they will leave school

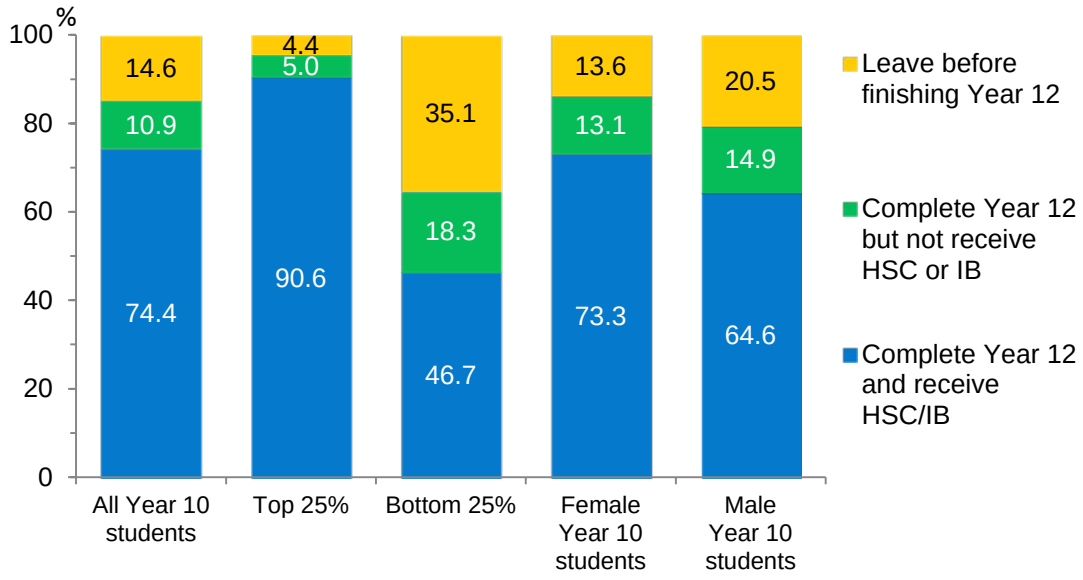


Base: Year 10 students (n=2,965).

Students' expectations of school completion were slightly higher than the expectations of surveyed Year 10 teachers (90.4% vs. 85.3%). When asked to estimate the likely Year 12 completion rates of their current Year 10 students, teachers expected on average that three-quarters (74.4%) of Year 10 students would complete the HSC, an additional 10.9% would finish Year 12, but not gain their HSC award, and about 14.6% would be leave school before finishing Year 12 (see Figure 12).

Figure 12 also highlights varying teacher expectations of Year 10 students' likely school completion rates based on gender and academic performance. Teachers expected that almost all (90.6%) of the top-performing 25% of students would receive a High School Certificate, compared with only 46.7% of those in the bottom-performing 25%. Likewise, teachers expected that female students would be more likely than male students to receive their HSC (73.3% compared to 64.6%).

Figure 12 Year 10 teachers' expectation of when their Year 10 cohort will leave school



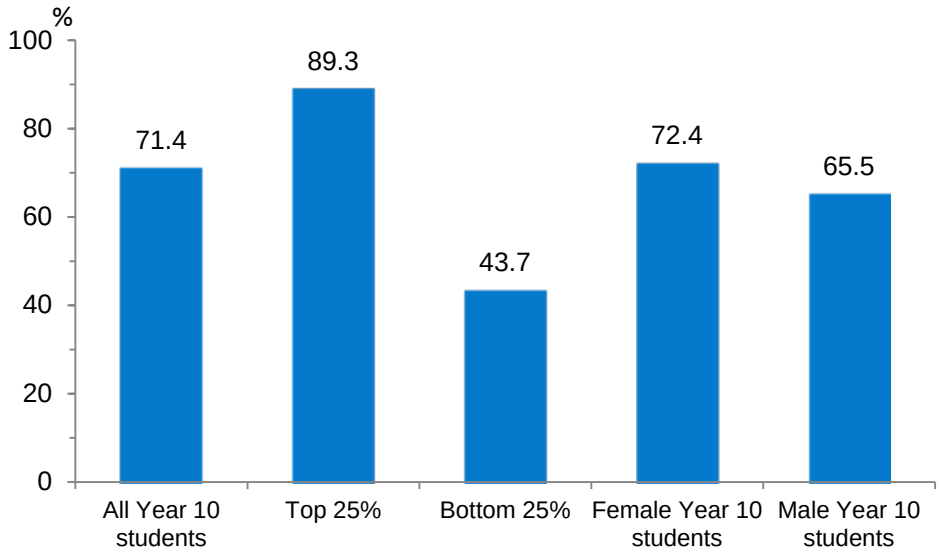
Base: Year 10 teachers (n=1,242)[7].

[7] HSC – Higher School Certificate, IB – International Baccalaureate

Consistent with the findings that teachers believe the majority of Year 10 students will complete Year 12 and receive their HSC or equivalent, teachers expected a similar proportion of current Year 10 students to receive an ATAR: 71.4% (see Figure 13).

This proportion rose to 89.3% when teachers were thinking only about the top 25% of current Year 10 students and dropped to 43.7% for the bottom 25% of current Year 10 students. Amongst female Year 10 students, teachers anticipate seven out of ten gaining an ATAR score (72.5%). This compares to 65.5% of male Year 10 students.

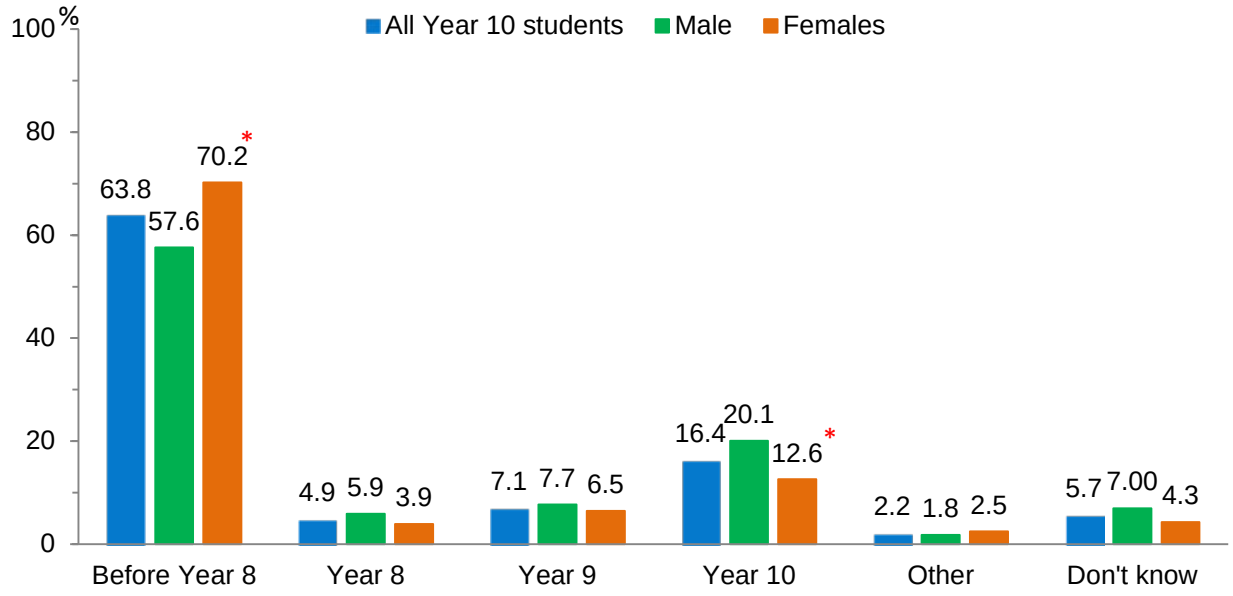
Figure 13 Proportion of students teachers expect to gain an ATAR score



Base: Year 10 teachers (n=1,242).

As can be seen in Figure 14, two-thirds (63.8%) of current Year 10 students made their decision about when to leave school prior to Year 8. Females (70.2%) were more likely to make this decision prior to Year 8 than males (57.6%). This finding demonstrates the need to emphasise the importance of finishing school to students at a young age. By the time students are in Year 10 the majority (75.8%) have made some plans with regards to when to finish school. A higher proportion of male students (20.1%) reported making this decision in Year 10 compared to females (12.6%).

Figure 14 When the decision about leaving school was made

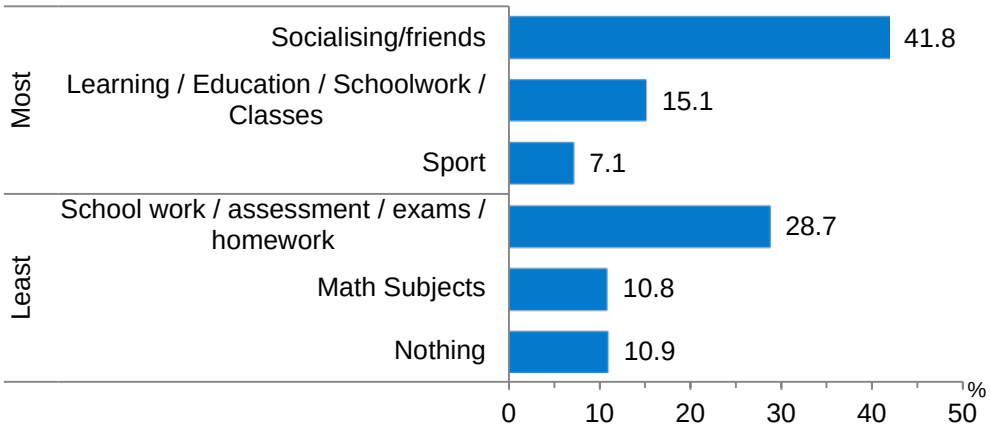


Base: Year 10 students who plan to finish school at the completion of Year 12 (n=2,869). * Indicates result is significantly different to males (p<.01).

5.2. Influences on expected school leaving year

Year 10 students were asked what they enjoyed most and least about school and the perceived influence of these factors on their current school completion plans (see Figure 15). The most commonly cited enjoyable aspects of school for 2014 Year 10 students included the social aspect (41.8%); learning (15.1%); and engaging in sporting activities (7.1%). The most commonly cited least enjoyable aspects of school included school work / assessments tasks (28.7%); maths (10.8%); and nothing in particular (10.9%).

Figure 15 The top three most and least enjoyable aspects of school

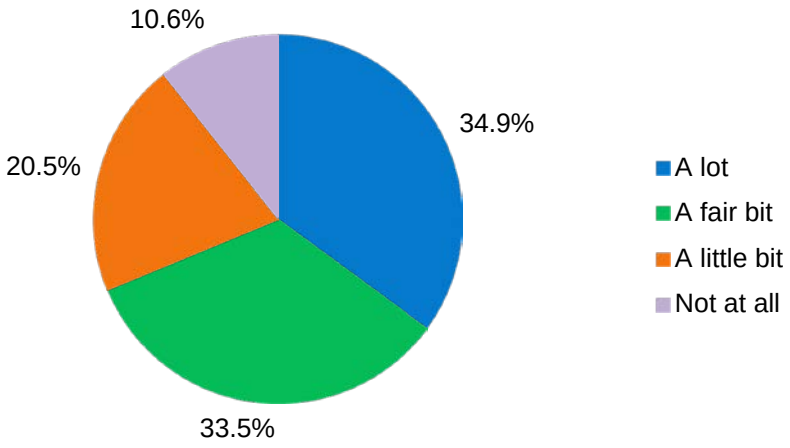


Base: Year 10 students (n=2,965).

5.3. Perceived influence of the least / most enjoyable factors on school completion plans

Year 10 students who were planning to complete Year 12 at the time of survey were asked how influential, if at all, the most enjoyable aspects of school have been on their decision to complete Year 12 (see Figure 16). Almost seven-in-ten (68.4%) described the most enjoyable aspects of school as having some influence on this decision. A further one-fifth (20.5%) indicated that the most enjoyable aspect of school had a little influence, while one-in-ten (10.6%) said that the most enjoyable aspect had no influence at all on their decision to complete Year 12.

Figure 16 Influence of the most enjoyable aspect on decision to complete Year 12



Base: Year 10 students who plan to complete Year 12 (n=1,932).

When this is analysed by each of the most enjoyable aspects, generally speaking, with the exception of having good teachers, there is little differentiation of influence on Year 12 completion decisions amongst the nominated enjoyable aspects (see Table 38). However of those who suggested that good teachers were the most enjoyable aspect of school, 60.5% claimed this had a lot of influence on their decision to stay at school – almost double than for any other aspect.

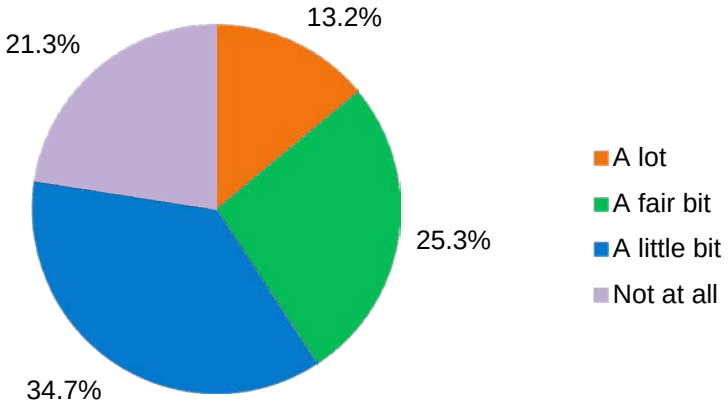
Table 38 Perceived influence of individual most enjoyable aspects of school

	Overall %	Socialising/ friends %	Good teachers %	Sport %
Base (n): Year 10 students who plan to complete Year 12	1,932	93	152	152
A lot	34.9	32.9	60.5*	35.7
A fair bit	33.5	34.1	21.1	21.8
A little bit	20.5	21.4*	7.3	25.7*
Not at all	10.6	11	10.7	16.9

* Indicates result is significantly different to other enjoyable aspects of school (p<.01).

Amongst those Year 10 students who plan to leave school prior to completing Year 12, just under four in ten (38.5%) indicated that the least enjoyable aspects of school had a lot or a fair bit of influence on the decision (see Figure 16). A little over one-third (34.7%) felt that the least enjoyable aspect of school had a little influence on their decision to leave prior to completing Year 12, while 21.3% claimed the least enjoyable aspect of school had no influence at all on their decision to leave.

Figure 16 Influence of the least enjoyable aspect on decision to complete Year 12



Base: Year 10 students who plan to leave school prior to Year 12 completion (n=170).

There is variation in relation to the level of perceived influence on Year 10 students' decisions to leave school prior to Year 12 completion by nominated least enjoyable aspects of school. However, sample sizes are small and while these results are presented for completeness, they should be approached with caution (see Table 39).

Table 39 Perceived influence of individual least enjoyable aspects of school

	Overall %	Teachers/ specific teacher %	School work / assessment / exams / homework %	English Subjects %	Math Subjects %
Base (n): Year 10 students who plan to leave early	170	20	43	23	27
A lot	13.2	9.4	20.9	3.7	0.3
A fair bit	25.3	62.4	29	23.8	8.7
A little bit	34.7	17.2	47.7	31.1	43.8
Not at all	21.3	10.4	1.7	39.1	30.5

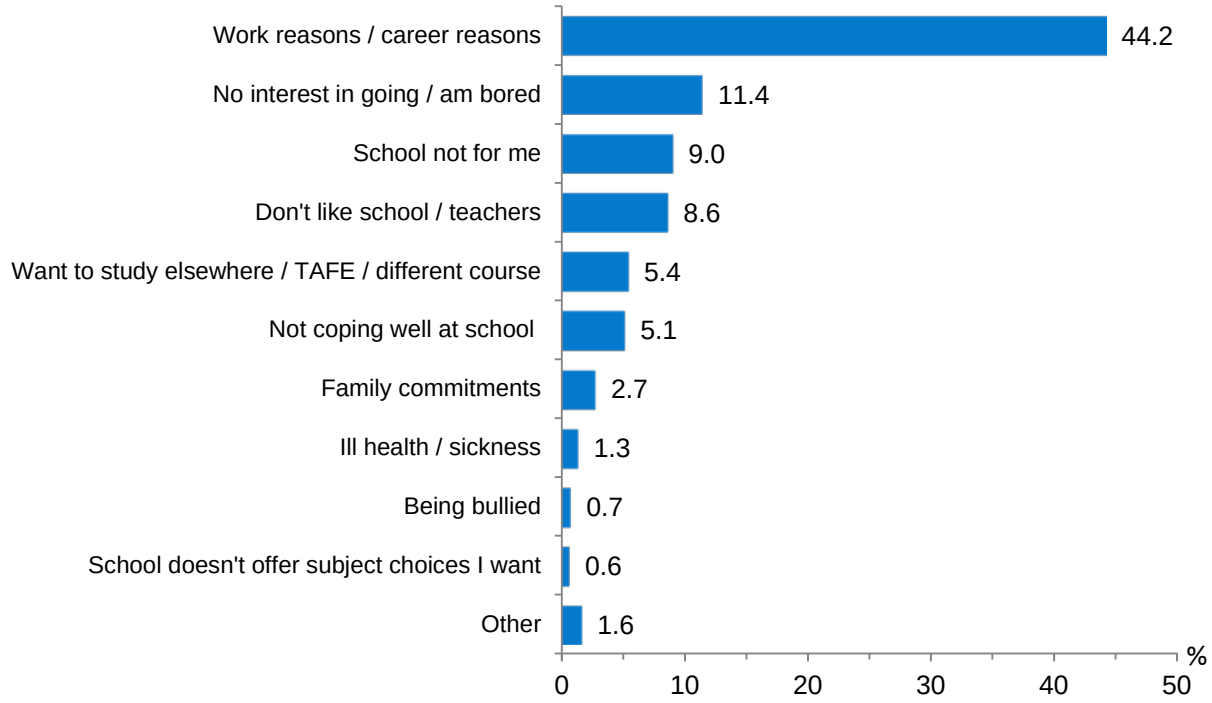
No significant differences between least enjoyable aspects of school found (p<.01).

5.3.1. Reasons for not expecting to complete Year 12

Year 10 students not planning to complete Year 12 were asked to provide their reasons for the basis of this decision (see Figure 17 overleaf). The main reason provided was wanting to follow work or career aspirations (44.2%). A variety of other reasons were provided including a lack of interest (11%); feeling like school was not the right place for them to be (9.0%); not liking the teachers (8.6%); a desire to study in a different environment (5.4%); feeling like they were not coping with the demands of school (5.1%); and family commitments (2.7%).

As discussed later in Section 5.4, the majority of likely early leavers (76.4%) indicated they envisaged undertaking further education and training in their near future (the next 2 years), which suggests that their plan to leave school prior to Year 12 completion is not related to education in its own right, but perhaps something else.

Figure 17 Main reason provided for not expecting to complete Year 12



Base: Year 10 students who plan to leave school prior to Year 12 completion (n=170).

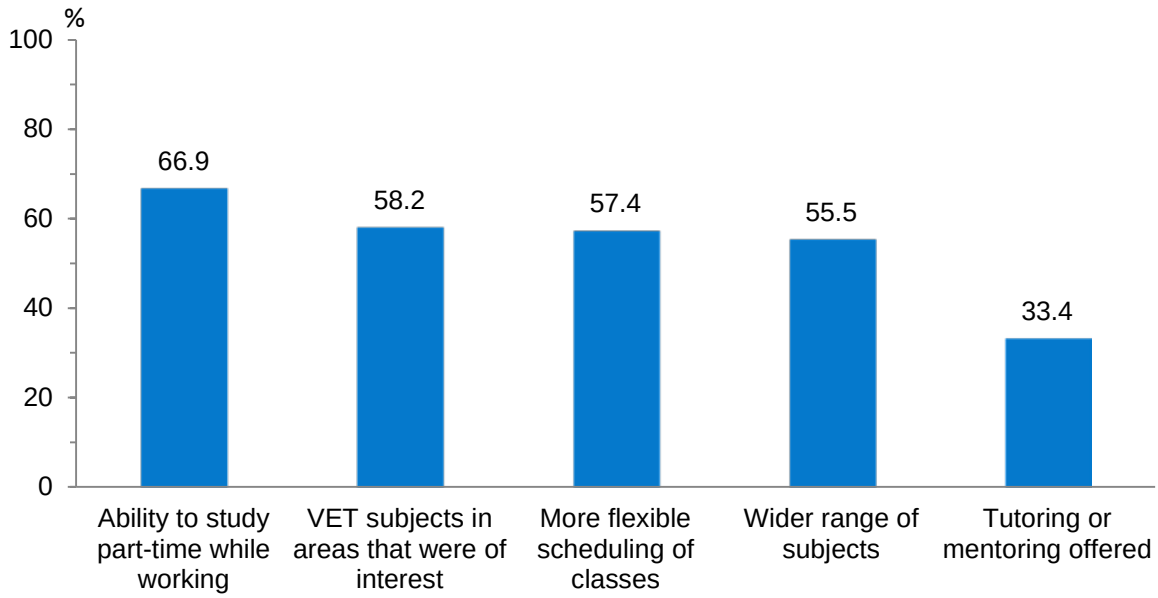
5.3.2. Potential strategies to encourage Year 12 completion

Year 10 students who indicated an intention to leave school before completing Year 12 were asked whether a number of possible strategies might change their mind about leaving school early. While it is difficult to determine the influence these strategies might have in practice, the responses of these potential early leavers suggests that some strategies could help to encourage more students to stay in school and finish Year 12 (see Figure 18 overleaf):

- Ability to study part-time while working (66.9%);
- Vocational programs or VET subjects in areas that were of interest (58.2%);
- More flexible scheduling of classes (57.4%);
- Wider range of subjects (55.5%); and
- Tutoring or mentoring (33.4%).

Year 10 students currently undertaking a VET course were also asked if the opportunity to do a VET course was an important reason for staying at school. The response to this statement was overwhelmingly positive, with 73.7% saying this was an important reason for them continuing on at school.

Figure 18 Potential strategies to encourage Year 12 completion



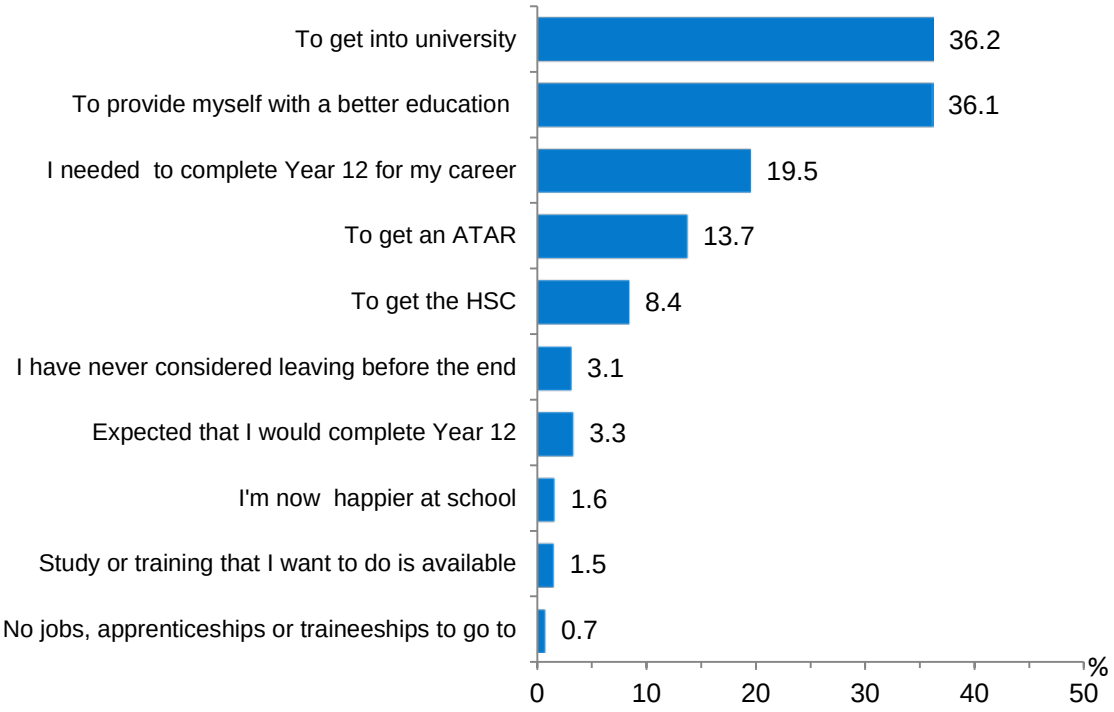
Base: Year 10 students who plan to leave school before completing Year 12 (n=193).

5.3.3. Reasons for intending to complete Year 12

The top two reasons among Year 10 students for completing Year 12 included university admission (36.2%) and ensuring they had a better education (36.1%; see Figure 19).

Other reasons for planning to complete Year 12 were also focussed on the future and included career aspirations (19.5%) and needing an ATAR (13.7%), presumably for university entrance.

Figure 19 Reasons for intending to complete Year 12

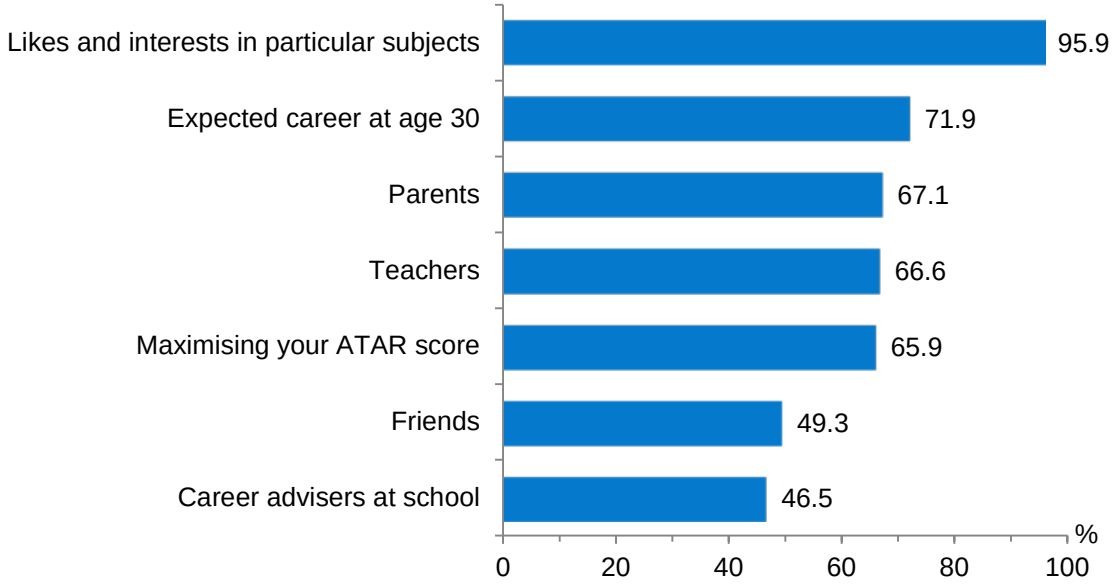


Base: Year 10 students who plan to complete Year 12 (n=2,673).

5.3.4. Influences on school subject choice

Year 10 students were asked whether a range of particular factors, such as their career aspirations or parental expectations, had influenced their subject choices at school. As can be seen in Figure 20, almost all (95.9%) students agreed that their likes and interests in particular subjects influenced their choice of what to study at school. Intended career was also important; nearly three-quarters (71.9%) of Year 10 students indicated that their intended career at age 30 influenced their decisions about which subjects to study at school. Both parents and teachers were seen as being influential on subject choice by two-thirds of students (67.1% and 66.6% respectively), as well as endeavours to maximise ATAR scores (65.9%). Friends and career advisors were seen as being influential by just under half of Year 10 students (49.3% and 46.5% respectively).

Figure 20 Perceived influences on school subject choice

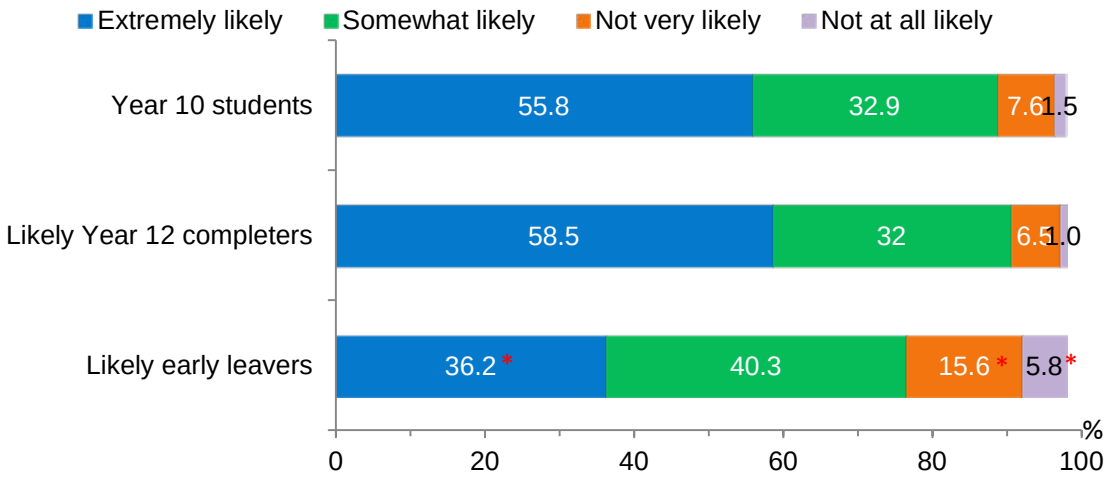


Base: Year 10 students (n=2,651).

5.4. Post-school study expectations

The vast majority of Year 10 students surveyed indicated they would be either extremely or somewhat likely to undertake further study or training in the first couple of years after leaving school (88.7%). A minority (1.5%) indicated they would not be at all likely to study once they have left school (see Figure 22). The pattern of results varies amongst those who plan to finish Year 12 versus those who expect to leave school early. Those indicating an intention to leave school early are less likely to plan further study than those intending to complete Year 12. However it should be noted that regardless of school leaving intentions, the majority of Year 10 students expect to undertake some form of post-school study soon after school.

Figure 21 Post-school study expectations among Year 10 students



Base: Year 10 students (n=2,929); Likely Year 12 completers (n=2,673); Likely Early Leavers (n=196). * Indicates result is significantly different to likely Year 12 completers (p<.01).

As can be seen from Table 40 (overleaf), many students who plan to undertake further study have a clear idea what level of study they might undertake. There are differences between those who plan to complete Year 12 versus those who plan on leaving school early, with those who plan to complete Year 12 being much more likely to intend to participate in higher education (55.0% plan to undertake Bachelor-level study, compared with 1.3% of likely early leavers). By contrast, those who plan to leave school early are more likely to have intentions to participate in VET:

- Certificate IV+ level qualifications (9.0% compared with 2.5% of likely Year 12 completers);
- Certificate I-III level qualifications (22.1% compared with 2.1% of likely Year 12 completers);
- Apprenticeships (42.4% compared with 3.2% of likely Year 12 completers); and
- Traineeships (4.3% compared with <0.1% of likely Year 12 completers).

Interestingly, a much lower proportion of those who plan to leave school early (17.3%) did not know the level of study they plan to undertake compared to those who do plan to complete Year 12 (31.9%).

In terms of gender differences, female Year 10 students were more likely to anticipate undertaking a Bachelor degree compared to their male colleagues (55.7% vs 46.2%). Conversely, a greater

proportion of male Year 10 students anticipated undertaking an Apprenticeship post school (10.6% vs 1.4%).

Table 40 Level of study students expect to undertake after leaving school

Expected level of study	Year 10 Students	Likely Year 12 Completers	Likely Early Leavers	Year 10 males	Year 10 females
	%	%	%	%	%
Base (n): Likely to study further after leaving school	2,651	2,458	154	1,303	1,348
Postgraduate level (PhD, Masters)	3.1	3.4	0.2	3.1	3.1
Bachelor degree	50.9	55.0	1.3*	46.2	55.7*
Certificate IV+	3.0	2.5	9.0*	3.1	2.8
Certificate I-III	3.5	2.1	22.1*	3.7	3.2
Apprenticeship	6.0	3.2	42.4*	10.6	1.4*
Traineeship	0.3	<0.1	4.3*	0.6	0.1
VET unknown	3.4	2.9	10.9*	3.8	3.0
HSC (Higher School Certificate)	0.2	0.2	-	-	0.4
Other	1.0	1.0	1.5	1.4	0.6
Don't know / Refused	31.3	31.9	17.3*	30.7	31.9

* Indicates result is significantly different to likely Year 12 completers / males (p<.01).

Teachers surveyed believed that around half (48.2%) of their current Year 10 students would study at a university-level after leaving school (see Table 41). Teachers estimated that a further 14.6% would participate in VET, 14.3% would undertake an apprenticeship or traineeship and 13.3% would enter the workforce without engaging in further education and training.

Table 41 Teachers' estimated proportions of Year 10 students in post-school destinations

Expected level of study	Year 10 Students	Top 25%	Bottom 25%	Female Year 10 Students	Male Year 10 Students
	%	%	%	%	%
Base (n): Current Year 10 teachers	1,242	1,242	1,242	1,242	1,242
University qualification	48.2	71.7	15.7	45.9	38.3
TAFE / VET qualification	14.6	9.5	21.8	17.4	15.4
Apprenticeship or Traineeship	14.3	7.6	22.3	10.7	20.1
Working	13.3	7.8	22.0	16.6	15.8
Unemployed or looking for work	7.8	2.1	15.8	7.4	8.8
Other	1.8	1.2	2.3	1.9	1.4

Results varied across different student populations. When thinking only about the top 25% of current Year 10 students, teachers estimated 71.7% of students would end up with a university qualification, compared to only 15.7% of Year 10 students in the bottom 25%. On the other hand, teachers expected that those students in the bottom 25% would be more likely to undertake a TAFE or VET qualification (21.8% compared with 9.5%), an apprenticeship or traineeship (22.3 % compared with 7.6%), start working (22.0% compared with 7.8%) or be unemployed or looking for work (15.8%

compared with 2.1%). Teachers also expected more female students to complete a university qualification post school (45.9% compared with 38.3% or male students). The opposite was true for apprenticeships or traineeships, with teachers expecting that 20.1% of male students would undertake these compared with 10.7% of females students.

These findings are consistent with students' expectations: a greater proportion of female Year 10 students expected to undertake a Bachelor degree compared with their male peers (55.7% vs 46.2%); whereas a greater proportion of male Year 10 students expected to undertake an Apprenticeship post school (10.6% vs. 1.4%; refer to Table 40).

Year 10 students who indicated that they were extremely or somewhat likely to study after leaving school were asked what field of education they expected this study to be in. Almost one in five students was unable to nominate an area of future study. Where students were able to specify the area of study, the most common fields included health, law, the sciences, the arts and engineering (see Table 42).

Table 42 Likely area of future study

Area of study	Year 10 students	Male	Female
	%	%	%
Base (n): Likely to study further after leaving school	2,651	1,319	1,291
Health	14.9	9.7	20.1*
Society and culture	13.0	8.5	17.7*
Natural and physical sciences	10.5	10.4	10.5
Engineering and related technologies	10.5	19.0	1.7
Creative arts	9.1	6.5	11.8*
Management and commerce	6.5	6.9	6.0
Architecture and building	5.6	9.3	1.8*
Education	5.0	0.9	9.2*
Information technology	4.1	7.8	0.3
Food hospitality and Personal services	1.6	0.8	2.6*
Agriculture environment and related	0.7	1.1	0.3
Mixed field programmes	0.3	0.5	0.4
Other	0.4	0.3	0.3
Don't know/Refused	17.8	18.4	17.1

* Indicates result is significantly different to males (p<.01).

There were a number of gender differences in choice of future study field. Females were more likely to express interest in pursuing future studies in health (20.1% compared with 9.7% of males), society and culture (17.7% compared with 8.5% of males), the creative arts (11.8% compared with 6.5% of males), education (9.2% compared with 0.9% of males) and food hospitality and personal services (2.6% compared with 0.8% of males). Conversely, males were more likely to nominate architecture and building (9.3% compared with 1.8% of females) and information technology (7.8% compared with 0.3% of females) as potential areas of future study.

5.5. Future career aspirations

Consistent with previous findings regarding future areas of study, Year 10 students aspire to a wide variety of careers (see Table 43). Approximately two-thirds of students were able to identify the type of career or job that they expected to have by the age of 30. Almost half (45.2%) of Year 10 students surveyed expected to be working in a professional role by age 30.

A number of gender differences were observed:

- Females were more likely to aspire to professional careers compared with their male counterparts (51.8% vs 38.8%), including teaching (10.2% vs 1.8%). Similarly females were more likely to nominate community and personal service work than males (11.0% compared with 7.5% of males).
- Males (15.5%) on the other hand, were more likely to aspire to technical and trade careers compared with females (4.2%).

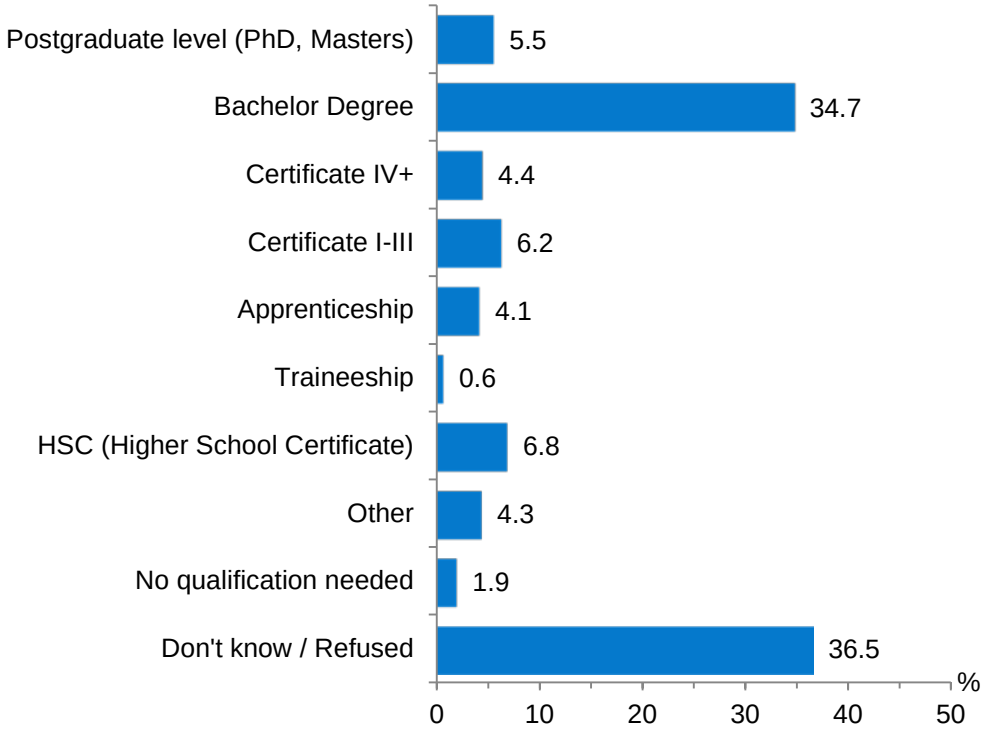
Table 43 Current career aspirations of Year 10 students

Expected career	All Year 10 students	Male Year 10 students	Female Year 10 students
	%	%	%
Base (n): All	2,965	1,491	1,474
Managers	**2.9**	**3.2**	**2.6**
Professionals	**45.2**	**38.8**	**51.8***
School Teachers	5.9	1.8	10.2*
Natural and Physical Science Professionals	4.2	4.1	4.2
Health Therapy Professionals	4.0	3.3	4.7
Engineering Professionals	3.9	6.8	0.9*
Architects, Designers, Planners and Surveyors	3.8	3.7	3.9
Medical Practitioners	3.4	2.9	3.8
Legal Professionals	3.2	2.2	4.3
Social and Welfare Professionals	3.0	1.2	4.9*
Arts Professionals	2.7	2.0	3.5
Midwifery and Nursing Professionals	1.9	0.2	3.6*
Technicians and Trades Workers	**10.0**	**15.5**	**4.2***
Bricklayers, and Carpenters and Joiners	1.7	3.2	0.1*
Electricians	1.6	3.1	0.1*
Community and Personal Service Workers	**9.2**	**7.5**	**11.0***
Defence Force Members, Fire Fighters and Police	3.5	4.7	2.2*
Sports and Fitness Workers	2.0	1.8	2.2
Clerical and Administration Workers	**0.9**	**0.5**	**1.2**
Sales Workers	**0.3**	**0.3**	**0.3**
Machinery Operators and Drivers	**0.2**	**0.4**	**-**
Labourers	**0.4**	**0.7**	**
Not enough information provided	0.4	0.4	0.4
None	0.3	0.3	0.3
Flippant/Don't know/Refused	30.3	32.3	28.2

* Indicates result is significantly different to males (p<.01).

Of the Year 10 students who articulated their career aspirations, nearly two-thirds (63.5%) were able to indicate what level of study they thought would be needed to realise that career goal. More than half envisaged post-school qualifications as necessary for their future career: about 40.2% thought they would need a university degree (34.7% a Bachelor degree, and a further 5.5% a post-graduate degree), and an additional 15.3% thought a VET qualification (including for apprenticeships and traineeships) would be required. A further 6.8% indicated a qualification at the HSC level and 4.3% indicated an 'other' level of qualification would be needed. Only 1.9% believed that they could achieve their career goal without any qualification being required (see Figure 22).

Figure 22 Expected qualification required to realise current career aspiration

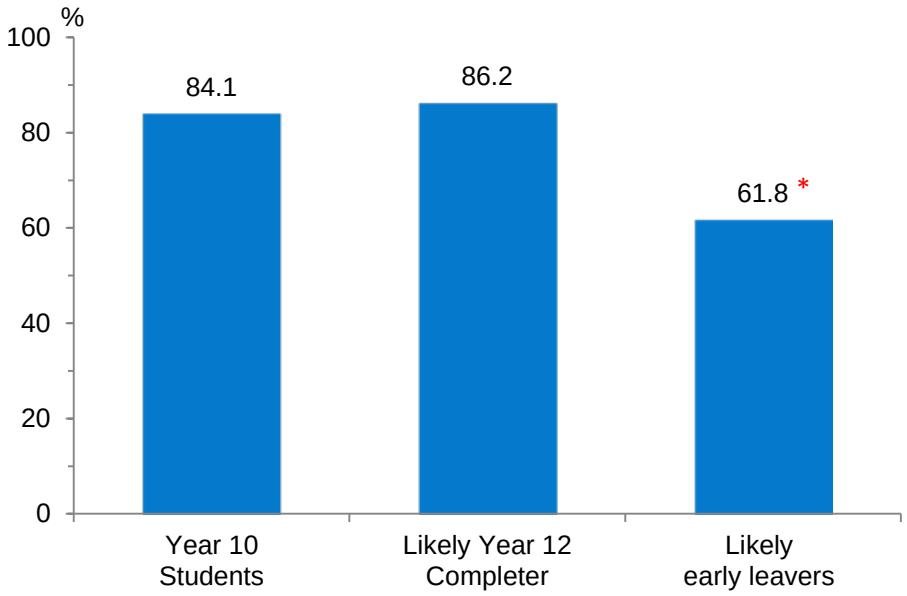


Base: Year 10 students with known career aspirations (n=2,104).

5.6. Preparation for career path at school

The vast majority of Year 10 students thought that the courses offered at their school were preparing them well for their future career path (84.1%; see Figure 23). However, amongst those students planning to leave school early, this proportion drops to 61.8%, significantly lower than those who plan to complete Year 12 at 86.2%.

Figure 23 Perceptions that courses offered at school are preparing students for their future careers



Base: Have known career aspirations. Year 10 students (n=2,104); Likely Year 12 completers (n=1,892); Likely early leavers (n=157). * Indicates result is significantly different to likely Year 12 completers (p<.01).

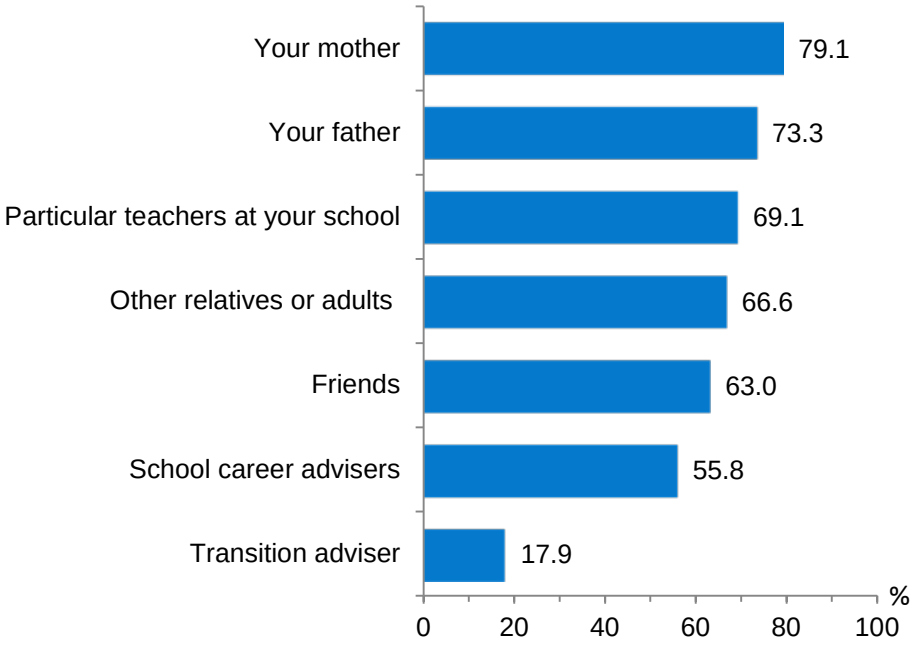
5.7. Influences on current career path

Year 10 students were asked a set of questions about whether particular people in their lives had influenced their current career aspirations. For the majority of students, mothers (79.1%) and fathers (73.3%) influenced their future career aspirations (see Figure 24). Two-thirds (66.6%) mentioned other family members as having an influence. These findings highlight the influence that the family unit has over career and study choices of young people.

Also of note is the number of Year 10 students who nominated people within the school environment as being influential, with just over two-thirds (69.1%) of Year 10 students nominating particular teachers and 63.0% indicating friends.

Of lesser influence were career supports put in place by schools, with 55.8% of Year 10 students suggesting that career advisors were influential and only 17.9% indicating that transition advisors had some influence over career aspirations.

Figure 24 Sources of influence over career aspirations for Year 10 students

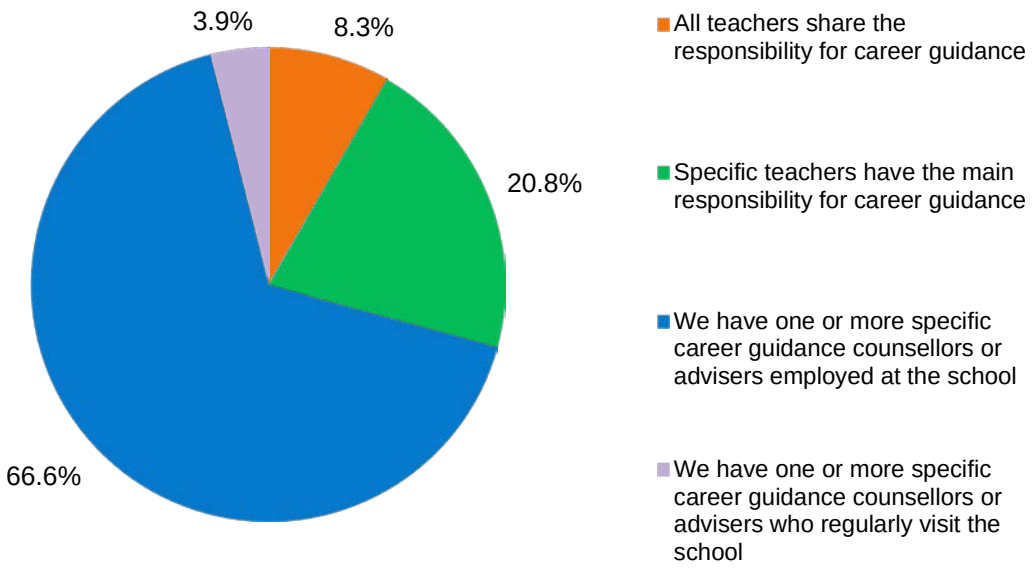


Base: Year 10 students (n=2,651).

5.8. Main responsibility for career advice

While a significant number of Year 10 students agreed that teachers influenced their career aspirations and choices, teachers by comparison, saw this responsibility as mainly lying with specific staff members selected to perform such roles (66.6%). As can be seen in Figure 25, less than one in ten (8.3%) teachers interviewed believed that all teachers share this responsibility.

Figure 25 Who has the main responsibility for career guidance within a school

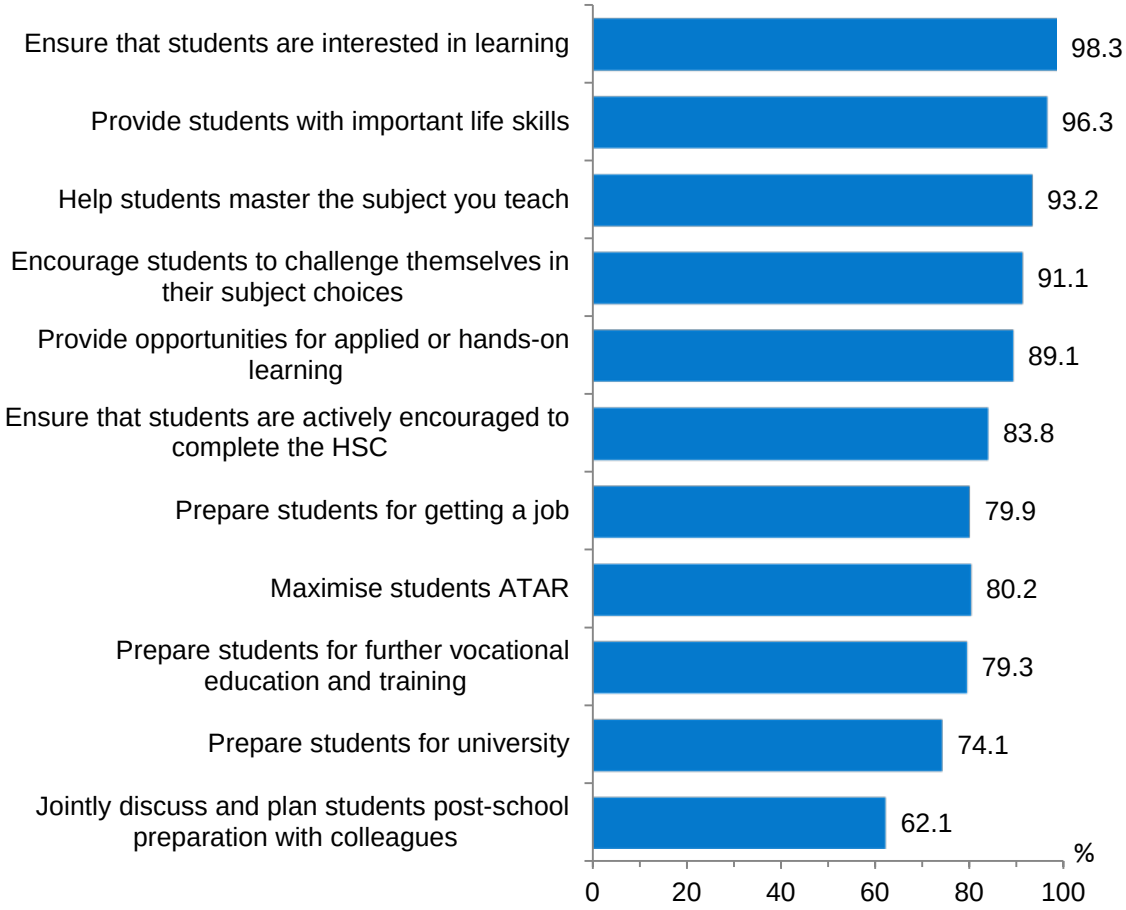


Base: Current Year 10 teachers (n=1,242).

5.9. Role of teachers

Teachers were asked to indicate how important specific functions are to their role as teachers. The most important functions identified by teachers included to ensure that their students are interested in learning (98.3%), to provide students with important life skills (96.3%) and to help students master the subjects they were teaching (93.2%). As can be seen in Figure 26, teachers view their role as varied, with more than half of the teachers surveyed stating that each of the functions presented in the list was important or very important.

Figure 26 Teachers view of the importance of a variety of roles



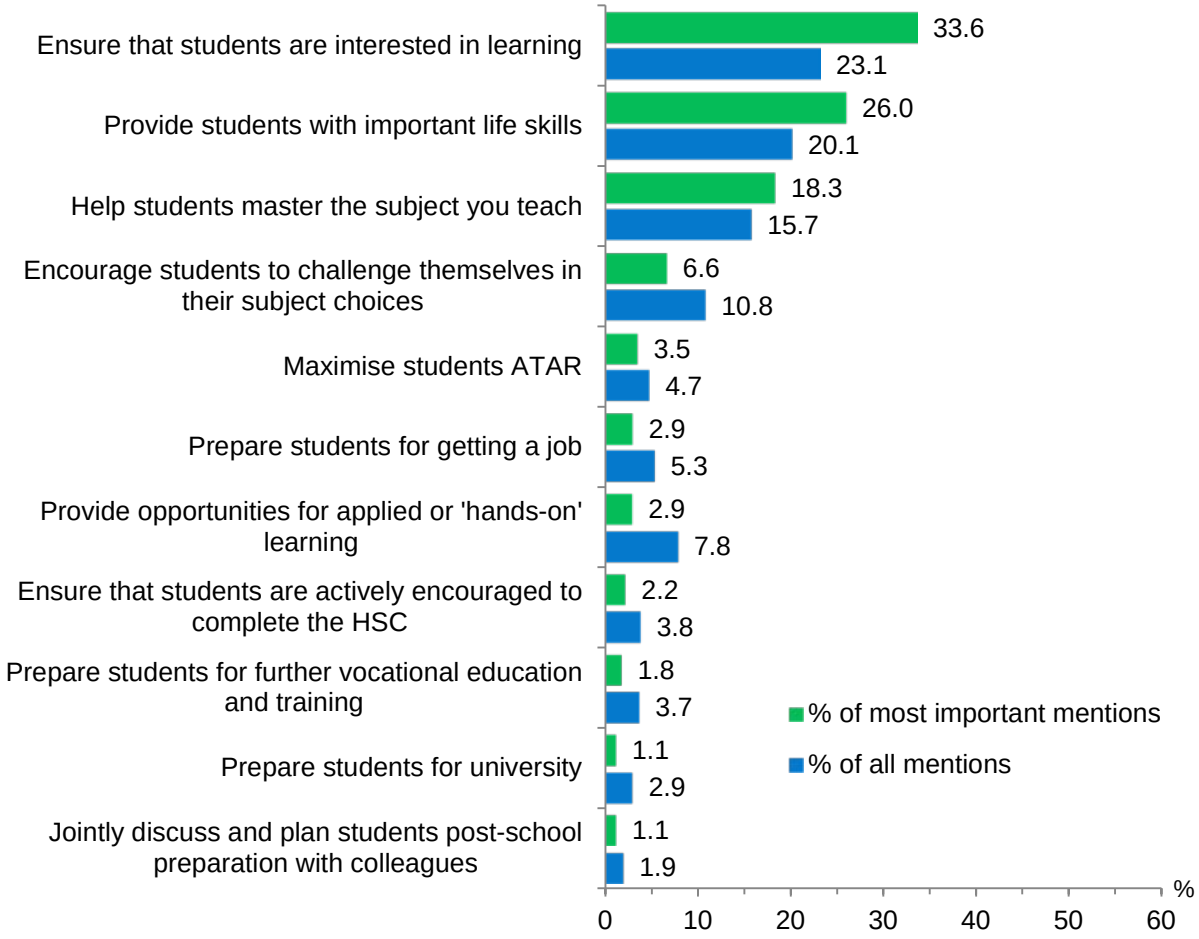
Base: Current Year 10 teachers (n=1,242).

Teachers were then asked to select and rank the three most important functions from the list provided. Figure 27 (overleaf) presents the proportion of teachers that included a specific function in their 'most important' top three (coloured blue in the graphic) and the proportion of teachers ranking specific functions as the first and most important (coloured green). Results suggest that teachers view ensuring that students are engaged in learning as their number one priority, with 33.6% of teachers selecting this as the single most important role they have. This was followed by providing students with important life skills (26.0%) and to helping students to master the subjects they were teaching (18.3%).

Of all top three mentions, these same roles were selected by most teachers within their top three:

- Engaging students in learning (23.1% of all top three mentions);
- Providing students with important life skills (20.1% of all top three mentions); and
- Helping students master the subjects they are teaching (15.7% of all top three mentions).

Figure 27 Top three most important roles identified by teachers

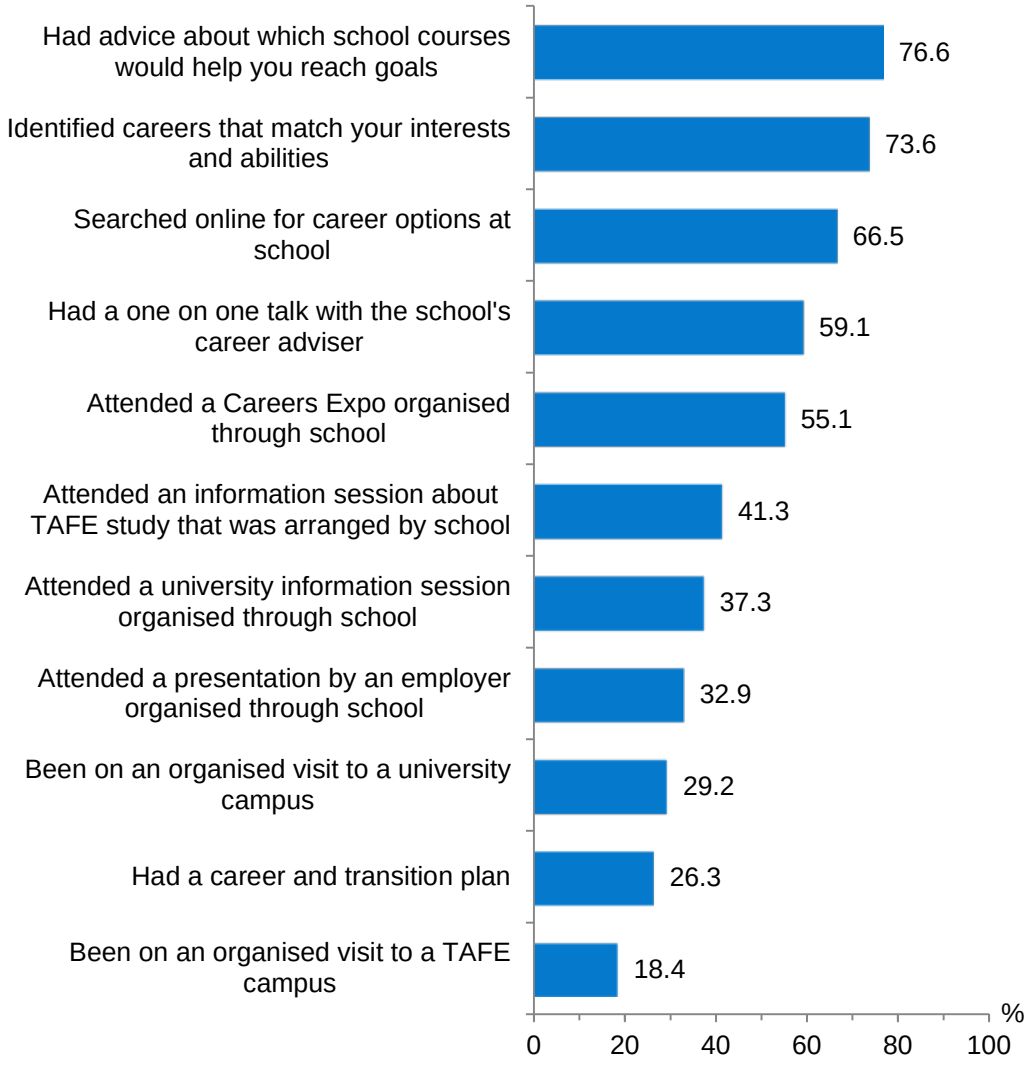


Base: Current Year 10 teachers (n=1,242).

5.10. Career advice activities at school

Almost all (98.6%) Year 10 students had undertaken at least one career related activity through their school. As can be seen in Figure 28, the most common activities centred on receiving advice from within the school, while less common activities included site visits to employers, universities and VET providers (including TAFE). On average each student who had undertaken at least one career related activity had participated five separate activities.

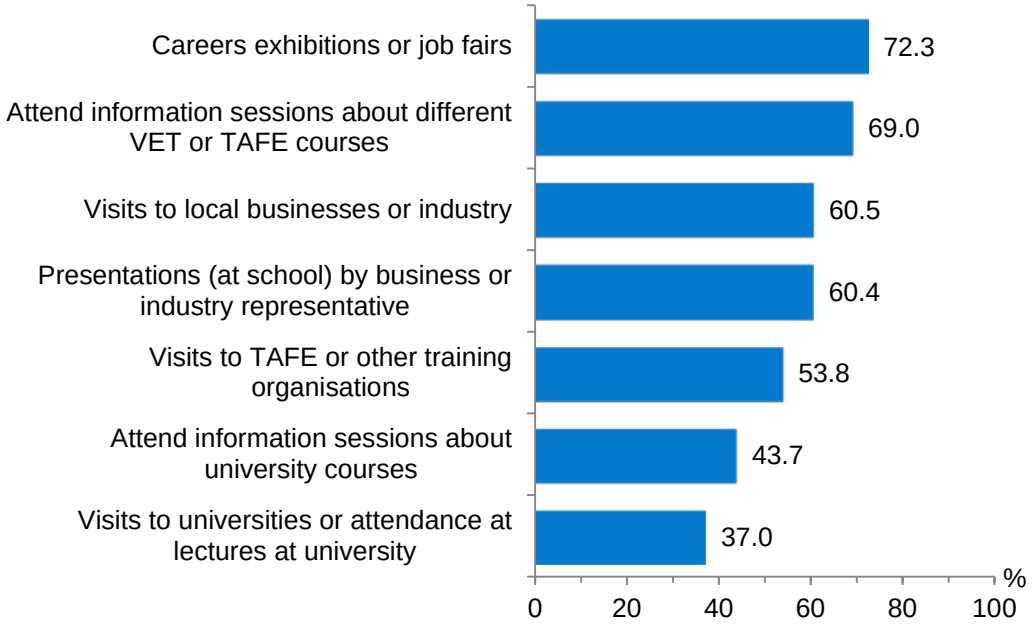
Figure 28 Careers activities undertaken by current Year 10 students



Base: Year 10 students (n=2,929).

Similar to the activities Year 10 students indicated they had participated in, teachers indicated that a variety of activities are available to Year 10 students at their schools (see Figure 29). The most commonly cited activity by teachers was career exhibitions (72.3%), followed by information sessions for VET or TAFE (69.0%). Similar to the Year 10 survey, the teacher survey suggests that university campus (37.0%) or TAFE (53.8%) visits are less common.

Figure 29 Career planning opportunities offered by schools to Year 10 students – teacher survey

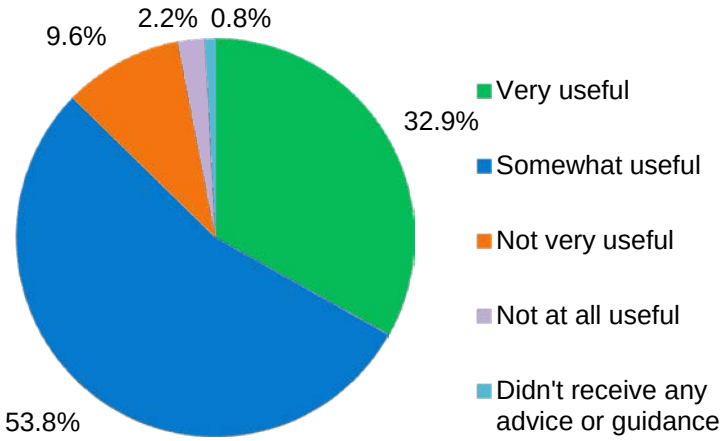


Base: Current Year 10 teachers (n=1,242).

5.11. Influence of career guidance at school

The majority of Year 10 students (86.7%) indicated that they found the career guidance they have received at school to be useful (see Figure 30). Amongst those who plan to leave school prior to completing Year 12 this figure dropped to 76.3%, significantly lower than those who plan to complete Year 12 at 87.4%. Only 0.8% of students claim to have not received any career guidance from their school.

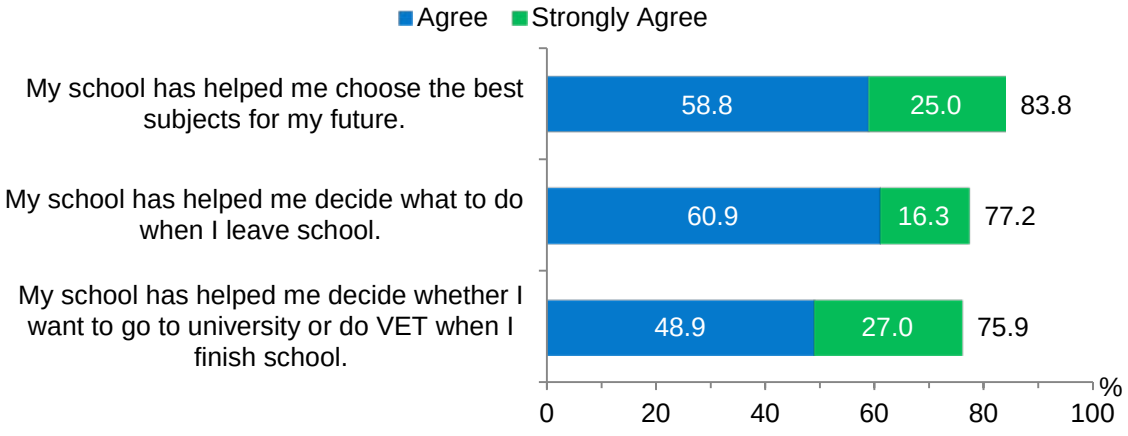
Figure 30 Perceived usefulness of careers guidance offered to Year 10 students at school



Base: Year 10 students (n=2,929).

Year 10 students were asked to agree or disagree with a number of statements regarding the career guidance offered at their school. As can be seen in Figure 31, the majority of students agreed with the statements. Just over eight out of ten agreed that their school helped them choose the best subjects for their future, 77.2% agreed that their school has helped them decide what to do when they leave school and 75.9% agreed that their school had helped them to decide if university or VET was the best option for them to pursue post school.

Figure 31 Agreement with statements regarding career guidance offered at school

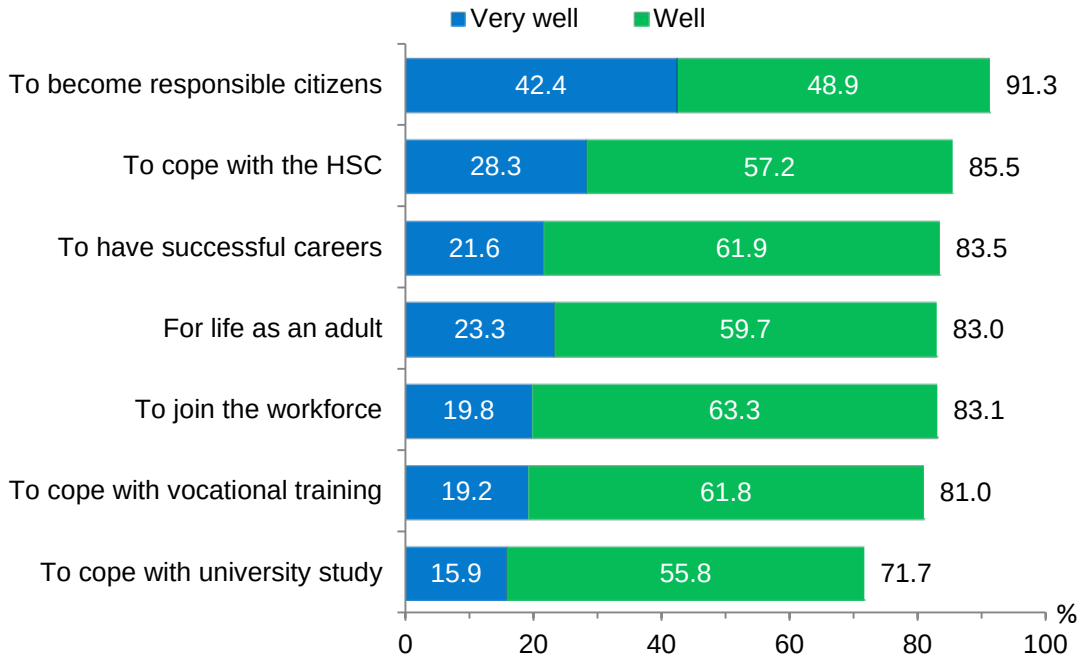


Base: Year 10 students (n=2,929).

5.12. Teacher perceptions of how well school prepares students for post school life

Overall, teachers view their school's program in a positive light in terms of preparing their students for the future. Just over nine in ten teachers (91.3%) indicated that their school prepared students well or very well to be responsible citizens (see Figure 32). The lowest rated life skill was preparing students to cope with university study with 71.7% stating their school did this well or very well.

Figure 32 Teacher perceptions of how well school prepares students for post school life



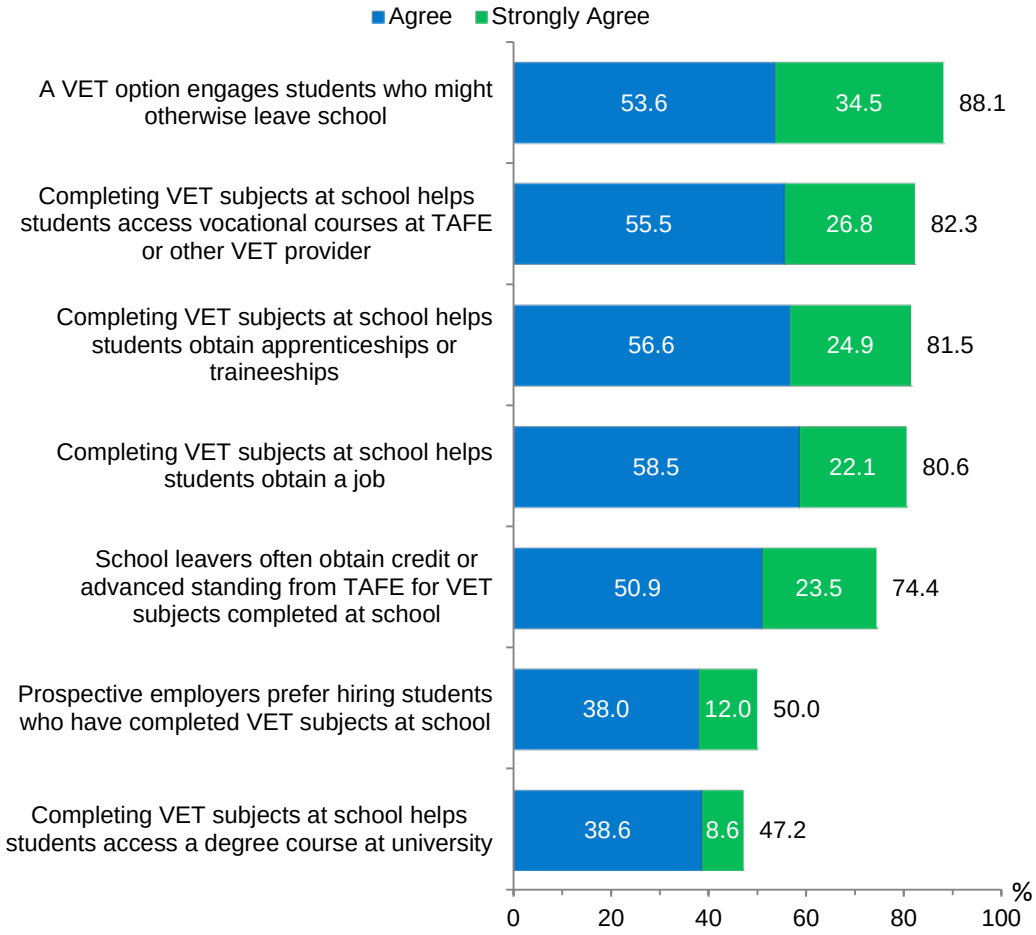
Base: Current Year 10 teachers (n=1,242).

5.13. Attitudes to VET programs

Overall, teachers' views of VET programs within schools are positive. The majority of teachers felt that in-school VET programs would encourage students to stay at school longer (88.1%; see Figure 33). Further, many teachers felt that VET-in-school programs would facilitate transfer into post-school VET options (82.3%) or apprenticeships (81.5%). Other benefits of VET programs included:

- Assisting students to obtain jobs (80.6%), and
- Obtaining credit for future studies at TAFE (74.4%).

Figure 33 Teacher attitudes towards VET programs at school



Base: Current Year 10 teachers (n=1,242).

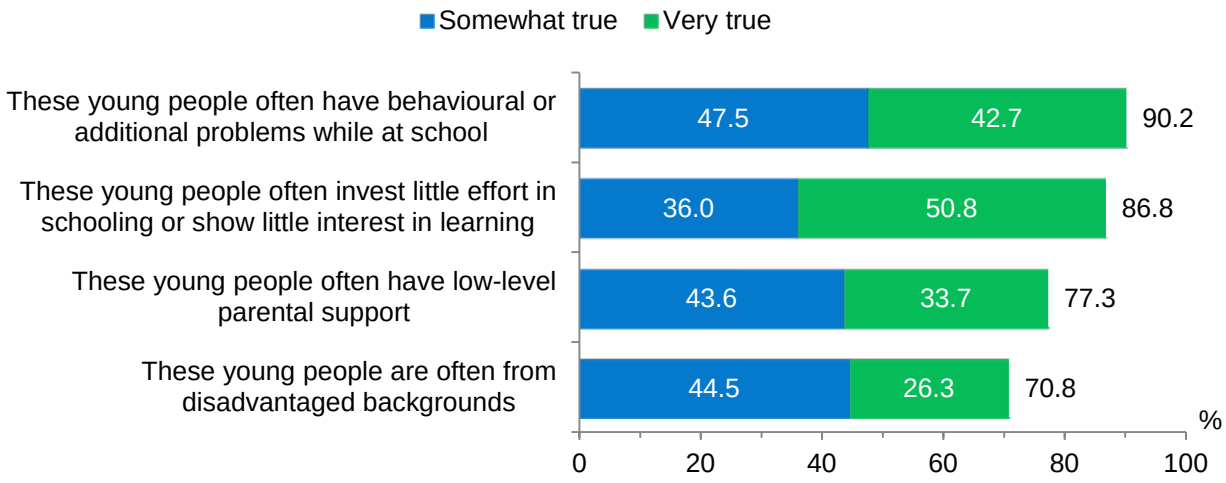
5.14. Risk factors

Teachers were asked to provide some insights into the barriers faced by students who were at a higher risk of not making a successful transition into further education or employment from school. Of the four scenarios presented to teachers, more than seven out-of-ten agreed that each scenario was likely to be a barrier for these students (see Figure 34).

Almost all teachers felt those at risk of successfully transitioning from school to further education or employment were likely to:

- Experience behavioural or additional problems while at school (90.2%),
- Show little interest in learning (86.8%),
- Have low level parental support (77.3%), and
- Come from disadvantaged backgrounds (70.8%).

Figure 34 Risk factors for successful transition from school to further education or employment



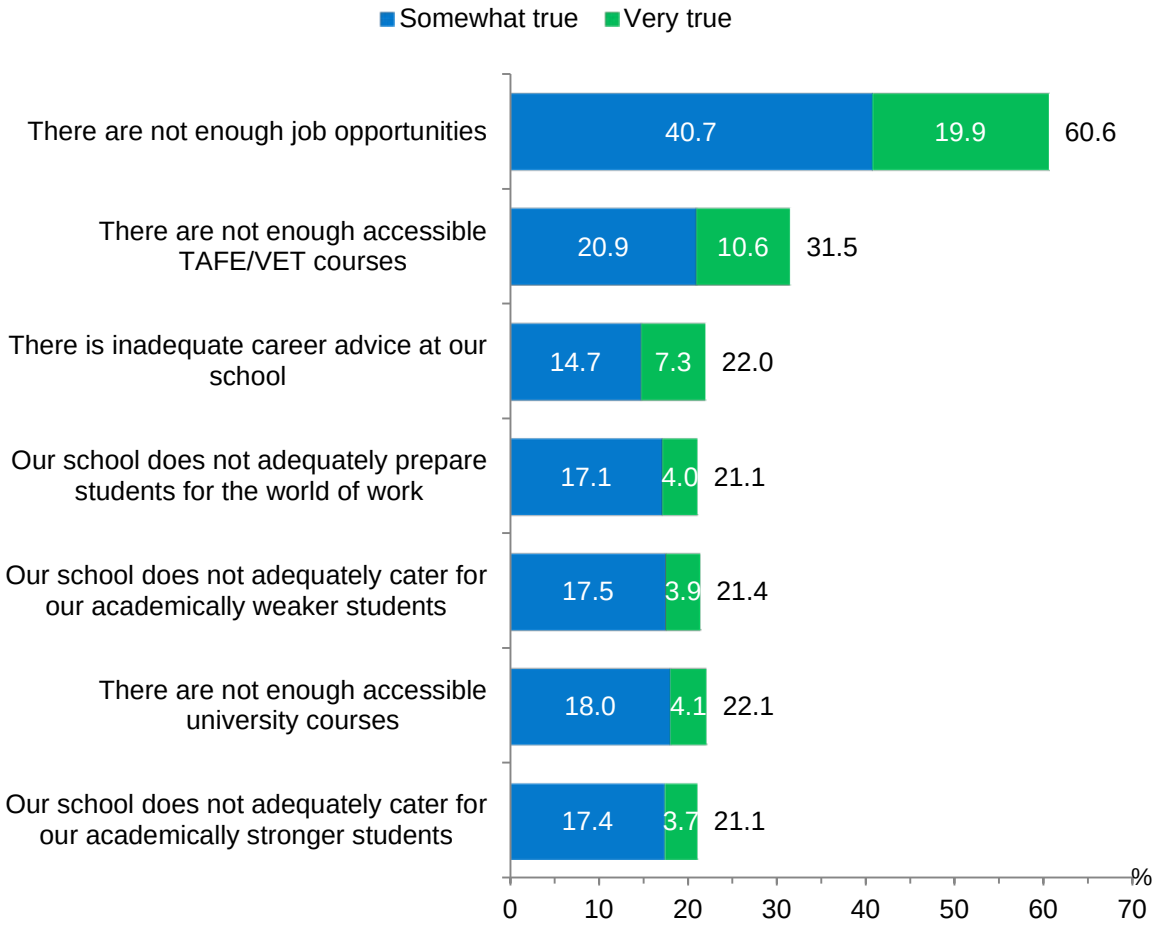
Base: Current Year 10 teachers (n=1,242).

5.15. Barriers to transition from school

Teachers were asked to agree or disagree with a number of statements regarding local barriers to successful transition from school to further education or employment. While there were relatively low levels of agreement with the scenarios teachers commented on, of most concern was the number of job opportunities available in the local area (60.6% agreed there were not enough job opportunities; see Figure 35). Other barriers identified included:

- There are not enough accessible TAFE/VET courses (31.5%),
- There is inadequate career advice at our school (22.0%),
- Our school does not adequately prepare students for the world of work (21.1%),
- Our school does not adequately cater for our academically weaker students (21.4%),
- There are not enough accessible university courses (22.1%), and
- Our school does not adequately cater for our academically stronger students (21.1%).

Figure 35 Barriers to successful school transition



Base: Current Year 10 teachers (n=1,242).

5.16. Other factors that contribute to transitioning from school

The majority of teachers view their school in a positive light with regards to the senior years of high school (see Figure 36 overleaf). Notable results include that:

- 94.0% of teachers agreed their school does a good job at encouraging students to complete the HSC;
- 81.9% agreed the subjects and courses on offer at their school cater for a wide range of student interests;
- 81.1% agreed the school prepares students well for their senior years of high school education; and
- 79.3% endorsing that subjects and courses offered cater for a wide range of abilities.

Teachers were also generally positive about what the school does to prepare students for life beyond high school.

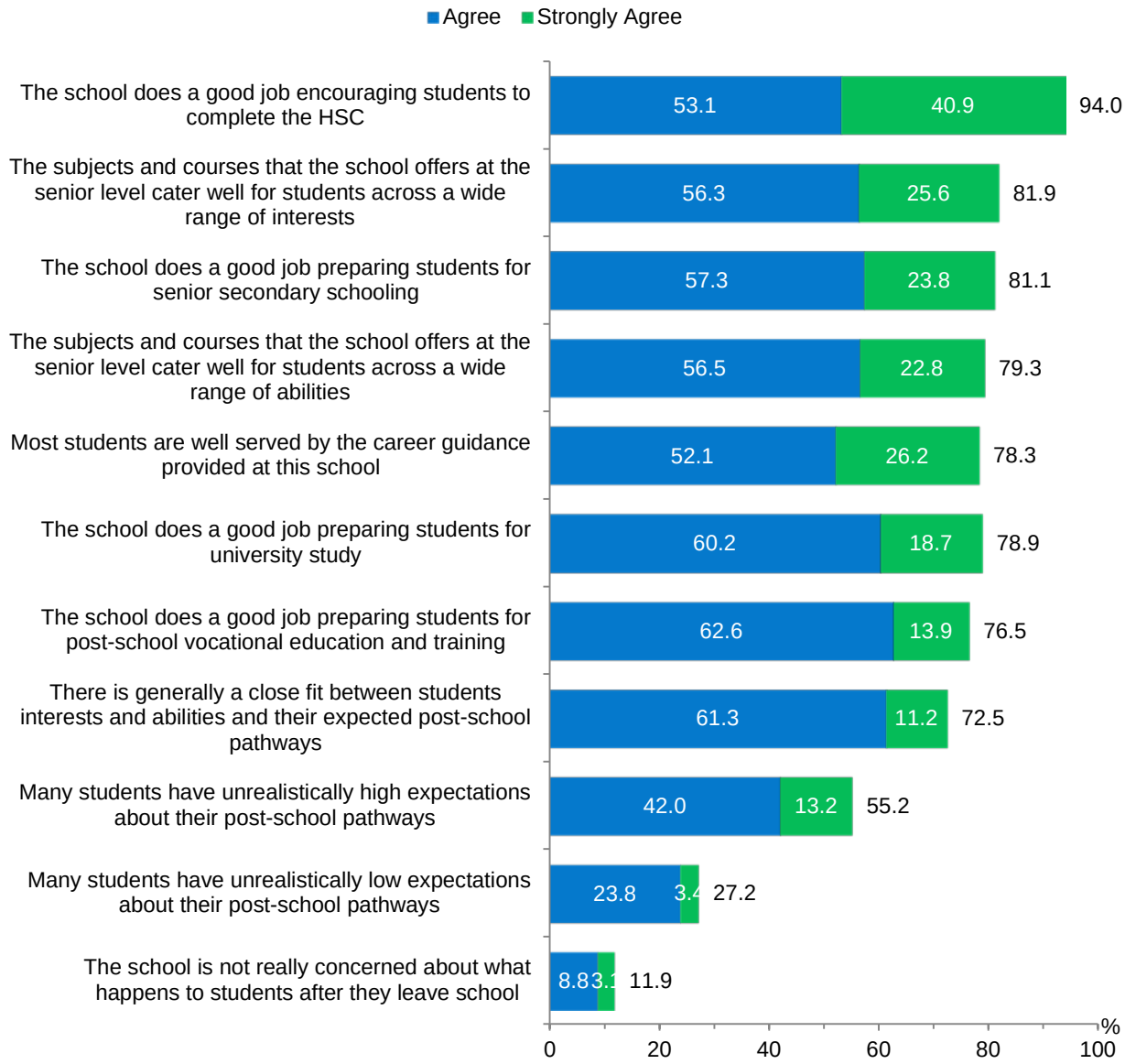
The level of agreement for statements in relation to transitioning from school is as follows:

- Most students are well served by the career guidance provided at this school (78.3%);
- The school does a good job preparing students for university study (78.9%);

- The school does a good job preparing students for post-school vocational education and training (76.5%); and
- There is generally a close fit between student interests and abilities and their expected post-school pathways (72.5%).

While the percentages are low relative to the other statements, it is of note that 1 in 10 teachers think the school is not concerned enough about what happens to students after they leave school (11.9%). One in four teachers think many students at their school have unrealistically low expectations about their post-school options relative to their abilities (i.e. are under-selling themselves) (27.2%). Just over half think many students at their school have unrealistically high expectations about their post-school pathways (55.2%).

Figure 36 Teacher perceptions of student preparation for senior high school years and transitioning from school



Base: Current Year 10 teachers (n=1,242).

6. Summary and conclusions

This section of the report summarises and discusses the key findings from the 2014 Survey of Secondary Students' Post-School Destinations. The primary aim of the survey was to provide a platform to monitor and examine trends in, and correlates of, post-school education, training and employment destinations among secondary school students in NSW.

The design of the 2014 survey differed from earlier iterations of post-school surveys to the extent that it included a substantive focus on early school leavers (through an attempted census of this cohort), as well as inclusion of current Year 10 students for the first time to provide a snapshot of early career aspirations.

6.1. Main post-school destination

The initial post-school destinations of NSW secondary students appear to be changing over time. The 2014 survey results point to possible increases in university entrance among those who complete Year 12, but also to a possible deterioration of post-school transitions among early school leavers.

Consistent with previous NSW destinations surveys, the most common main post-school destination among Year 12 completers was a Bachelor degree, with 52.5% reporting this destination in 2014. The proportion of Year 12 completers entering a Bachelor degree is increasing and is now 5.1 points higher than seen in 2010. This increase is consistent with national trends that have shown increases in the number of students choosing to attend universities over time (ACER, 2013). In terms of other destinations, one-in-five (20.3%) Year 12 completers had entered a VET program – 7.3% in Certificates IV+, 4.9% in apprenticeships, 4.4% in traineeships and 3.7% in Certificates I-III – and slightly more than one-quarter (27.2%) were not participating in any form of further education. Year 12 completers not in further education were typically working part-time (12.5% of all Year 12 completers), although 6.6% were working full-time, 5.5% were looking for work and 2.6% were not in the labour force, education or training.

The noted increase in the proportion of Year 12 completers entering a Bachelor degree was associated with small decreases in those entering VET courses not associated with an apprenticeship or traineeship (i.e. Certificate IV+, down 2.6 points, and Certificates I-III, down 2.3 points) and fulltime employment (down 2.3 points) compared to 2010. The proportion of Year 12 completers in part-time employment (and not engaged in further education and training) has remained steady since 2010 and is still the second most common destination. This is potentially of concern given casual employment does not always transition into permanent, full-time work (May, Campbell, & Burgess, 2005) and may impact their longer-term trajectories.

The 2014 survey results also continue to highlight stark differences in the initial post-school destinations between those who leave the school system early and those who complete Year 12 (see Table 44). The differences related to the prevalence and nature of further education, as well as non-participation in further education or employment.

Table 44 Main post-school destination of Year 12 completers and early school leavers in 2014

	Year 12 completers	Early school leavers
	%	%
Base (n): All early school leavers	3,581	7,000
Some form of education and training	72.8*	56.0
Bachelor degree	52.5*	0.9
VET Cert IV+	7.3	7.8
VET Cert I-III	3.7*	14.6
Apprenticeship	4.9*	26.2
Traineeship	4.4*	6.5
Employed or looking for work	24.6*	37.6
F/T Work	6.6	8.3
P/T Work	12.5	12.2
Looking for work	5.5*	17.2
NILFET	2.6*	6.4

* Indicates result is significantly different to early school leavers (p<.01).

Very few early school leavers (0.9%) reported studying at a Bachelor degree level in the 2014 survey. Early school leavers were however, much more likely than Year 12 completers to have entered apprenticeships (26.2%) and lower-level VET courses (14.6%), and were marginally more likely to have entered a traineeship (6.5%). Despite this, early school leavers were still much less likely to be in any form of further education (56.0% vs. 72.8%). Further, the proportion of early school leavers who were looking for work (17.2%) or not in the labour force, education or training (6.4%) was also much higher than seen among Year 12 completers. Interestingly, there was little difference relating to transitioning to employment—whether full- or part-time.

It is important to keep in mind that leaving school early does not necessarily lead to poorer longer-term outcomes. Karmel and Lui (2011), for example, report that males who leave school before completing Year 12 and enter an apprenticeship (the most common destination for early school leavers in 2014) often fare quite well financially in the medium term. On the other hand, this study found that the same could not be said for other groups, including females who leave early and enter apprenticeships or traineeship programs.

Although sample sizes from previous survey years were fairly small, the 2014 results point to deterioration in early school leaver post-school destinations since 2010. More specifically, there has been an increase in the proportion who were looking for work, as well as not in the labour force, education or training. These increases were offset by decreases in the proportion entering Certificate I-III courses (not associated with apprenticeship or traineeship) and employment.

Consistent with previous NSW destinations surveys, the post-school destinations of early school leavers and school leavers varied by a range of socio-demographic factors, including: gender, school sector, parental SES, cultural and linguistic background, age, participation in a VET or Life Skills course, and location.

This report presented results from the analysis of the correlates of Year 12 completers entering a Bachelor degree. Results indicated that Year 12 completers who entered a Bachelor degree were significantly more likely to have entered a Bachelor degree if they were female, had a higher parental SES, had higher Year 9 reading and numeracy NAPLAN results, attended a school in some areas of Greater Sydney, attended a school in the Catholic education sector, or spoke a language other than English. Further, Year 12 completers were significantly less likely to have entered a Bachelor degree if they were had undertaken a VET or Life Skills course while at school or attended a school some areas of regional or rural NSW. After controlling for all other variables age and Aboriginal or Torres Strait Islander status were not significantly related to having entered a Bachelor degree.

6.2. Anticipated Year 12 completion - student and teacher comparisons

As explored in section 5.1 of this report, the majority of Year 10 students expect to leave school upon completion of Year 12 (90.4%), with only 6.5% expecting to leave before completing Year 12, and 2.8% being unsure. Year 10 teachers' expectations were relatively consistent with that of their students, predicting that 85.4% of their current Year 10 students would complete Year 12.

The main reason Year 10 students gave for expecting to leave school prior to completing Year 12 was for career or work reasons (44.2%). This is very similar to the reasons given by actual early school leavers, who said career or work reasons were the most popular reason given for having left school early (36.9%). The least enjoyable aspects of school were only seen as partially driving the decision to leave school early among current Year 10 students. Improved access to VET courses was identified by teachers and students as being something that might encourage more students to finish Year 12.

Upon completing school, the majority of current Year 10 students anticipate studying further (90.5% of Year 10 students who expect to complete Year 12, and 76.5% of Year 10 students who expect to leave early). Three quarters (77.1%) of teachers also believed that current Year 10 students would enter into some kind or study or training upon leaving school. Of note is that:

- 55.0% of students who expect to finish Year 12 anticipate undertaking a Bachelor degree, and
- 42.4% of students who expect to leave school early anticipate undertaking an apprenticeship.

This aligns with main post-school destination of school completers, with 52.5% of Year 12 completers undertaking a Bachelor degree in the year after leaving school; however only 26.2% of early school leavers successfully transition into an apprenticeship in the year after leaving school. Teachers identified behavioural or additional problems while at school (90.2%) and having little interest in learning (86.8%) as the main risk factors to not making a successful transition from school into further education or employment activities. Further, almost all teachers (98.3%) indicated that

engaging students in learning was an important part of their role as a teacher. A third (33.6%) selected this as the most important aspect of their role.

The main influencing factors on both school subject choice and career aspirations among Year 10 students are their parents and their teachers. Interest and career aspirations were also identified as significant influences on subject choice by Year 10 students.

6.3. Not in the labour force, further education or training

Examination of the small proportion of early school leavers (6.4%) and Year 12 completers (2.6%) who were defined as not being in the labour force, further education or training suggests their current circumstances are likely to be quite different. Further, while this destination represents a minority of those who exited the school system in 2013, there was evidence for a small, but significant, increase in the prevalence of this destination in comparison to earlier surveys among Year 12 completers and a non-significant increase among early school leavers.

The main activity of early school leavers not in the labour force, further education or training was diverse. The most common activity related to recreation (28.4%), typically framed around 'doing nothing' (15.2%) or unspecified 'recreational activities' (10.7%), while one-fifth (19.0%) were looking after children or preparing for birth. Gender appears to be major explanatory factor in these pathways, with males much more likely to be engaged in recreational activities, while females were much more likely (almost exclusively) to be looking after children or preparing for birth. Further, around one-in-ten of these early school leavers had clear pathways into further education (i.e. having deferred a course).

The main activity of Year 12 completers not in the labour force, further education or training also related to recreation (45.5%). However, unlike early school leavers, completers appeared to be engaged in more purposeful activity and typically this involved travel or having a 'gap' year (33.2%). Consistent with taking a ‘gap year’ the proportion (43.0%) of Year 12 completers not in the labour force, further education or training who indicated they were enrolled in a course, but had deferred it, was much higher than early school leavers. Whether the deferment is ever taken up is unknown at this stage; however, it does indicate a clearer pathway into further education and possibly stronger intentions to do so.

6.4. Reasons for leaving school early

Early school leavers in the 2014 survey provided a variety of reasons for why they had left school before completing Year 12. The most frequently mentioned individual reasons were wanting to pursue employment or career opportunities and simply not liking school or teachers. Other less frequently cited reasons were not coping at school or failing subjects, school ‘not being for them’, finding school boring, ill-health, being bullied and wanting to study elsewhere.

The reasons cited for leaving school early mentioned in 2014 broadly reflect ‘push’ and ‘pull’ factors described by a number of authors (e.g. Doll et al., 2013; Lamb, Walstab, & Tesse et al., 2004; Vickers 2005). The key distinction between push and pull factors is that of agency—who is making decisions that determine early leaving. With push factors, the school has made decisions or

designed policies that isolate the student. With pull factors, the student is the active agent, given that 'attractions or distractions' pull them out of schooling (Doll et al., 2013). Further, it has also been noted that students who leave for 'positive' reasons, like moving on to further training or an apprenticeship, have shown better long term transitions than those who left because they were unhappy at school (Curtis & McMillan, 2009).

The individual reasons for leaving school early were grouped into seven major themes for further analysis. Based on 2014 survey results there were major differences in profile and initial post-school outcomes according to the main reason for leaving school.

- **Being disillusioned with school** - early school leavers who mentioned this reason were more likely to be male and under 17 years of age, but less likely to have attended an Independent school. They were also were slightly more likely to have transitioned to full-time employment, but slightly less likely to be looking for work or not in the labour force, education or training.
- **Wanting to pursue employment or career opportunities** - these early school leavers appear to have a clear idea of where they wish to head, with half (49.3%) having entered an apprenticeship. Perhaps due to this, they were less likely to endorse a range of possible measures to keep them in school, such as offering the opportunity study part-time while working, more flexible class schedules, tutoring or mentoring and childcare facilities available at school. Given earlier noted correlates of entering an apprenticeship, it is not surprising that this reason is more likely to be mentioned by males. They were also more likely to have attended a Catholic school (in comparison to government schools), participated in a VET course while at school or under 17 years of age, but were less likely to identify as Aboriginal and Torres Strait Islander or have attended a government school.
- **Experiencing academic or behavioural difficulties** - early school leavers who mentioned this reason were more likely to speak a language other than English at home and be 17 years or over. They were more likely to be actively looking for work, but less likely to have entered an apprenticeship. They were also more likely to say they might have stayed in school if they had been offered the opportunity to study part-time while working, more flexible class schedules, and tutoring or mentoring.
- **External factors or pressures** - primarily related to illness and family commitments (including pregnancy) and were more likely to be mentioned by females. This reason was also more likely to be mentioned by those who had not participated in a VET course while at school or were aged 17 years or over. Post-school destinations of this group tended to be poorer than most, being more likely to be looking for work and not be in the labour force, education or training. They were less likely to have entered an apprenticeship. These early school leavers suggested that having more flexible class schedules, tutoring or mentoring, and childcare facilities available at school may have made them want to stay in school.
- **Seeking other education opportunities** - early school leavers who mentioned this reason were slightly likely to be mentioned by females, those from the highest parental SES quartile and those who speak a language other than English at home. Consistent with their reason for leaving

school, they were more likely to have entered further education not associated with an apprenticeship or traineeship (i.e. a Bachelor degree, Certificate IV+ or Certificates I-III) and were less likely to have entered full-time employment or be looking for work.

- **Experiencing bullying** - these early school leavers were more likely to be female; in fact almost three-quarters of this group were female. They were also more likely to be from the lowest parental SES quartile and slightly more likely to have attended a government school, but were less likely to speak a language other than English at home. Their post-school destination tended to be poorer; they were more likely than others to have entered part-time employment or be looking for work, but less likely to have entered an apprenticeship. They also felt having tutoring or mentoring, and childcare facilities available at school may have made them want to stay.
- **Residual other reasons** - early school leavers who mentioned this reason were to be identified as Aboriginal or Torres Strait Islander background or speak a language other than English at home. This suggests these groups may experience additional barriers and challenges to completing Year 12 that are not adequately captured through the current survey platform. In terms of destinations, this group was more likely to be looking for work or not in the labour force, education or training and was less likely to have entered an apprenticeship.

6.5. Career aspirations

Results from the 2014 survey indicate students (Year 12 completers, early school leavers and Year 10 students) have diverse expectations about their future career path, although many are still unsure what career they expected to have at age 30. Not surprisingly, the proportion who were unable to say what career they expected to have was highest among those still in school and lowest among Year 12 completers.

Overall, the career aspirations of Year 12 completers and early school leavers seem to be reasonably well aligned with current post-school pathways of each group. One-third (34.6%) of early school leavers expected to be working in some form of technical or trade related role, while 15.8% expected to be working in professional role and 13.2% in community or personal service roles. By contrast, more than half (53.9%) of all Year 12 completers expected to be working in professional roles by age 30. Despite a greater proportion of Year 10 students still being unsure about their expected career, their career aspirations were broadly in line with Year 12 completers, with the most common being a professional role.

The range of specific roles mentioned was quite diverse and naturally varied between cohorts according to the prevalence of different major level occupation classifications. Interestingly, the proportion of students who expected to be working as a defence force member, fire fighter or in the police force was very similar across all cohorts: 3.1% among Year 12 completers, 3.4% among early school leavers and 3.5% among Year 10 students. Further, the proportion of students who expected to be a school teacher was very high, even among early school leavers who were more likely than other cohorts to cite 'teachers' as their least enjoyed aspect of school. Approximately 2% of adults in NSW reported being a school teacher in the 2011 Census (ABS, 2011); however, 8.8% of Year 12

completers, 3.9% of early school leavers and 5.9% of Year 10 students indicated they expected to be a school teacher at age 30.

6.6. Career advice at school

Nearly all survey cohorts reported having participated in at least one career advice activity through school. Broadly, participation in individual activities appeared to be aligned with the students' current or potential pathways. Among early school leavers, for example, the most common form of career guidance was a one-on-one discussion with the school's career advisor. Slightly more than half received advice about which courses to take at school or about which careers matched then interests and abilities. Half had attended an information session about VET courses (including TAFE) organised by their school or had attended a Careers Expo, while one-third had been on an organised visit to a TAFE campus arranged through their school. Fewer early school leavers reported having attended a school organised university information session (24.1%) or visiting a university campus (20.2%).

The most common careers guidance activity among Year 12 completers also was having a one-on-one discussion with the school's career advisor (77.1%). However, they were more likely than early school leavers to report receiving all other types of careers advice, as well as careers activities directly relating to employment and university. They were however, less likely to report participation in VET-related activities.

Among Year 10 students, participation in general careers advice-based activities through school was reasonably similar to that of Year 12 completers, suggesting such conversations with students are often starting well before the final year of high school. Year 10 students were however, less likely to report having participated in activities focused on specific post-school destinations, such as site visits to employers, universities and VET providers (including TAFE).

The majority of Year 12 completers, early school leavers and Year 10 students surveyed believed the career guidance they received at school had been useful, although views did vary between the cohorts. Year 10 students were the most likely to believe careers guidance at school had been useful (86.6%), while early school leavers were the least likely (61.6%).

Appendix 1 – Methodology

Overview

The overall research design for the 2014 NSW Post-Secondary School Destination and Expectations Survey differed from earlier surveys and involved undertaking a survey with four cohorts across the NSW school system (i.e. both government and non-government schools):

- Early school leavers: students who left school before completing Year 12 in 2013
- Year 12 completers: students who completed Year 12 in 2013
- Year 10 students: students enrolled in Year 10 in 2014
- Year 10 teachers: school teachers from the schools attended by sampled Year 10 students.

Information collected by the Board of Studies Teaching and Education Standards (BOSTES) for the purpose of managing the Higher School Certificate (HSC) examinations and results was used to identify potentially in-scope students and former students. In addition, some enrolment information collected by the DEC for government school administration purposes was used to supplement BOSTES records (e.g. where address or telephone numbers were incomplete or missing). Prior to surveys commencing, letters were sent from the BOSTES and/or the DEC informing potential participants about the purposes of the research and providing the opportunity to opt out.

The surveys with current and former secondary school students were undertaken via telephone directly with the selected student or via proxy with a parent or guardian in cases where the student was uncontactable or away for the duration of the fieldwork period (e.g. overseas). The survey with Year 10 school teachers was undertaken online.

A brief summary of each component of the 2014 survey is outlined below. More detailed information is provided in a separate technical report.

Early school leavers

The in-scope population for this component was students who

- Completed one or more courses in 2013, but were not eligible for the HSC and have no enrolment in 2014, or
- Had a valid enrolment in 2013, but their enrolment was withdrawn after 29 April 2013 – which was the first day of Term 2, and do not have an enrolment in 2014.

It is possible that not all students thus identified are early school leavers. For example, students who have moved to a school outside NSW or who are still at school in NSW, but are following an alternative curriculum. Students were included if they attended a school in NSW (not TAFE) and were under 19 years old at 31 December 2013.

Unlike previous iterations of the NSW Destinations Survey, this component was undertaken as a census of all in-scope students.

A total of 17,034 early school leavers in 2013 were identified from the BOSTES database of student registrations who were eligible to take part in a telephone interview. A total of 7,000 interviews were conducted from the available sample pool for a gross sample yield of 41.1%.

Table 45 summarises the socio-demographic profile of the achieved sample of early school leavers and compares it against known benchmarks.

Table 45 Final sample profile of early school leavers

	Survey sample	Population
	%	%
Base (n): All early school leavers	7,000	17,034
Gender		
Male	61.5	57.9
Female	38.5	42.1
Aboriginal and Torres Strait Islander status		
Yes	4.9	6.7
No	95.1	93.3
Participation in one or more VET courses at school		
Yes	46.3	41.8
No	53.7	58.2
Participation in one or more Life Skills courses at school		
Yes	4.1	4.9
No	95.9	95.1
Age at the end of 2013		
15-16	43.4	44.8
17-18	56.6	55.2
School sector		
Government (DEC)	81.2	83.4
Catholic (CEC)	12.3	9.8
Independent (AIS)	6.5	6.7
BOSTES administrative region*		
Hunter (HR)	18.3	17.2
Metropolitan East (ME)	5.1	6.6
Metropolitan North (MN)	4.6	5.0
Metropolitan South West (MS)	13.1	13.7
Metropolitan North West (MW)	13.1	12.9
North Coast (NC)	11.6	11.9
North West (NW)	5.3	5.6
Riverina (RR)	8.3	8.5
South Coast (SC)	13.1	11.1
Western (WR)	7.5	7.5

Note: Data is unweighted. *Although not used in analyses presented throughout this report, BOSTES administration region is reported here for consistently with Year 12 completers and Year 10 sample designs.

As can be seen, some differences were evident and as a consequence these data were post-weighted to match population benchmarks. A regression model of response propensity was developed to identify the following best variables to include in the post-stratification weighting. These include: age category by gender, age category by enrolment in a VET course at school, enrolment in a Life Skills course at school, and Aboriginal and Torres Strait Islander status.

Year 12 completers

The in-scope population for this component of the 2014 survey was students in government and non-government schools who had completed requirements for the HSC in 2013.

Sampling involved two stages:

1. All Aboriginal and Torres Strait Islander Year 12 completers (1,540) and all non-Indigenous Year 12 completers from Connected Communities schools (189) were identified using BOSTES administration records; and
2. A stratified random sample was selected from the remaining student records (for simplicity referred to below as the 'main cohort' of Year 12 completers), balanced on auxiliary information included on the population frame (as further described below). Year 12 completers were included if they were under 19 years old at 31 December 2013 and attended a school in NSW (not TAFE).

For stage two of this approach, the stratification variable for the main cohort of Year 12 completers was formed from the interaction of sector (3 categories) and BOSTES administrative region (10 categories) to create 30 strata (see Table 46 overleaf). The balancing variables consisted of available student characteristics; namely, gender, age, SEIFA Index of Relative Socio-Economic Advantage and Disadvantage (ABS, 2013a) based on the student's postal address[8], together with indicators of participation in VET and Life Skills courses.

The main cohort of Year 12 completer frame consisted of 61,432 students from 801 schools. One-in-ten (10.2%) of these students were flagged as having missing telephone contact details. These students were excluded from the sample frame as systematic differences were not evident on characteristics used for sampling between students with and without a telephone number. The final sample frame consisted of 55,144 Year 12 completers. The target sample size for the main component of the year 12 completer survey was 2,500 interviews. It was assumed that 12% of initial selections would opt-out prior to fieldwork commencement and 70% of selected students would complete an interview. The initial sample draw consisted of 4,100 Year 12 completers.

[8] SEIFA was used as a measure of socio-economic status (SES) during sampling, as other measures of SES were not available at the time. It should be noted a parent-level SES measured - derived from student responses - was used in later analysis.

Table 46 Population, sample and achieved interview counts, by stratum, for the main cohort of Year 12 Completers

Sector	Region	Population		Sample		Achieved	
		Count	%	Count	%	Count	%
Government	HR	4482	7.30	156	3.80	88	3.45
	ME	3869	6.30	154	3.76	97	3.80
	MN	4503	7.33	153	3.73	102	3.99
	MS	6373	10.37	158	3.85	93	3.64
	MW	4922	8.01	157	3.83	94	3.68
	NC	2832	4.61	153	3.73	94	3.68
	NW	1114	1.81	139	3.39	72	2.82
	RR	1754	2.86	146	3.56	97	3.80
	SC	4036	6.57	154	3.76	90	3.52
	WR	1610	2.62	146	3.56	86	3.37
Catholic	HR	1373	2.23	143	3.49	91	3.56
	ME	2614	4.26	149	3.63	90	3.52
	MN	2427	3.95	148	3.61	94	3.68
	MS	2541	4.14	148	3.61	97	3.80
	MW	2826	4.60	148	3.61	96	3.76
	NC	1276	2.08	133	3.24	80	3.13
	NW	241	0.39	94	2.29	57	2.23
	RR	594	0.97	123	3.00	80	3.13
	SC	1607	2.62	140	3.41	90	3.52
	WR	642	1.05	123	3.00	82	3.21
Independent	HR	910	1.48	132	3.22	88	3.45
	ME	2341	3.81	147	3.59	83	3.25
	MN	2365	3.85	146	3.56	100	3.92
	MS	1031	1.68	136	3.32	88	3.45
	MW	1175	1.91	139	3.39	97	3.80
	NC	400	0.65	111	2.71	67	2.62
	NW	247	0.40	90	2.20	48	1.88
	RR	288	0.47	97	2.37	61	2.39
	SC	635	1.03	125	3.05	83	3.25
	WR	404	0.66	112	2.73	69	2.70
Total		**61,432**	**100%**	**4,100**	**100%**	**2,554**	**100%**

Note: Data is unweighted.

The actual opt out rate (6.9%) and initiated sample yield (64.9%) for the main Year 12 completers were lower than projected. A total of 2,554 interviews were achieved with Year 12 completers (see Table 47). Further, 930 interviews were achieved with Aboriginal Year 12 completers and 97 interviews with non-Indigenous Year 12 completers from Connected Communities schools.

Table 47 Key sample statistics for all Year 12 completer cohorts surveyed

Cohort	Initiated sample (n)	Completed interviews (n)	Initiated sample yield (%)
Aboriginal and Torres Strait Islander and non-Indigenous at Connected Communities schools	1,788	1,027	57.4
'Main' cohort	3,811	2,554	67.0

In order to provide estimates for the Year 12 completer population overall, the three Year 12 sample streams were combined. The process of weighting these data consisted of first assigning design weights according to how the sample was selected and then applying adjustment to account for differential non-response across available characteristics (post-stratification).

A regression model predicting response from student characteristics identified the following variables to include in the weighting: age category by sex; region by sex; enrolment in Life Skills courses by sector; enrolment in VET courses by sector; and enrolment in VET courses by age and sex. Further, before post-stratification the design weights were scaled so that they added to the population totals.

Year 10 students

The in-scope population for this component was students enrolled in Year 10 at government and non-government schools in 2014. The Year 10 frame contains 87,354 students from 800 schools. The sample for the Year 10 student survey, which was to be accompanied by a survey of teachers at sampled schools, was undertaken in two stages: school selection and student selection.

The first stage involved selecting 253 schools from the 800 in the frame. The total number of schools selected was a balance between obtaining good precision at the school sector and region level, the administrative burden of coordinating survey participation with schools, and anticipated response rates and target sample size for the teacher survey. To this end, a minimum of two schools from each school sector and region combination were selected and balanced on available auxiliary information (student age at the end of 2013, sex, Aboriginal and Torres Strait Islander status, and participation in VET or Life Skills courses).

The second stage involved selecting a stratified sample of students from schools sampled in stage one, balanced by school sector and region, and by auxiliary information (see Table 48 overleaf). Further, all students at a school were selected for small schools (i.e. fewer than 20 students). The second-stage sample was chosen to achieve an approximately constant margin of error within each sector and region combination, at the same time achieving a representative sample across other variables.

Table 48 Population, sample and achieved interview counts, by stratum, for Year 10 students

Sector	Region	Population		Sample		Achieved	
		Count	%	Count	%	Count	%
Government	HR	7911	9.06	222	3.98	107	3.61
	ME	4813	5.51	209	3.75	93	3.14
	MN	5116	5.86	208	3.73	113	3.81
	MS	8648	9.90	215	3.85	85	2.87
	MW	6827	7.82	198	3.55	110	3.71
	NC	5127	5.87	210	3.76	111	3.74
	NW	2109	2.41	163	2.92	84	2.83
	RR	3392	3.88	187	3.35	86	2.90
	SC	6195	7.09	208	3.73	98	3.31
	WR	3017	3.45	159	2.85	68	2.29
Catholic	HR	1858	2.13	185	3.32	117	3.95
	ME	3235	3.70	202	3.62	112	3.78
	MN	2951	3.38	167	2.99	58	1.96
	MS	3065	3.51	206	3.69	125	4.22
	MW	3726	4.27	210	3.76	126	4.25
	NC	1670	1.91	155	2.78	103	3.47
	NW	518	0.59	125	2.24	46	1.55
	RR	981	1.12	128	2.29	78	2.63
	SC	2189	2.51	191	3.42	106	3.58
	WR	1040	1.19	138	2.47	84	2.83
Independent	HR	1429	1.64	217	3.89	118	3.98
	ME	2656	3.04	225	4.03	112	3.78
	MN	2691	3.08	231	4.14	131	4.42
	MS	1605	1.84	215	3.85	141	4.76
	MW	1711	1.96	216	3.87	136	4.59
	NC	802	0.92	219	3.92	130	4.38
	NW	333	0.38	91	1.63	55	1.85
	RR	413	0.47	116	2.08	59	1.99
	SC	803	0.92	187	3.35	106	3.58
	WR	523	0.60	177	3.17	67	2.26
Total		**87,354**	**100**	**5,580**	**100**	**2,965**	**100**

Note: Data is unweighted.

The target sample size for the Year 10 survey was 2,500 interviews. It was assumed that 20% of initial selections would opt-out prior to fieldwork commencement, 80% of selected students would have valid telephone contact information and 70% would complete an interview. The initial sample

draw therefore, consisted of 5,580 Year 10 students. The combined proportion (19.4%) of students who opted out or who did not have a valid telephone contact information was much lower than anticipated (see Table 49). From the final sample of 4,499 Year 10 students, a total of 2,965 interviews were achieved for a sample yield of 65.9%.

Table 49 Key sample statistics for the Year 10 student survey

Cohort	Schools	Students
Sample pool	802	87,354
Selected sample	253	5,580
Initiated sample	233	4,498
Completed interviews	231	2,965
Initiated sample yield (%)	99.1	65.9

The process of weighting the Year 10 student data was similar to that described for Year 12 completers. It consisted of first assigning design weights according to how the sample was selected and then applying adjustment to account for differential non-response. A regression model identified the following variables to include in the post-stratification weighting: age category by gender, and Aboriginal and Torres Strait Islander status by sector.

Year 10 teachers

The in-scope population for this component was teachers of Year 10 students at the schools selected in the first stage of sampling for the Year 10 student survey. All teachers who taught courses in Year 10 or had other assigned responsibilities for Year 10 students (such as a principal, head teacher, school counsellor and the like) were eligible to take part in the survey.

An individualised invitation to take part in the survey was emailed to teachers at the selected schools. Reminder emails following the initial invitation were also sent to boost participation. Of the 253 selected schools, 152 (or 60.1%) had one or more teachers take part in the survey, while 11.2% of invited teachers completed the survey in full (see Table 50).

Table 50 Key sample statistics for the Year 10 teacher survey

Cohort	Schools		Teachers	
	Selected	Min 1 teacher took part	Supplied emails	Completes
AIS	129	53	1,517	370
CEC	47	26	892	185
DEC	77	73	8,632*	687
Total	253	152	11,041	1,242

* DEC teacher emails were identified through the centralised human resources system. The system was unable to reliably identify teachers at the selected schools that had teaching responsibility for Year 10 students during 2014. As a consequence, invites were received by some teachers who had no responsibility for Year 10 students. The survey instrument was designed to ensure that information was collected only from teachers with responsibility for Year 10 students.

Table 51 summaries the profile of teachers who responded to the survey. As can be seen, slightly more than half (55.2%) were teaching in the government school sector. The majority (71.5%) respondents held the role of classroom teachers, while one-fifth (21.1%) were head teachers and one-in-ten (12.2%) were year level co-ordinators.

Table 51 Final sample profile of Year 10 teachers

Cohort	n	%
Sector		
Government	687	55.2
Catholic	372	29.9
Independent	185	14.9
Position*		
Class room teacher	889	71.5
Head teachers	262	21.1
Year co-ordinator	152	12.2
Principal/Deputy Principal	74	5.9
Support	105	8.4
Specialist	57	4.6
Gender		
Female	783	62.9
Male	419	33.7

Note: Data is unweighted. Prefer not to say responses are not shown in table. *Multiple responses accepted.

Given the oversampling of non-government schools for the Year 10 surveys (students and teachers), it was desirable to estimate weights for responding teachers. However, neither a list of in-scope teachers nor total counts of teachers were available. As a consequence selection probabilities could not be calculated.

Instead, the numbers of Year 10 students, adjusted by published student-teacher ratios for NSW (ABS, 2014), were used as a means of obtaining approximate teacher benchmarks for post-stratification. The weights generated for these data can be considered only indicative, given the lack of accurate benchmarks, but nonetheless are intended to ensure that no particular region or sector dominates the results.

Questionnaire

The questionnaires for the 2014 Survey were designed by the Centre for Education Statistics and Evaluation, DEC with input from the Social Research Centre. Items were drawn largely from previous NSW destinations and expectations surveys. The questionnaires for early school leavers, Year 12 completers and Year 10 students were similar, with minor variations depending on the relevance of topics to particular groups. The broad topic areas covered in the questionnaires included:

- Confirmation of eligibility;
- Current further education and employment status;

- Influences on choice to leave / stay in school;
- Career aspirations;
- Career advice at school and influencers on career choice;
- Nature and satisfaction with current employment;
- Nature of further education; and
- Demographic information.

The Year 10 teacher questionnaire consisted of 32 items and covered the following themes:

- Screening and demographics;
- The importance of particular functions of the teachers' roles;
- Assessment of how well the school prepares the students for making a successful transition to further education or employment after leaving school;
- Estimation of students' destinations;
- Reasons for unsuccessful transitions for students and evaluation of opportunities offered at school; and
- Additional demographics.

Copies of the final questionnaires are provided in Appendix 2. The average interview length for each survey cohort is summarised in Table 52 below.

Table 52 Average interview length

Cohort	Mode of administration	Average interview length (mins)
Early school leavers	Telephone	12.4
Year 12 completers	Telephone	9.9
Year 10 students	Telephone	10.9
Year 10 teachers	Online (self-complete)	21.0

Formal pilot testing of the early school leaver, Year 12 completer and Year 10 student and teacher questionnaires was not undertaken as items were largely drawn from those used in previous educational research. However, each survey included a 'soft launch' phase. For the telephone survey, this involved pausing fieldwork after approximately 50 interviews were undertaken. While fieldwork was paused, the interviewing team was de-briefed to ensure the questionnaire is performing exactly as intended and top-line data collected as well was thoroughly checked to ensure the integrity of the CATI script and the resultant data. Due to the online nature of the teacher survey, the 'soft launch' checks were limited to thoroughly reviewing top-line data. No substantive changes were made to the survey instruments as a result of the "pilot mode" interviews.

Quality assurance

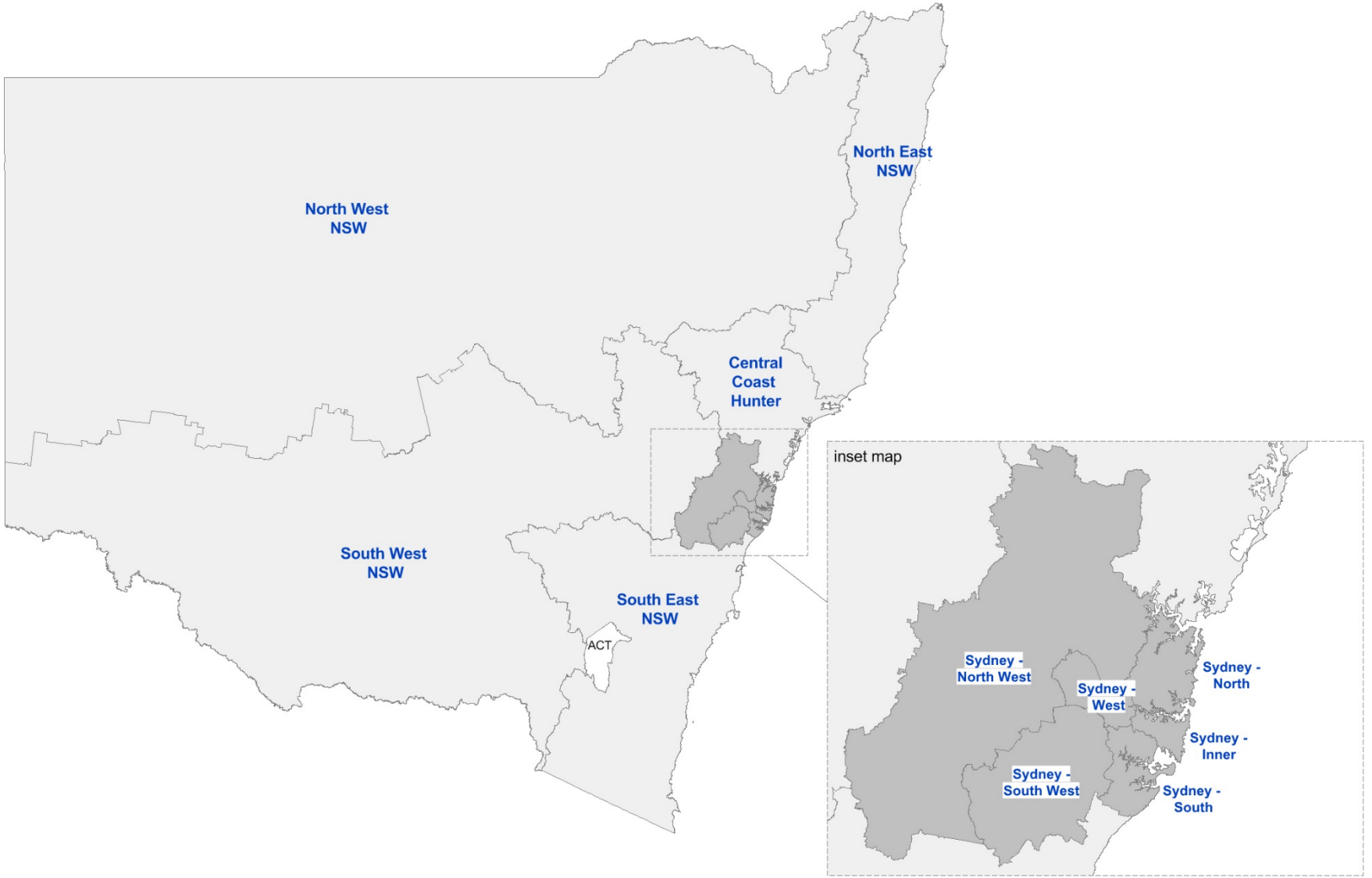
All data collection activities were undertaken in accordance with the Privacy Act (1988), the Australian Privacy Principles, the Australian Market and Social Research Society's Code of Professional Practice, the Market and Social Research Privacy Principles, and ISO 20252 standards.

Appendix 2 – Derived items

SA4 clusters

SA4 Code	SA4 Name	SA4 Cluster	Major grouping
102	Central Coast	Central Coast Hunter	Rest of NSW
106	Hunter Valley (ex. Newcastle)	Central Coast Hunter	Rest of NSW
111	Newcastle and Lake Macquarie	Central Coast Hunter	Rest of NSW
104	Coffs Harbour - Grafton	North East NSW	Rest of NSW
108	Mid North Coast	North East NSW	Rest of NSW
112	Richmond - Tweed	North East NSW	Rest of NSW
105	Far West and Orana	North West NSW	Rest of NSW
110	New England and North West	North West NSW	Rest of NSW
101	Capital Region	South East NSW	Rest of NSW
107	Illawarra	South East NSW	Rest of NSW
114	Southern Highlands and Shoalhaven	South East NSW	Rest of NSW
103	Central West	South West NSW	Rest of NSW
109	Murray	South West NSW	Rest of NSW
113	Riverina	South West NSW	Rest of NSW
117	Sydney - City and Inner South	Sydney-Inner	Greater Sydney
118	Sydney - Eastern Suburbs	Sydney-Inner	Greater Sydney
120	Sydney - Inner West	Sydney-Inner	Greater Sydney
121	Sydney - North Sydney and Hornsby	Sydney-North	Greater Sydney
122	Sydney - Northern Beaches	Sydney-North	Greater Sydney
126	Sydney - Ryde	Sydney-North	Greater Sydney
115	Sydney - Baulkham Hills and Hawkesbury	Sydney-North West	Greater Sydney
124	Sydney - Outer West and Blue Mountains	Sydney-North West	Greater Sydney
119	Sydney - Inner South West	Sydney-South	Greater Sydney
128	Sydney - Sutherland	Sydney-South	Greater Sydney
123	Sydney - Outer South West	Sydney-South West	Greater Sydney
127	Sydney - South West	Sydney-South West	Greater Sydney
116	Sydney - Blacktown	Sydney-West	Greater Sydney
125	Sydney - Parramatta	Sydney-West	Greater Sydney

Statistical Area Level 4 (SA4) Groups - NSW



Parental socio-economic status

An individual measure of SES derived from student's recollection of their parent(s) highest level of education and main occupation. The methodology for constructing the measure is outlined in detail by Polesel et al. (2013). A brief summary of the stated methodology is provided below.

Parental socio-economic status is comprised of four measures:

- Parent1 education status
- Parent2 education status
- Parent1 occupation status
- Parent2 occupation status

The education status for each parent was calculated by summing the total years of primary and secondary schooling, with additional years added for post-school qualifications.

The occupation status for each parent was calculated by converting the parent's occupation into the Australian Socioeconomic Index 2006 (AUSEI06), which was developed by the Australian National University. Conversion was undertaken at a 4-digit (unit group) level.

The four measures were standardised (mean of 0 and standard deviation of 1) and then averaged to form the final measure. For descriptive analysis, the final measure was divided into four even groups (quartiles).

Main post-school destination categorisation

Destination	Description	Definition
Bachelor degree [1]	Currently studying at Bachelor degree level (excluding apprenticeships and traineeships)	((A6 = 1 & (D2 = 1, 2 OR 3)) & C1 ≠ 1 OR 2)
VET Cert IV+ [1]	Currently studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprenticeships and traineeships)	((A6 = 1 & (D2 = 4 OR 5)) & C1≠1 OR 2)
VET Cert I-III [1]	Currently studying at Certificate I, II or III level (excluding apprenticeships and traineeships) , including respondents studying an unspecified VET course, foundation or bridging course, or other courses with unknown course level	((A6 = 1 & (D2 = 6, 7, 8, 11, 12, 13, 14 OR 15)) & C1≠1 OR 2)
Apprenticeship	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)	(C1 = 1 OR (A6 = 1 & D2 = 9 & C1 ≠2))
Traineeship	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)	(C1 = 2 OR (A6 = 1 & D2 = 10 & C1 ≠1))
F/T Work	Are not currently studying (may be deferred, or refused to answer this question); and work 35 hours or more a week ; and are not apprentice or trainee	(((A6 = 2, 3, 5 OR 6) OR (D2=16, 17 OR 18)) & (C1 ≠ 1 OR 2) & C2 = 35 hours or more)
P/T Work	Are not currently studying (may be deferred, or refused to answer this question); and work less than 35 hours a week (or don't know / refuse to say how many hours); and are not apprentice or trainee	(((A6 = 2, 3, 5 OR 6) OR (D2=16, 17 OR 18)) & (C1 ≠ 1 OR 2) & C2 = 34 hours or less, or DK, REF)
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)	(A5 = 2 & ((A6 = 2, 3, 5 OR 6) OR (D2=16, 17 OR 18)))
NILFET	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer question)	((A5 = 3, 4 OR 5) & (A6 = 2, 3, 5 OR 6) OR (D2=16, 17 OR 18))

[1] Respondents can also be in paid employment.

2013 questionnaire items to create main post-school destination categorisation

Q18 Are you currently studying or training for a qualification (including apprenticeships and traineeships)?

1. Yes
2. No (GO TO Q20)
3. (Don't know) (GO TO Q20)
4. (Refused) (GO TO Q20)

*CURRENTLY STUDYING OR TRAINING FOR A QUALIFICATION) (Q18=1)

Q19 Is that…..

1. An Apprenticeship (GO TO PREB1)
2. A Traineeship (GO TO PREA1)
3. A bachelor degree (GO TO C2)
4. A VET qualification (a certificate, diploma or advanced diploma at a TAFE or other institution) (GO TO Q19b)
5. Something else (Specify) (GO TO PREA1)
6. (Don't know) (AVOID) (GO TO PREC1)
7. (Refused) (AVOID) (GO TO PREC1)

*(CURRENTLY STUDYING AT UNIVERSITY / TAFE / OTHER / DK / REF, OR DEFERRED OFFER OF UNIVERSITY PLACE) (Q19= 4, 5, 6 or 7, OR Q20=1)

C1 What is the qualification you (are / will be) studying for? AID AS NECESSARY

1. Bachelor degree
2. Associate degree
3. Advanced diploma
4. Diploma
5. Certificate 4
6. Certificate 3
7. Certificate 2
8. Certificate 1
9. Other certificate (Specify)
10. Other (Specify) (AVOID)
11. (Don't know) (AVOID)
12. (Refused) (AVOID)

E1 Do you currently have a paid job?

1. Yes
2. No (GO TO F1)
3. Waiting to start job
4. (Don't know) (AVOID) (GO TO F1)
5. (Refused) (AVOID) (GO TO F1)

E5 INTRO A About how many hours per week do you work on average in this job? INTRO B On average, what is the total number of hours you work in all your jobs?

1. Hours per week given (Specify) (RANGE 1 TO 99)
2. (Don't know) (AVOID)
3. (Refused) (AVOID)

PREF1 IF E1=1 OR E1=3 (currently has paid job / waiting to start)) DISPLAY TEXT IN BRACKETS

*(ALL)

F1 Are you currently looking for work (including another job)?

1. Yes
2. No, not looking for work
3. (Don't know)

Appendix 3 – Questionnaires

Early School Leavers

A. Introduction

*(ALL)
PHTYP
1. Landline
2. Mobile

*(ALL)
Intro1 Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue (speaking with named respondent)
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALLBACK)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased/missing/location unknown (GO TO TERM3)
6. Named respondent claims to have completed survey (GO TO TERM2)
7. Wants further information about survey (GO TO AINFO)
8. Queried about how telephone number was obtained (GO TO ATELQ)
9. Household Refusal (GO TO RR1)
10. Back to SMS

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'
IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE SEX FROM SAMPLE TO SUBSTITUTE HIS / HIM / HE, HER / SHE

*(RDUM=1, NAMED RESPONDENT)
Intro2 We are looking to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
4. Claims to have completed survey (GO TO TERM2)
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
QREL What is your relationship to <FNAME>?

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

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(PHTYP=2, MOBILE SAMPLE)
S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(PHTYP=2 AND S1=2, MOBILE AND NOT SAFE TO TAKE CALL)
S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?
1. This number (TYPE STOP, MAKE APPOINTMENT)
2. Home phone (TYPE STOP, MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)
Intro4 All the data collected is anonymous and confidential. If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to terminate the interview at any time.

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

1. Continue
2. Refused (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)
ATELQ Your telephone number has been provided by either the NSW Board of Studies, Teaching and Educational Standards or the NSW Department of Education and Communities for the purposes of this research. A letter will also have been sent to your home address letting you know about this survey.

1. Snap back to Intro1 / Intro2 / Intro3

*(WANTS ADDITIONAL INFORMATION)
AINFO Further information can also be found on our website www.srcentre.com.au

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 8087.

1. Snap back to Intro1 / Intro2 / Intro3

*(ALL)
S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

*(INTRO4=1, CONTINUE)
A3 Our records show that you/ that <FNAME> left school before you/ <FNAME> completed Year 12. Is this correct?

1. Yes
2. No
3. No - I am doing the International Baccalaureate (IB) (GO TO TERM1)

4. No – completed Year 12 (GO TO TERM1)
5. (Don't know)
6. (Refused)

*(ALL)
A4 Have you / Has <FNAME> returned to secondary schooling this year?
INTERVIEWER NOTE: PROBE FOR FURTHER DETAIL SHOULD RESPONDENT SAY 'YES', I.E. PROBE FOR CORRECT CODE 2-5. INFORMAL SCHOOLING SUCH AS HOME SCHOOLING SHOULD BE CODED AS '4' AND 'HOME SCHOOLED' SPECIFIED.

1. No
2. Yes (GO TO TERM1)
3. Yes – I am/ <FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
4. Yes – but I have/ <FNAME> has changed schools this year (specify school name) (GO TO TERM1)
5. Yes – but I am / <FNAME> is now doing the HSC in TAFE (GO TO TERM1)
6. (Don't know)
7. (Refused)

*(ALL)
A5 Do you/ Does <FNAME> currently have a paid job?

INTERVIEWER NOTE: PROBE OUT CODES 2-3

INTERVIEWER NOTE: PAID WORK INCLUDES APPRENTICESHIPS, TRAINEESHIPS, SELF-EMPLOYMENT, FAMILY BUSINESS OR FARM AS LONG AS PAID. CASUAL, INTERMITTENT WORK IS INCLUDED.

1. Yes
2. No – but am/ is looking for work
3. No – not looking for work
4. (Don't know)
5. (Refused)

*(ALL)
A6 Are you/ Is <FNAME> currently studying or enrolled in further study (including a traineeship or apprenticeship)?

INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

(PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (includes deferred / gap year)
3. No
5. (Don't know)
6. (Refused)

B. Choice influences & aspirations

*(ALL)
B1 Can I ask you the MAIN reason why you/ <FNAME> left school early?

INTERVIEWER NOTE: RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

(DO NOT READ OUT)
(SINGLE RESPONSE)

1. Work reasons / career reasons
2. Didn't like school / teachers
3. Was not interested in going / bored
4. Not coping well at school / failed / failing subjects / too hard
5. School not for me/ <FNAME> / not good environment for learning
6. School did not offer VET options
7. School did not offer subject choices I/ <FNAME> wanted
8. I/ <FNAME> was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave / expelled / got in trouble
12. Ill health / sickness
13. Disability / school couldn't cater for my/ <FNAME>'s disability

14. Financial hardship
15. Study elsewhere / TAFE / different course
16. Moved away from area
17. Travel time / too long a commute
18. Other (Specify)
19. (Don't know)
20. (Refused)

*(IF B1 ≠ 19 or 20 DID NOT ANSWER 'DON'T KNOW' TO MAIN REASON FOR LEAVING OR REFUSED SAME)
B2 Were there OTHER reasons that influenced your/ <FNAME>'s decision to leave school early?

(RECORD ALL MENTIONS)

1. Work reasons / career reasons
2. Didn't like school / teachers
3. Was not interested in going / bored
4. Not coping well at school / failed / failing subjects / too hard
5. School not for me/ <FNAME> / not good environment for learning
6. School did not offer VET options
7. School did not offer subject choices I wanted
8. I/ <FNAME> was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave / expelled / got in trouble
12. Ill health / sickness
13. Disability / school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Study elsewhere / TAFE / different course
16. Moved away from area
17. Travel time / too long a commute
18. No other reason^
19. Other (Specify)
20. (Don't know)^
21. (Refused)^

*(ALL)
B5 When did you/ <FNAME> make the decision to leave school?

(PROMPT IF NECESSARY)
INTERVIEWER NOTE: CLARIFY YEAR OF SCHOOL IF RESPONDENT SUPPLIES AGE

1. Year 8
2. Year 9
3. Year 10
4. Year 11
5. Year 12
6. Other (specify)
7. (Don't know)
8. (Refused)

*(ALL)
B6 Can you tell me what you/ <FNAME> enjoyed most about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Socialising / friends
2. Good teachers / specific teacher
3. Specific subject (specify)
4. VET
5. Sport
6. Nothing
7. Other (specify)
8. (Don't know)
9. (Refused)

*(ALL)
B3 Can you tell me what you/ <FNAME> enjoyed least about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Teachers / specific teacher
2. Other students / bullied
3. Specific subject (specify)
4. School work / assessment / exams / homework
5. Daily routine
6. Long commute to school
7. Nothing
8. Other (specify)
9. (Don't know / flippant response)
10. (Refused)

*(IF B3 = 1-8)
B4 How much did this influence your/ <FNAME>'s decision to leave school before finishing year 12?

(READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Don't know) (AVOID)
6. (Refused)

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')
B7 According to our records you/ <FNAME> undertook a VET course while at school. Your/ <FNAME>'s VET course may have been a school based apprenticeship or traineeship. Was the opportunity to do a VET course an important reason for staying at school for as long as you/ <FNAME> did?

1. Yes
2. No
3. Did not do a VET course
4. Other (Specify)
5. (Don't know)
6. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B8 I'm going to read out a list of things that might have made you want to STAY AT SCHOOL. Could you please tell me which of these apply to you – just tell me yes or no as I read them out…

(MULTIPLE RESPONSE)
(READ OUT)
PROGRAMMER NOTE: ROTATE STATEMENTS

1. If there had been vocational programs or VET subjects in areas that interested you
2. If the school had had a wider range of subjects
3. If you could have studied part-time while working
4. If there had been more flexible scheduling of classes
5. If there had been tutoring or mentoring offered to you
6. If there had been childcare facilities available at school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM=1 AND A6 ≠ 1 OR 2, INTERVIEWING NAMED RESPONDENT AND NOT ENROLLED TO STUDY OR CURRENTLY STUDYING)
B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? Is it…

(READ OUT)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Don't know) (AVOID)
6. (Refused)

*(B9=1 or 2, LIKELY TO START STUDY OR TRAINING)
B10 And what level of study or qualification will that be?

(MULTIPLES ACCEPTED)
INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. HSC (Higher School Certificate)
13. Other (specify)
14. (Don't know)
15. (Refused)

*(ALL)
B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Accountant (2211)
2. Carpenter / joiner (3312)
3. Doctor / GP (2531)
4. Electrician (3411)
5. Fitness instructor (4521)
6. Lawyer / Barrister (2711)
7. Enrolled Nurse (4114)
8. Registered Nurse (2544)
9. Primary School Teacher (2412)
10. Secondary School Teacher (2414)
11. Early Childhood Teacher (2411)
12. None
13. Flippant / not serious answer
14. Go to full occupation list (ANZSCO 4-digit list)
15. (Don't know)
16. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER REQUIRING SOME FORM OF QUALIFICATION AT B11)
B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

(MULTIPLES ACCEPTED)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown

12. HSC (Higher School Certificate)
13. No qualification needed
14. Other (specify)
15. (Don't know)
16. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER EXPECTATION AT B11)
B13 Do you think the courses offered at your/ <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

(READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER EXPECTATION AT B11)
B14 I'm going to read out a list of people. Could you please tell me if they have had much influence on your/<FNAME>'s intended career – just tell me yes or no as I read them out.

INTERVIEW NOTE: A 'TRANSITION ADVISOR' IS A TEACHER FROM THE SCHOOL WHO IS TRAINED TO SUPPORT STUDENTS WHO MAY DISENGAGE EARLY FROM EDUCATION OR TRAINING, TO PLAN THEIR TRANSITION FROM SCHOOL.

(STATEMENTS)
PROGRAMMER NOTE: ROTATE STATEMENTS

a) Your/ <FNAME>'s mother
b) Your/ <FNAME>'s father
c) Particular teachers at your/ <FNAME>'s school
d) School career advisers
e) Transition adviser
f) Other relatives or adults e.g. family friend
g) Friends

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B15 Now some questions about careers guidance at school. Did you do any of the following careers activities through your school? Just say yes or no for each.

PROGRAMMER NOTE: ROTATE STATEMENTS
(STATEMENTS)

a) Identified careers that match your interests and abilities
b) Had a one-on-one talk with the school's career adviser
c) Had a career and transition plan
d) Had advice about which school courses would help you reach your goals
e) Searched online for career options at school
f) Attended a Careers Expo organised through your school
g) Attended a university information session organised through your school
h) Been on an organised visit to a university campus
i) Attended an information session about TAFE study that was arranged by your school
j) Been on an organised visit to a TAFE campus
k) Attended a presentation by an employer organised through your school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)

4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B16 Overall, how useful was the careers guidance you received at school in helping you choose your current pathway? Was it…

(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Don't know/Can't say)
7. (Refused)

C. Employment

*(A5=1, CURRENTLY HAVE A PAID JOB)
C1 Earlier you mentioned that you/ <FNAME> currently have/ has a paid job. Is that an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Don't know)
5. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C2 How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: IF WORKING MORE THAN ONE JOB, PROVIDE TOTAL HOURS WORKED IN PAID EMPLOYMENT

1. Hours given (specify)
2. (Don't know)
3. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)
C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(A5=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)
C4 What is your/ <FNAME>'s main job?

INTERVIEWER NOTE: THE MAIN JOB IS THE JOB IN WHICH THEY WORK THE MOST HOURS ON AVERAGE EACH WEEK

1. Bar attendant / barista (4311)
2. Café worker (4312)
3. Checkout operator (6311)
4. Kitchen hand (8513)
5. Sales assistant (general) (6211)
6. Store person (7411)
7. Waiter (4315)
8. Go to full occupation list (ANZSCO 4-digit list)
9. (Don't know)
10. (Refused)

*(C1=1, DOING APPRENTICESHIP)

C5 In what area are you/ is <FNAME> doing your/ his/her apprenticeship?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Bricklayers and stonemasons (3311)
2. Cabinetmaker (3941)
3. Carpenter and joiner (3312)
4. Chef (3513)
5. Electrician (3411)
6. Hairdresser (3911)
7. Metal fitter / turner / machinist (3232)
8. Motor mechanic (3212)
9. Plumber (3341)
10. Go to full occupation list (ANZSCO 4-digit list)
11. (Don't know)
12. (Refused)

*(C1=2, DOING TRAINEESHIP)
C6 In what area are you/ is <FNAME> doing your/ his/her traineeship?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Childcare (4211)
3. Bar Attendants and Baristas (4311)
4. Café Workers (4312)
5. Waiters (4315)
6. Office administration (General clerks) (5311)
7. Retail operations (Sales assistants (general)) (6211)
8. Go to full occupation list (ANZSCO 4-digit list)
9. (Don't know)
10. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C7 How much do you/ does <FNAME> like your/ his/her job?

INTERVIEWER NOTE: IF MORE THAN ONE JOB, QUESTION RELATES TO MAIN JOB

(READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. (Don’t know) (AVOID)
6. (Refused)

*(A5=3, NO JOB AND NOT LOOKING FOR WORK)
C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>’s main activity?

INTERVIEWER NOTE:
(PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child/children
4. Travel or holiday / gap year
5. Ill/unable to work
6. Pregnant / preparing for birth
7. Study / training
8. Doing nothing
9. Other (Specify)
10. (Don’t know) (AVOID)
11. (Refused) (AVOID)

D. Study

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D1 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. Is that on a full-time or part-time basis?

1. Full time
2. Part time
3. (Don't know)
4. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D2 What level of study is it?

(DO NOT PROMPT FOR ABOVE-BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. University qualification - level unknown
13. Other (specify)
14. (Don't know)
15. (Refused)

*(VET=VET AND B7≠3 AND A6=1 OR 2, DID VET IN SCHOOL AND ENROLLED IN FURTHER STUDY)
D2b Did you/ <FNAME> receive any credit or advanced standing in your/their current course for the VET study you/they completed at school?
1. Yes
2. No
3. (Don't know) (AVOID)
4. (Refused) (AVOID)

*(D2b=2, DID NOT RECEIVE CREDIT FOR VET IN SCHOOL)
D2c Why did you/<FNAME> not receive any credit for the VET study you/they completed in school?

1. Application not approved/ not available for course
2. Not possible as courses are in different areas
3. Did not know it was possible
4. Did not apply for credit even though school VET was in the same area
5. (Don't know) (AVOID)
6. (Refused) (AVOID)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D3 What is the name of the education institution you attend / will be attending/ <FNAME> attends/ <FNAME> will be attending?

INTERVIEWER NOTE: THIS IS A COMPREHENSIVE LIST OF TAFE PROVIDERS, HOWEVER IF RESPONDENT DOES NOT KNOW THE NAME OF THE TAFE OR CALLS IT SOMETHING ELSE, PLEASE CODE AS 'OTHER VET PROVIDER'.

(PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. Charles Sturt University
2. Macquarie University
3. Southern Cross University
4. The University of Sydney
5. University of New England
6. University of New South Wales
7. University of Newcastle
8. University of Notre Dame (Sydney campus)
9. University of Technology, Sydney
10. University of Western Sydney
11. University of Wollongong

12. Australian Catholic University
13. Other – VIC University
14. Other – QLD University
15. Other – SA University
16. Other – TAS University
17. Other – WA University
18. Other – ACT University
19. Other – NT University
20. Other – University (specify)
21. TAFE NSW – Hunter Institute
22. TAFE NSW – Illawarra Institute
23. TAFE NSW – New England Institute
24. TAFE NSW – North Coast Institute
25. TAFE NSW – Northern Sydney Institute
26. TAFE NSW – Riverina Institute
27. TAFE NSW – South Western Sydney Institute
28. TAFE NSW – Sydney Institute
29. TAFE NSW – Western Institute
30. TAFE NSW – Western Sydney Institute
31. Other – VET provider (specify)
32. Other – Private Training College or Adult & Community Education Provider (specify)
33. Other (specify)
34. (Don't know)
35. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D4 What field of education is your/<FNAME>'s study?

INTERVIEWER NOTE: IF QR DOING DOUBLE DEGREE RECORD FIRST AREA OF STUDY HERE AND SECOND AT NEXT QUESTION

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET HERE

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

*(D4=1 THRU 13, GAVE VALID RESPONSE AT D4)
PRED4 RECORD WHETHER DOING TWO FIELDS OF STUDY (i.e. DOUBLE DEGREE)

1. Yes
2. No

*(PRED4=1, DOING TWO AREAS OF STUDY)
D4a What field of education is your/<FNAME>'s study?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET HERE

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

*(B9=4, NO INTENTION TO UNDERTAKE FURTHER STUDY)
D5 You indicated earlier that you are not studying or planning to undertake any further study at the moment. Can I ask you the main reason for this?

(PROMPT IF NECESSARY)

1. There would have been too much financial pressure on your family
2. You wanted to start earning your own money
3. You would have had to travel too much
4. You would have had to move away
5. The courses you were interested in were not available locally
6. You never planned or intended to study
7. You don't like studying
8. You wanted to start your career right away
9. You wanted to take a gap year
10. Didn't get an ATAR/ATAR wasn't high enough
11. Didn't know what to do/not sure what I wanted
12. Planning on studying/waiting for course to start
13. Began course but didn't like it/dropped out/deferred
14. Unable to study due to health issues
15. Planning on joining the army/navy/
16. No time to study/busy with other commitments/caring for family member/child
17. Other reason (Specify)
18. (Don't know) (AVOID)
19. (Refused) (AVOID)

E. Demographic Information

*(ALL)
PREE1 I would now like you to answer a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*(ALL)
E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Don't know)
6. (Refused)

*(ALL)
E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Don't know)
5. (Refused)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)
E3 What language do you/ does <FNAME> speak at home?

(MULTIPLE RESPONSE)
(DO NOT PROMPT)

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Specify)
29. (Don't know)
30. (Refused)

*(ALL)
E4o Now for a few questions about your mother and father …

INTERVIEWER NOTE:
If blended/mixed families, ask about the parents or step parents living in the same household.
If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.
If parent deceased, information may still be collected, but requires some sensitivity.
If no parent, but e.g. female guardian / male guardian, ask about guardians
If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

1. Continue

*(ALL)
E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels
11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No mother / female guardian figure in life at any time)
15. (Don't know) (AVOID)

16. (Refused) (AVOID)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E5 What post-school qualifications, if any, has your/ <FNAME>'s mother (or female caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)
8. (Don't know) (AVOID) (EXCLUSIVE)
9. (Refused) (AVOID) (EXCLUSIVE)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E6 What is your/ <FNAME>'s mother's (or female caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was her last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Mother / female guardian never had a job
6. (Don't know)
7. (Refused)

*(ALL)
E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels
11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No father / male guardian figure in life at any time)
15. (Don't know) (AVOID)
16. (Refused) (AVOID)

*(E7≠14, Did not answer 'No father / male guardian figure in life at any time' at E7)
E8 What post-school qualifications, if any, has your/ <FNAME>'s father (or male caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)

8. (Don't know) (AVOID) (EXCLUSIVE)
9. (Refused) (AVOID) (EXCLUSIVE)

*(E7≠14, Did not answer 'No father / male guardian figure in life at any time' at E7)
E9 What is your/ <FNAME>'s father's (or male caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was his last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Father / male guardian never had a job
6. (Don't know)
7. (Refused)

*(ALL)
E10DUM Randomly assign every 10th interview to group for testing of PIM cultural objects SES questions. Cap total to n = 1,000.

1. Yes
2. No

*(ALLOCATED TO PIM, E10DUM=1)
E11 Which of the following are in your/ <FNAME>'s home, please indicate 'yes' or 'no' for each item.

(STATEMENTS)

a) A desk to study at
b) A room of your/ <FNAME>'s own
c) A quiet place to study
d) A computer you/ <FNAME> can use for school work
e) Educational software
f) An internet connection
g) Classic literature (e.g. Shakespeare)
h) Books of poetry
i) Works of art (e.g. paintings)
j) Books to help with your/ <FNAME>'s school work
k) Technical reference books
l) A dictionary
m) A dishwasher
n) A DVD player
o) iPAD or other tablet device
p) A home gym and/ or gym membership
q) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Don't know) (AVOID)

*(ALLOCATED TO PIM, E10DUM=1)
E12 How many of these are there at your/ <FNAME>'s home?

DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more

(STATEMENTS)

1. Mobile phones
2. Televisions
3. Computers
4. Cars
5. Rooms with a bath or shower

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more
5. (Don't know)

*(ALLOCATED TO PIM, E10DUM=1)
E13 How many books are there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

DO NOT READ OUT NUMBER OPTIONS.

1. 0-10 books
2. 11-25 books
3. 26-100 books
4. 101-200 books
5. 201-500 books
6. More than 500 books
7. (Don't know).

F. Referral questions and contact details

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5 = 2 OR 3, AND A6 = 3, 4 OR 5)
F1 Part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Youth Connections Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: transitions.youth.gov.au.

If you would like us to do so, we can pass on your contact details to the NSW Programme Manager so they can get in touch with you to let you know what is available in your local area.

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERED TO YOUTH CONNECTIONS PROGRAM)
F1a Could I please confirm the best number for the Youth Connections Program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F1=1, AGREED TO BE REFERED TO YOUTH CONNECTIONS PROGRAM)
F1b Are there other numbers or a mobile for the Youth Connections Program to contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F1=1, AGREED TO BE REFERED TO YOUTH CONNECTIONS PROGRAM)
F1c And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS
2. No

*(NAMED RESPONDENT, RDUM=1)
F2 Would you be willing to be interviewed or contacted again in a future year for a follow-up survey about your work and study experiences?

1. Agree to be recontacted
2. Refused

*(F2=1, AGREED TO BE RECONTACTED)
F3 Could I please confirm the best number to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F2=1, AGREED TO BE RECONTACTED)
F4 Are there other numbers or a mobile for future contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F2=1, AGREED TO BE RECONTACTED)
F5 And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS
2. No

*(ALL)
CLOSE
This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our website, www.srcentre.com.au if you require further information.

Thank you very much for your time and assistance. Just in case you missed it, my name is (…….), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

IF NECESSARY: If you're interested in looking at the results of this survey, a report on the 2014 Destinations Survey will be published on the Department of Education's website later in the year.

Year 12 Completers

A. Introduction

*(ALL)
PHTYP
1. Landline
2. Mobile

*(ALL)
Intro1 Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue (speaking with named respondent)
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALLBACK)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Named respondent claims to have completed survey (GO TO TERM2)
7. Wants further information about survey (GO TO AINFO)
8. Queried about how telephone number was obtained (GO TO ATELQ)
9. Household Refusal (GO TO RR1)
10. Back to SMS

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'
IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE SEX FROM SAMPLE TO SUBSTITUTE HIS / HIM / HE, HER / SHE

*(RDUM=1, NAMED RESPONDENT)
Intro2 We are looking to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
4. Claims to have completed survey (GO TO TERM2)
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
5. Wants further information about survey (GO TO AINFO)

6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
QREL What is your relationship to <FNAME>?

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

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(PHTYP=2, MOBILE SAMPLE)
S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(PHTYP=2 AND S1=2, MOBILE AND NOT SAFE TO TAKE CALL)
S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?
1. This number (TYPE STOP, MAKE APPOINTMENT)
2. Home phone (TYPE STOP, MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)
Intro4 All the data collected is anonymous and confidential. If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to terminate the interview at any time.

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

1. Continue
2. Refused (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)
ATELQ Your telephone number has been provided by either the NSW Board of Studies, Teaching and Educational Standards or the NSW Department of Education and Communities for the purposes of this research. A letter will also have been sent to your home address letting you know about this survey.

1. Snap back to Intro1 / Intro2 / Intro3

*(WANTS ADDITIONAL INFORMATION)
AINFO Further information can also be found on our website www.srcentre.com.au

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 8087.

1. Snap back to Intro1 / Intro2 / Intro3

*(ALL)
S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

*(INTRO4=1, CONTINUE)
Y12A3 Our records show that you/ that <FNAME>completed Year 12 last year. Is this correct?

INTERVIEWER NOTE: IF RESPONDENT IDENTIFIES AS EARLY LEAVER, ATTEMPT TO MAKE APPOINTMENT

1. Yes
2. No (GO TO TOEL1)
3. Don't know (GO TO TOEL1)
4. Refused (GO TO TOEL1)

*(Y12A3=2 OR 3 OR 4, DID NOT COMPLETE YEAR 12 LAST YEAR)
TOEL1 We are also following up students who left school before finishing Year 12. Is there another time we could call you back, sometime over the next week to complete this other short survey?

IF NECESSARY: We are unable to complete the other survey right now. The computer system will need to update your record with this change overnight so we can add you to the relevant survey.

1. Yes
2. No (GO TO TERM2)
3. Not an Early Leaver (GO TO TERM2)

*(TOEL1=1, AGREED TO EL SURVEY)
TOEL2 When is the best time to call you back, or any time of day that we should avoid calling you?

1. Call back anytime (GO TO TERM2)
2. Best DAY/TIME to call back (Specify) (GO TO TERM2)
3. Record DAY/TIME to avoid (Specify) (GO TO TERM2)

*(ALL)
Y12A4. Did you/ <FNAME> receive an Australian Tertiary Admission Rank or ATAR?
INTERVIEWER NOTE: ATAR used to be called TER

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

*(Y12A4=1, Received ATAR ranking)
Y12A4A. What was your/<FNAME>'s ATAR ranking?

INTERVIEWER NOTE: RECORD ATAR RANK, NOT SUBJECT SCORES
IF BELOW 30, CODE AS 30.
IF REFUSES TO GIVE EXACT ATAR, CONVERT TO A NUMBER E.G. "80S" = 85, "HIGH 80S" = 88, "LOW 80S" = 83.
IF VAGUE, E.G. "MORE THAN 80", PROBE TO GET AN APPROXIMATE FIGURE "WOULD THAT BE MORE THAN 90 OR LESS THAN 90", IF LESS THAN 90 (AND WE KNOW IT IS ABOVE 80) WRITE IN 85.

1. ATAR ranking given (Specify) (RECORD NUMBER 30.00 to 99.95)
2. (Don't know) (AVOID)
3. (Refused)

*(ALL)
A5 Do you/ Does <FNAME> currently have a paid job?

INTERVIEWER NOTE: PROBE OUT CODES 2-3

INTERVIEWER NOTE: PAID WORK INCLUDES APPRENTICESHIPS, TRAINEESHIPS, SELF-EMPLOYMENT, FAMILY BUSINESS OR FARM AS LONG AS PAID. CASUAL, INTERMITTENT WORK IS INCLUDED.

1. Yes
2. No – but am/ is looking for work
3. No – not looking for work
4. (Don't know)
5. (Refused)

*(ALL)
A6 Are you/ Is <FNAME> currently studying or enrolled in further study (including a traineeship or apprenticeship)?

INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

(PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (includes deferred / gap year)
3. No
5. (Don't know)
6. (Refused)

B. Choice influences & aspirations

*(RDUM=1, NAMED RESPONDENT)
Y12B1. When you started high school, did you expect that you would finish Year 12?

1. Yes
2. No
3. Other (please specify)
4. Don't know
5. Refused

*(ALL)
B6 Can you tell me what you/ <FNAME> enjoyed most about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Socialising / friends
2. Good teachers / specific teacher
3. Specific subject (specify)
4. VET
5. Sport
6. Nothing
7. Other (specify)
8. (Don't know)
9. (Refused)

*(IF B6 = 1-5 OR 7)
Y12B2 How much did this influence your/ <FNAME>'s decision to stay at school and finish Year 12?

(READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. Don't know (AVOID)
6. Refused

*(ALL)
B3 Can you tell me what you/ <FNAME> enjoyed least about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Teachers / specific teacher
2. Other students / bullied
3. Specific subject (specify)
4. School work / assessment / exams / homework
5. Daily routine
6. Long commute to school
7. Nothing
8. Other (specify)
9. (Don't know / flippant response)
10. (Refused)

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')
B7 According to our records you/ <FNAME> undertook a VET course while at school. Your/ <FNAME>'s VET course may have been a school based apprenticeship or traineeship. Was the opportunity to do a VET course an important reason for staying at school until the end of Year 12?

1. Yes
2. No
3. Did not do a VET course
4. Other (Specify)
5. (Don't know)
6. (Refused)

*(RDUM=1 AND A6 ≠ 1 OR 2, INTERVIEWING NAMED RESPONDENT AND NOT ENROLLED TO STUDY OR CURRENTLY STUDYING)
B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? Is it…

(READ OUT)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Don't know) (AVOID)
6. (Refused)

*(B9=1 or 2, LIKELY TO START STUDY OR TRAINING)
B10 And what level of study or qualification will that be?

(MULTIPLES ACCEPTED)
INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. HSC (Higher School Certificate)
13. Other (specify)
14. (Don't know)
15. (Refused)

*(ALL)
B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Accountant (2211)
2. Carpenter / joiner (3312)
3. Doctor / GP (2531)
4. Electrician (3411)
5. Fitness instructor (4521)
6. Lawyer / Barrister (2711)
7. Enrolled Nurse (4114)
8. Registered Nurse (2544)
9. Primary School Teacher (2412)
10. Secondary School Teacher (2414)
11. Early Childhood Teacher (2411)
12. None
13. Flippant / not serious answer
14. Go to full occupation list (ANZSCO 4-digit list)

15. (Don't know)
16. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER REQUIRING SOME FORM OF QUALIFICATION AT B11)
B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

(MULTIPLES ACCEPTED)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. HSC (Higher School Certificate)
13. No qualification needed
14. Other (specify)
15. (Don't know)
16. (Refused)

*(ALL)
B13 Do you think the courses offered at your/ <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

(READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(ALL)
B14 I'm going to read out a list of people. Could you please tell me if they have had much influence on your/<FNAME>'s intended career – just tell me yes or no as I read them out.

INTERVIEW NOTE: A 'TRANSITION ADVISER' IS A TEACHER FROM THE SCHOOL WHO IS TRAINED TO SUPPORT STUDENTS WHO MAY DISENGAGE EARLY FROM EDUCATION OR TRAINING, TO PLAN THEIR TRANSITION FROM SCHOOL.

(STATEMENTS)
PROGRAMMER NOTE: ROTATE STATEMENTS

a) Your/ <FNAME>'s mother
b) Your/ <FNAME>'s father
c) Particular teachers at your/ <FNAME>'s school
d) School career advisers
e) Transition adviser
f) Other relatives or adults e.g. family friend
g) Friends

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B15 Now some questions about careers guidance at school. Did you do any of the following careers activities through your school? Just say yes or no for each.

PROGRAMMER NOTE: ROTATE STATEMENTS

(STATEMENTS)

a) Identified careers that match your interests and abilities
b) Had a one-on-one talk with the school's career adviser
c) Had a career and transition plan
d) Had advice about which school courses would help you reach your goals
e) Searched online for career options at school
f) Attended a Careers Expo organised through your school
g) Attended a university information session organised through your school
h) Been on an organised visit to a university campus
i) Attended an information session about TAFE study that was arranged by your school
j) Been on an organised visit to a TAFE campus
k) Attended a presentation by an employer organised through your school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B16 Overall, how useful was the careers guidance you received at school in helping you choose your current pathway? Was it…

(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Don't know/Can't say)
7. (Refused)

C. Employment

*(A5=1, CURRENTLY HAVE A PAID JOB)
C1 Earlier you mentioned that you/ <FNAME> currently have/ has a paid job. Is that an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Don't know)
5. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C2 How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: IF WORKING MORE THAN ONE JOB, PROVIDE TOTAL HOURS WORKED IN PAID EMPLOYMENT

1. Hours given (specify)
2. (Don't know)
3. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)
C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(A5=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)
C4 What is your/ <FNAME>'s main job?

INTERVIEWER NOTE: THE MAIN JOB IS THE JOB IN WHICH THEY WORK THE MOST HOURS ON AVERAGE EACH WEEK

1. Bar attendant / barista (4311)
2. Café worker (4312)
3. Checkout operator (6311)
4. Kitchen hand (8513)
5. Sales assistant (general) (6211)
6. Store person (7411)
7. Waiter (4315)
8. Go to full occupation list (ANZSCO 4-digit list)
9. (Don't know)
10. (Refused)

*(C1=1, DOING APPRENTICESHIP)
C5 In what area are you/ is <FNAME> doing your/ his/her apprenticeship?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Bricklayers and stonemasons (3311)
2. Cabinetmaker (3941)
3. Carpenter and joiner (3312)
4. Chef (3513)
5. Electrician (3411)
6. Hairdresser (3911)
7. Metal fitter / turner / machinist (3232)
8. Motor mechanic (3212)
9. Plumber (3341)
10. Go to full occupation list (ANZSCO 4-digit list)
11. (Don't know)
12. (Refused)

*(C1=2, DOING TRAINEESHIP)
C6 In what area are you/ is <FNAME> doing your/ his/her traineeship?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Childcare (4211)
3. Bar Attendants and Baristas (4311)
4. Café Workers (4312)
5. Waiters (4315)
6. Office administration (General clerks) (5311)
7. Retail operations (Sales assistants (general)) (6211)
8. Go to full occupation list (ANZSCO 4-digit list)
9. (Don't know)
10. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C7 How much do you/ does <FNAME> like your/ his/her job?

INTERVIEWER NOTE: IF MORE THAN ONE JOB, QUESTION RELATES TO MAIN JOB

(READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. (Don't know) (AVOID)
6. (Refused)

*(A5=3, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s main activity?

INTERVIEWER NOTE:
(PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child/children
4. Travel or holiday / gap year
5. Ill/unable to work
6. Pregnant / preparing for birth
7. Study / training
8. Doing nothing
9. Other (Specify)
10. (Don't know) (AVOID)
11. (Refused) (AVOID)

D. Study

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D1 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. Is that on a full-time or part-time basis?

1. Full time
2. Part time
3. (Don't know)
4. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D2 What level of study is it?

(DO NOT PROMPT FOR ABOVE-BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. University qualification - level unknown
13. Other (specify)
14. (Don't know)
15. (Refused)

*(VET=VET AND B7≠3 AND A6=1 OR 2, DID VET IN SCHOOL AND ENROLLED IN FURTHER STUDY)
D2b Did you/ <FNAME> receive any credit or advanced standing in your/their current course for the VET study you/they completed at school?
1. Yes
2. No
3. (Don't know) (AVOID)
4. (Refused) (AVOID)

*(D2b=2, DID NOT RECEIVE CREDIT FOR VET IN SCHOOL)
D2c Why did you/<FNAME> not receive any credit for the VET study you/they completed in school?

1. Application not approved/ not available for course
2. Not possible as courses are in different areas
3. Did not know it was possible
4. Did not apply for credit even though school VET was in the same area
5. (Don't know) (AVOID)
6. (Refused) (AVOID)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3 What is the name of the education institution you attend / will be attending/ <FNAME> attends/ <FNAME> will be attending?

INTERVIEWER NOTE: THIS IS A COMPREHENSIVE LIST OF TAFE PROVIDERS, HOWEVER IF RESPONDENT DOES NOT KNOW THE NAME OF THE TAFE OR CALLS IT SOMETHING ELSE, PLEASE CODE AS 'OTHER VET PROVIDER'.

(PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. Charles Sturt University
2. Macquarie University
3. Southern Cross University
4. The University of Sydney
5. University of New England
6. University of New South Wales
7. University of Newcastle
8. University of Notre Dame (Sydney campus)
9. University of Technology, Sydney
10. University of Western Sydney
11. University of Wollongong
12. Australian Catholic University
13. Other – VIC University
14. Other – QLD University
15. Other – SA University
16. Other – TAS University
17. Other – WA University
18. Other – ACT University
19. Other – NT University
20. Other – University (specify)
21. TAFE NSW – Hunter Institute
22. TAFE NSW – Illawarra Institute
23. TAFE NSW – New England Institute
24. TAFE NSW – North Coast Institute
25. TAFE NSW – Northern Sydney Institute
26. TAFE NSW – Riverina Institute
27. TAFE NSW – South Western Sydney Institute
28. TAFE NSW – Sydney Institute
29. TAFE NSW – Western Institute
30. TAFE NSW – Western Sydney Institute
31. Other – VET provider (specify)
32. Other – Private Training College or Adult & Community Education Provider (specify)
33. Other (specify)
34. (Don't know)
35. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)
D4 What field of education is your/<FNAME>'s study?

INTERVIEWER NOTE: IF QR DOING DOUBLE DEGREE RECORD FIRST AREA OF STUDY HERE AND SECOND AT NEXT QUESTION

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET HERE

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)

11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

*(D4=1 THRU 13, GAVE VALID RESPONSE AT D4)
PRED4 RECORD WHETHER DOING TWO FIELDS OF STUDY (i.e. DOUBLE DEGREE)

1. Yes
2. No

*(PRED4=1, DOING TWO AREAS OF STUDY)
D4a What field of education is your/<FNAME>'s study?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET HERE

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

*(B9=4, NO INTENTION TO UNDERTAKE FURTHER STUDY)
D5 You indicated earlier that you are not studying or planning to undertake any further study at the moment. Can I ask you the main reason for this?

(PROMPT IF NECESSARY)

1. There would have been too much financial pressure on your family
2. You wanted to start earning your own money
3. You would have had to travel too much
4. You would have had to move away
5. The courses you were interested in were not available locally
6. You never planned or intended to study
7. You don't like studying
8. You wanted to start your career right away
9. You wanted to take a gap year
10. Didn't get an ATAR/ATAR wasn't high enough
11. Didn't know what to do/not sure what I wanted
12. Planning on studying/waiting for course to start
13. Began course but didn't like it/dropped out/deferred
14. Unable to study due to health issues
15. Planning on joining the army/navy/
16. No time to study/busy with other commitments/caring for family member/child
17. Other reason (Specify)
18. (Don't know) (AVOID)
19. (Refused) (AVOID)

E. Demographic Information

*(ALL)
PREE1 I would now like you to answer a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*(ALL)
E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Don't know)
6. (Refused)

*(ALL)
E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Don't know)
5. (Refused)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)
E3 What language do you/ does <FNAME> speak at home?

(MULTIPLE RESPONSE)
(DO NOT PROMPT)

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Specify)
29. (Don't know)
30. (Refused)

*(ALL)
E4o Now for a few questions about your mother and father …

INTERVIEWER NOTE:
If blended/mixed families, ask about the parents or step parents living in the same household.
If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.
If parent deceased, information may still be collected, but requires some sensitivity.
If no parent, but e.g. female guardian / male guardian, ask about guardians
If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

1. Continue

*(ALL)
E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels
11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No mother / female guardian figure in life at any time)
15. (Don't know) (AVOID)
16. (Refused) (AVOID)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E5 What post-school qualifications, if any, has your/ <FNAME>'s mother (or female caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)
8. (Don't know) (AVOID) (EXCLUSIVE)
9. (Refused) (AVOID) (EXCLUSIVE)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E6 What is your/ <FNAME>'s mother's (or female caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was her last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Mother / female guardian never had a job
6. (Don't know)
7. (Refused)

*(ALL)
E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels

11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No father / male guardian figure in life at any time)
15. (Don't know) (AVOID)
16. (Refused) (AVOID)

*(E7≠14, Did not answer 'No father / male guardian figure in life at any time' at E7)
E8 What post-school qualifications, if any, has your/ <FNAME>'s father (or male caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)
8. (Don't know) (AVOID) (EXCLUSIVE)
9. (Refused) (AVOID) (EXCLUSIVE)

*(E7≠14, Did not answer 'No father / male guardian figure in life at any time' at E7)
E9 What is your/ <FNAME>'s father's (or male caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was his last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Father / male guardian never had a job
6. (Don't know)
7. (Refused)

*(ALL)
E10DUM Randomly assign every 10th interview to group for testing of PIM cultural objects SES questions.

1. Yes
2. No

*(ALLOCATED TO PIM, E10DUM=1)
E11 Which of the following are in your/ <FNAME>'s home, please indicate 'yes' or 'no' for each item.

(STATEMENTS)

a) A desk to study at
b) A room of your/ <FNAME>'s own
c) A quiet place to study
d) A computer you/ <FNAME> can use for school work
e) Educational software
f) An internet connection
g) Classic literature (e.g. Shakespeare)
h) Books of poetry
i) Works of art (e.g. paintings)
j) Books to help with your/ <FNAME>'s school work
k) Technical reference books
l) A dictionary
m) A dishwasher
n) A DVD player
o) iPAD or other tablet device
p) A home gym and/ or gym membership
q) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Don't know) (AVOID)

*(ALLOCATED TO PIM, E10DUM=1)
E12 How many of these are there at your/ <FNAME>'s home?

DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more

(STATEMENTS)

1. Mobile phones
2. Televisions
3. Computers
4. Cars
5. Rooms with a bath or shower

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more
5. (Don't know)

*(ALLOCATED TO PIM, E10DUM=1)
E13 How many books are there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

DO NOT READ OUT NUMBER OPTIONS.

1. 0-10 books
2. 11-25 books
3. 26-100 books
4. 101-200 books
5. 201-500 books
6. More than 500 books
7. (Don't know).

F. Referral questions and contact details

*(NAMED RESPONDENT, RDUM=1)
F2 Would you be willing to be interviewed or contacted again in a future year for a follow-up survey about your work and study experiences?

1. Agree to be recontacted
2. Refused

*(F2=1, AGREED TO BE RECONTACTED)
F3 Could I please confirm the best number to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F2=1, AGREED TO BE RECONTACTED)
F4 Are there other numbers or a mobile for future contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F2=1, AGREED TO BE RECONTACTED)
F5 And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS

2. No

*(ALL)
CLOSE
This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our website, www.srcentre.com.au if you require further information.

Thank you very much for your time and assistance. Just in case you missed it, my name is (…….), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

IF NECESSARY: If you're interested in looking at the results of this survey, a report on the 2014 Destinations Survey will be published on the Department of Education's website later in the year.

Year 10 Students

A. Introduction

*(ALL)
PHTYP
1. Landline
2. Mobile

*(ALL)
Intro1 Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are looking to find out what <FNAME> wants to do when they finish school and the types of things that influence their decisions about their future. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue (speaking with named respondent)
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALLBACK)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased/missing/location unknown (GO TO TERM3)
6. Named respondent claims to have completed survey (GO TO TERM2)
7. Wants further information about survey (GO TO AINFO)
8. Queried about how telephone number was obtained (GO TO ATELQ)
9. Household Refusal (GO TO RR1)
10. Back to SMS
11. Late opt out (USE ONLY AS ADVISED) (GO TO TERM2)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'
IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE SEX FROM SAMPLE TO SUBSTITUTE HIS / HIM / HE, HER / SHE

*(RDUM=1, NAMED RESPONDENT)
Intro2 We are looking to find out about the types of things that Year 10 students want to do when they finish school and what might have influenced their decisions about their future. We'd like to ask a few questions about this – it will only take about 10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
4. Claims to have completed survey (GO TO TERM2)
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
Intro3 I'm calling regarding a study of Year 10 school students being undertaken by the NSW Department of Education and Communities. We are looking to find out about what <FNAME> plans to do after finishing school and what might have influenced their decisions about their future. We'd like to ask a few questions about this – it will only take about 10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)
5. Wants further information about survey (GO TO AINFO)

6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Back to SMS

*(RDUM = 2, PROXY RESPONDENT)
QREL What is your relationship to <FNAME>?

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

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(PHTYP=2, MOBILE SAMPLE)
S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(PHTYP=2 AND S1=2, MOBILE AND NOT SAFE TO TAKE CALL)
S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?
1. This number (TYPE STOP, MAKE APPOINTMENT)
2. Home phone (TYPE STOP, MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)
Intro4 All the data collected is anonymous and confidential. If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to terminate the interview at any time.

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

1. Continue
2. Refused (GO TO RR1)
3. Stop interview, make appointment (RECORD NAME AND GENDER AND ARRANGE CALL BACK)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)
ATELQ Your telephone number was chosen at random and provided by the NSW Board of Studies, Teaching and Educational Standards for the purposes of this research. We find that this is the best way to obtain a representative sample and to make sure we get opinions from a wide range of people. A letter will also have been sent to your parents to let them know this survey will be happening.

1. Snap back to Intro1 / Intro2 / Intro3

*(WANTS ADDITIONAL INFORMATION)
AINFO Further information can also be found on our website www.srcentre.com.au

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 8087.

1. Snap back to Intro1 / Intro2 / Intro3

*(ALL)
S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

*(INTRO4=1, CONTINUE)
Y10A0 According to our records you are/ <FNAME> is currently attending a NSW school - is that correct?

1. Yes

2. No (GO TO TERM1/ Include as Early Leaver?)
3. (Don't know) (GO TO TERM1)
4. (Refused) (GO TO TERM1)

*(ALL)
Y10A1. Just to confirm, what year are you/ is <FNAME> in school?

1. Year 10
2. Year 11 (GO TO TERM1)
3. Year 12 (GO TO TERM1)
4. Don't know (GO TO TERM1)
5. Refused (GO TO TERM1)

*(ALL)
Y10A2. When do you/ does <FNAME> expect to leave school?
(PROMPT IF NECESSARY)
(INTERVIEWER NOTE: IF RESPONDENT SELECTS AN AGE, E.G. "WHEN I TURN 17", CONFIRM THE SCHOOL YEAR AND WHETHER THEY INTEND ON COMPLETING YR12)

1. At the end of Year 10
2. After completing Year 12
3. During Year 12
4. During / at end of Year 11
5. Other (specify)
6. Don't know
7. Refused

*(Y10A2=1-5 AND RDUM=1)
Y10A3. Do you remember what year you were in when you made this decision?

1. Before Year 8
2. Year 8
2. Year 9
3. Year 10
4. Other (specify)
5. (Don't know)
6. (Refused)

B. Choice influences & aspirations

*(ALL)
B6 Can you tell me what you/ <FNAME> enjoy/s most about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Socialising / friends
2. Good teachers / specific teacher
3. Specific subject (specify)
4. VET
5. Sport
6. Nothing
7. Other (specify)
8. (Don't know)
9. (Refused)

*(IF B6 = 1-5 AND Y10A2=2)
Y10B2 How much has this influenced your/ <FNAME>'s decision to stay at school and finish Year 12?

(READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Don't know) (AVOID)
6. (Refused)

*(ALL)
B3 Can you tell me what you/ <FNAME> enjoy least about school?

(RECORD FIRST MENTION - DO NOT PROMPT)
(DO NOT READ OUT)

1. Teachers / specific teacher
2. Other students / bullied
3. Specific subject (specify)
4. School work / assessment / exams / homework
5. Daily routine
6. Long commute to school
7. Nothing
8. Other (specify)
9. (Don't know / flippant response)
10. (Refused)

*(B3 = 1-8 AND Y10A2 =1, 3 OR 4)
Y10B3 How much did this influence your/ <FNAME>'s decision not to stay at school and finish Year 12?

(READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Don't know) (AVOID)
6. (Refused)

*(Y10A2 =1, 3 OR 4)
B1 Can I ask you the MAIN reason why you/ <FNAME> plan/s to leave school before finishing Year 12?

INTERVIEWER NOTE: RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

(DO NOT READ OUT)
(SINGLE RESPONSE)

1. Work reasons / career reasons
2. Didn't like school / teachers
3. Was not interested in going / bored
4. Not coping well at school / failed / failing subjects / too hard
5. School not for me/ <FNAME> / not good environment for learning
6. School did not offer VET options
7. School did not offer subject choices I/ <FNAME> wanted
8. Other students/ am/ <FNAME> being bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave / expelled / got in trouble
12. Ill health / sickness
13. Disability / school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Study elsewhere / TAFE / different course
16. Moved away from area
17. Travel time / too long a commute
18. Other (Specify)
19. (Don't know)
20. (Refused)

*(IF B1 ≠ 19 or 20 AND Y10A2 =1, 3 OR 4, DID NOT ANSWER 'DON'T KNOW' TO MAIN REASON FOR LEAVING OR REFUSED SAME AND PLANS ON LEAVING BEFORE YEAR 12)
B2 Are there OTHER reasons you/ <FNAME> plan to leave school before finishing Year 12?

(RECORD ALL MENTIONS)

1. Work reasons / career reasons
2. Didn't like school / teachers
3. Was not interested in going / bored
4. Not coping well at school / failed / failing subjects / too hard
5. School not for me/ <FNAME> / not good environment for learning

6. School did not offer VET options
7. School did not offer subject choices I wanted
8. Other students / am/ <FNAME> being bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave / expelled / got in trouble
12. Ill health / sickness
13. Disability / school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Study elsewhere / TAFE / different course
16. Moved away from area
17. Travel time / too long a commute
18. No other reason
19. Other (Specify)
20. Don't know
21. Refused

*(RDUM = 1 AND Y10A2 = 1, 3 OR 4 NAMED RESPONDENT INTENDING ON LEAVING SCHOOL BEFORE YEAR 12)
Y10B4 I'm going to read out a list of reasons that might change your mind about leaving school before you finish Year 12. Could you please tell me which of these could apply to you – just tell me yes or no as I read them out…

(MULTIPLE RESPONSE)
(READ OUT)
PROGRAMMER NOTE: ROTATE STATEMENTS

1. If there were vocational programs or VET subjects in areas that interested you
2. If the school had a wider range of subjects
3. If you could study part-time while working
4. If there was more flexible scheduling of classes
5. If there was tutoring or mentoring offered to you

(RESPONSE FRAME)

1. Yes
2. No
3. Not applicable
4. Don't know
5. Refused

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')
B7 According to our records you/ <FNAME> are undertaking a VET course while at school. Is the opportunity to do a VET course an important reason for staying at school?

1. Yes
2. No
3. Did not do a VET course
4. Other (Specify)
5. (Don't know)
6. (Refused)

*(RDUM=1 AND Y10A2 =2 PLANNING ON COMPLETING YR12)
Y10B4a Why have you decided to stay on at school to complete Year 12?
(DON'T READ OUT; MULTIPLES ACCEPTED)
1. No jobs, apprenticeships or traineeships to go to
2. I'm now happier at school
3. Study or training that I want to do is available at school
4. Can't leave before completing Year 12 because of the raised school leaving age
5. I needed to complete Year 12 for my career
6. To provide myself with a better education which leads to more options/for a better future
7. To get the HSC
8. Expected by parents/school that I would complete Yr12
9. To get an ATAR
10. To get into university
11. I have never considered leaving school before the end of year 12
12. Didn't know what else to do
13. Other reason (Specify)
14. (Don't Know)

*(RDUM=1, INTERVIEWING NAMED RESPONDENT)
Y10B5 How likely is it that you will do further study or training in the first couple of years after leaving school? Is it…

(READ OUT)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. Don't know (AVOID)
6. Refused

*(Y10B5=1 OR 2, LIKELY TO STUDY FURTHER)
B10 And what level of study or qualification will that be?

(MULTIPLES ACCEPTED)
INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. HSC (Higher School Certificate)
13. Other (specify)
14. (Don't know)
15. (Refused)

*(Y10B5=1 or 2, LIKELY TO STUDY FURTHER)
Y10B6 What field of education do you think that will be in?

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. Don't know (AVOID)
15. Refused

*(ALL)
B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
(DO NOT READ OUT)

1. Accountant (2211)
2. Carpenter / joiner (3312)
3. Doctor / GP (2531)
4. Electrician (3411)
5. Fitness instructor (4521)
6. Lawyer / Barrister (2711)

7. Enrolled Nurse (4114)
8. Registered Nurse (2544)
9. Primary School Teacher (2412)
10. Secondary School Teacher (2414)
11. Early Childhood Teacher (2411)
12. None
13. Flippant / not serious answer
14. Go to full occupation list (ANZSCO 4-digit list)
15. (Don't know)
16. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER REQUIRING SOME FORM OF QUALIFICATION AT B11)
B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

(MULTIPLES ACCEPTED)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. VET qualification – level unknown
12. HSC (Higher School Certificate)
13. No qualification needed
14. Other (specify)
15. (Don't know)
16. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER EXPECTATION AT B11)
Y10B7 Do you think the courses offered at your/ <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

(READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(IF B11 = 1-11 OR 14. GAVE CAREER EXPECTATION AT B11)
B14 I'm going to read out a list of people. Could you please tell me if they have had much influence on your/<FNAME>'s intended career – just tell me yes or no as I read them out.

INTERVIEW NOTE: A 'TRANSITION ADVISOR' IS A TEACHER FROM THE SCHOOL WHO IS TRAINED TO SUPPORT STUDENTS WHO MAY DISENGAGE EARLY FROM EDUCATION OR TRAINING, TO PLAN THEIR TRANSITION FROM SCHOOL.

(STATEMENTS)
PROGRAMMER NOTE: ROTATE STATEMENTS

a) Your/ <FNAME>'s mother
b) Your/ <FNAME>'s father
c) Particular teachers at your/ <FNAME>'s school
d) School career advisers
e) Transition adviser
f) Other relatives or adults e.g. family friend
g) Friends

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)

4. (Don't know)
5. (Refused)

(*ALL)
Y10B8 Which of the following do you think has influenced your/ <FNAME's> choice of subjects at school? Just say yes or no for each.

(STATEMENTS)
(ROTATE)
a) Your/ <FNAME's> expected career at age 30?
b) Your/ <FNAME's> likes and interests in particular subjects?
c) Your/ <FNAME's> parents?
d) Career advisers at school?
e) Your/ <FNAME's> teachers?
f) Your/ <FNAME's> friends?
g) Maximising your/ his/her ATAR score?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B15 Now some questions about careers guidance at school. Have you done any of the following careers activities through your school? Just say yes or no for each.

PROGRAMMER NOTE: ROTATE STATEMENTS
(STATEMENTS)

a) Identified careers that match your interests and abilities
b) Had a one-on-one talk with the school's career adviser
c) Had a career and transition plan
d) Had advice about which school courses would help you reach your goals
e) Searched online for career options at school
f) Attended a Careers Expo organised through your school
g) Attended a university information session organised through your school
h) Been on an organised visit to a university campus
i) Attended an information session about TAFE study that was arranged by your school
j) Been on an organised visit to a TAFE campus
k) Attended a presentation by an employer organised through your school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Don't know)
5. (Refused)

*(RDUM = 1, NAMED RESPONDENT)
B16 Overall, how useful was the careers guidance you received at school in helping you choose your current pathway? Was it…

(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Don't know/Can't say)
7. (Refused)

*(RDUM=1)

Y10B9 How strongly do you agree or disagree with the following statements about careers guidance at your school? Just tell me whether you strongly disagree, disagree, agree or strongly agree with the following statements as I read them out …

a) My school has helped me decide what to do when I leave school.
b) My school has helped me choose the best subjects for my future.
c) My school has helped me decide whether I want to go to university or do VET when I finish school.

(RESPONSE FRAME)

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly disagree
5. (Don't know)
6. (Refused)

C. Employment

*(ALL)
A5 Do you/ Does <FNAME> currently have a paid job?

INTERVIEWER NOTE: PROBE OUT CODES 2-3

INTERVIEWER NOTE: PAID WORK INCLUDES APPRENTICESHIPS, TRAINEESHIPS, SELF-EMPLOYMENT, FAMILY BUSINESS OR FARM AS LONG AS PAID. CASUAL, INTERMITTENT WORK IS INCLUDED.

1. Yes
2. No – but am/ is looking for work
3. No – not looking for work
4. (Don't know)
5. (Refused)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C2 How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: IF WORKING MORE THAN ONE JOB, PROVIDE TOTAL HOURS WORKED IN PAID EMPLOYMENT

1. Hours given (specify)
2. (Don't know)
3. (Refused)

E. Demographic Information

*(ALL)
PREE1 I would now like you to answer a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*(ALL)
E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Don't know)
6. (Refused)

*(ALL)
E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Don't know)
5. (Refused)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)
E3 What language do you/ does <FNAME> speak at home?

(MULTIPLE RESPONSE)
(DO NOT PROMPT)

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Specify)
29. (Don't know)
30. (Refused)

*(ALL)
E4o Now for a few questions about your mother and father …

INTERVIEWER NOTE:
If blended/mixed families, ask about the parents or step parents living in the same household.
If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.
If parent deceased, information may still be collected, but requires some sensitivity.
If no parent, but e.g. female guardian / male guardian, ask about guardians
If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

1. Continue

*(ALL)
E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels
11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No mother / female guardian figure in life at any time)
15. (Don't know) (AVOID)
16. (Refused) (AVOID)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E5 What post-school qualifications, if any, has your/ <FNAME>'s mother (or female caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)
8. (Don't know) (AVOID) (EXCLUSIVE)
9. (Refused) (AVOID) (EXCLUSIVE)

*(E4≠14, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E6 What is your/ <FNAME>'s mother's (or female caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was her last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Mother / female guardian never had a job
6. (Don't know)
7. (Refused)

*(ALL)
E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Year 1
2. Year 2
3. Year 3
4. Year 4
5. Year 5
6. Year 6 / only finished primary school
7. Year 7
8. Year 8
9. Year 9 / only finished Junior Secondary school
10. Year 10 / School Certificate / O Levels
11. Year 11
12. Year 12 / HSC / VCE / A levels / International Baccalaureate
13. No schooling
14. (No father / male guardian figure in life at any time)
15. (Don't know) (AVOID)
16. (Refused) (AVOID)

*(E7≠14, Did not answer 'No father / male guardian figure in life at any time' at E7)
E8 What post-school qualifications, if any, has your/ <FNAME>'s father (or male caregiver) completed? (PROMPT AS NECESSARY)

(MULTIPLES ACCEPTED)

1. Apprenticeship or trade certificate;
2. Other TAFE certificate or diploma, or;
3. A (university) diploma
4. A bachelor degree
5. A higher degree (graduate certificate, graduate diploma, honours, masters / doctorate), or
6. Some other qualification (Specify)
7. None of these (EXCLUSIVE)
8. (Don't know) (AVOID) (EXCLUSIVE)

9. (Refused) (AVOID) (EXCLUSIVE)

*(E7≠14, Did not answer ‘No father / male guardian figure in life at any time’ at E7)
E9 What is your/ <FNAME>’s father’s (or male caregivers) occupation?

PROBE: Main duties and job title

IF RETIRED / UNEMPLOYED / HOME DUTES PROBE: Well, what was his last main occupation?

INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about ‘occupation’ not ‘industry’.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed - Go to full occupation list
4. Home duties - Go to full occupation list
5. Father / male guardian never had a job
6. (Don’t know)
7. (Refused)

*(ALL)
E10DUM Randomly assign every 10th interview to group for testing of PIM cultural objects SES questions. Cap total to n = 250

1. Yes
2. No

*(ALLOCATED TO PIM, E10DUM=1)
E11 Which of the following are in your/ <FNAME>’s home, please indicate ‘yes’ or ‘no’ for each item.

(STATEMENTS)

a) A desk to study at
b) A room of your/ <FNAME>’s own
c) A quiet place to study
d) A computer you/ <FNAME> can use for school work
e) Educational software
f) An internet connection
g) Classic literature (e.g. Shakespeare)
h) Books of poetry
i) Works of art (e.g. paintings)
j) Books to help with your/ <FNAME>’s school work
k) Technical reference books
l) A dictionary
m) A dishwasher
n) A DVD player
o) iPAD or other tablet device
p) A home gym and/ or gym membership
q) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Don’t know) (AVOID)

*(ALLOCATED TO PIM, E10DUM=1)
E12 How many of these are there at your/ <FNAME>’s home?

DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more

(STATEMENTS)

1. Mobile phones
2. Televisions
3. Computers
4. Cars
5. Rooms with a bath or shower

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more
5. (Don't know)

*(ALLOCATED TO PIM, E10DUM=1)
E13 How many books are there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

DO NOT READ OUT NUMBER OPTIONS.

1. 0-10 books
2. 11-25 books
3. 26-100 books
4. 101-200 books
5. 201-500 books
6. More than 500 books
7. (Don't know).

F. Referral questions and contact details

*(NAMED RESPONDENT, RDUM=1)
F2 Would you be willing to be interviewed or contacted again in a future year for a follow-up survey about your work and study experiences?

1. Agree to be recontacted
2. Refused

*(F2=1, AGREED TO BE RECONTACTED)
F3 Could I please confirm the best number to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F2=1, AGREED TO BE RECONTACTED)
F4 Are there other numbers or a mobile for future contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F2=1, AGREED TO BE RECONTACTED)
F5 And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS
2. No

*(ALL)
CLOSE
This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our website, www.srcentre.com.au if you require further information.

Thank you very much for your time and assistance. Just in case you missed it, my name is (…….), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

IF NECESSARY: If you're interested in looking at the results of this survey, a report on the 2014 Destinations Survey will be published on the Department of Education's website later in the year.

Year 10 Teachers

WELCOME

Thank you for your interest in our survey.

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education and Communities. It should only take about 15 minutes of your time.

This survey forms part of a research project that is also interviewing a sample of current Year 10 students, young people who completed the HSC last year and their peers who left before finishing Year 12. The purpose of this research is to gather up-to-date information on education pathways, destinations and attainment of young people in New South Wales, as well as critical information on the factors which drive their engagement, retention, educational achievement and pathway choices.

Similar surveys were conducted in 2010 and 2013, on behalf of the <<Board of Vocational Education and Training <http://www.bvet.nsw.gov.au/>>, and the 2011 report Career Moves is available <<here www.bvet.nsw.gov.au/pdf/career_moves_ACER.pdf>>.

For 2014, the survey is focusing on the expectations of current Year 10 students and their teachers in recognition of the fact that Year 10 is an important time when many students are making key decisions, including about future subject choices, which can significantly impact on their post-school options.

Your participation is important to help us understand better teachers' expectations of their students' ultimate post-school destinations, and the types of factors that teachers think could help improve outcomes for young people, especially those at risk of disengaging with education.

This survey is mainly about your opinions. There are no right or wrong answers. Participation in this survey is completely voluntary. Your responses will be de-identified, held in the strictest confidence and will not be disclosed to other organisations for marketing or research purposes. The responses of everyone who participates in this survey will be combined for analysis.

This research is carried out in compliance with the Privacy Act and the Australian Privacy Principles, and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our <<website <http://www.srcentre.com.au/about-us/privacy>>. It also complies with Australian (AMSRS) and International (ESOMAR) codes of practice for Market and Social Research.

Please note that if you are unable to finish the study in one sitting, your answers will be saved and you can re-enter and complete the study at a more convenient time. To navigate through the survey, please use the next buttons provided within the survey, NOT the refresh, back or forward buttons on your browser. A progress bar at the bottom of each page allows you to monitor your progress through the survey and estimate the remaining time.

Please click on the 'Next' button below to begin the survey.

Section A: Screening

*(ASK ALL)
A1 To start off with, do you currently teach courses in Year 10 or have other assigned responsibilities for Year 10 students (for example, principal, head teacher, teacher librarian, school counsellor, careers teacher, or member of a transition team)?
Programmer note: Single Response

1. Yes
2. No (TERMINATE)

Section B: Teacher questions

*(ASK ALL)
B1 Is the school at which you teach a co-ed school?
Programmer note: Single Response

1. Yes
2. No

*(NOT CO-ED SCHOOL, B1=2)
B1b Are your students female or male?
Programmer note: Single Response

1. Female
2. Male

*(ASK ALL)
B2 What position do you hold at your school?
(please select as many as applicable)
Programmer note: Multiple Responses allowed

1. Classroom Teacher
2. Principal
3. Deputy Principal
4. Head Teacher
5. Career Adviser
6. Transition Adviser
7. Year Co-ordinator
8. School Counsellor
9. Teacher Librarian
10. Work Education / Work Studies Teacher
11. Other (SPECIFY)
12. Prefer not to say (single response)

*(ASK ALL)
B3 Within this position/ these positions, which of the following best represents your main subject area?
Programmer note: Single response

1. English
2. Mathematics
3. Science
4. Human Society and its Environment (HSIE)
5. Languages
6. Creative Arts
7. Personal Development Health & Physical Education (PDHPE)
8. Technological and Applied Studies
9. VET
10. Work Education / Work Studies
11. Other (SPECIFY)
12. Prefer not to say

*(ASK ALL)
B4 Within your role/roles, how important do you consider each of the following functions?
Programmer note: Single Response

(STATEMENTS) (ROTATE) (GRID)

a) Help students master the subject you teach
b) Provide students with important life skills
c) Ensure that students are actively encouraged to complete the HSC
d) Provide opportunities for applied or "hands-on" learning
e) Maximise students' ATAR
f) Encourage students to challenge themselves in their subject choices
g) Prepare students for getting a job
h) Prepare students for further vocational education and training
i) Prepare students for university
j) Ensure that students are interested in learning
k) Jointly discuss and plan students' post-school preparation with colleagues

(RESPONSE FRAME)
1. Very important
2. Important
3. Somewhat important
4. Not important at all
5. Don't know

*(ASK ALL)
B5 In your opinion, which of these functions are the most important within your role/roles?

Please rank the three most important items, with 1 being most important, 2 being the second most important and 3 being the third most important. Click on an item in the list on the left, starting with your highest ranking item, moving through to your second and third most important items.

Programmer note: Can only select 3 statements. Same order as at B4.

(STATEMENTS)

a) Help students master the subject you teach
b) Provide students with important life skills
c) Ensure that students are actively encouraged to complete the HSC
d) Provide opportunities for applied or "hands-on" learning
e) Maximise students' ATAR
f) Encourage students to challenge themselves in their subject choices
g) Prepare students for getting a job
h) Prepare students for further vocational education and training
i) Prepare students for university
j) Ensure that students are interested in learning
k) Jointly discuss and plan students' post-school preparation with colleagues

*(ASK ALL)
B6 In general, how well do you think your school prepares students for the following…
Programmer note: Single Response

(STATEMENTS) (ROTATE) (GRID)

a) For life as an adult
b) To cope with the HSC
c) To cope with university study
d) To cope with vocational training
e) To join the workforce
f) To have successful careers
g) To become responsible citizens

(RESPONSE FRAME)

1. Very well
2. Well
3. Not well
4. Not at all well
5. Don't know
6. Prefer not to say

*(ASK ALL)
B7 In which years do students at your school have the opportunity to participate in the following activities as part of their normal schooling?

a) Careers exhibitions or job fairs
b) Presentations (at school) by business or industry representative
c) Visits to local businesses or industry
d) Visits to TAFE or other training organisations
e) Visits to universities or attendance at lectures at university
f) Attend information sessions about different VET or TAFE courses
g) Attend information sessions about university courses

(RESPONSE FRAME) (MULTIPLES ACCEPTED)

1. Years 7 – 9
2. Year 10
3. Year 11
4. Year 12
5. Never
6. Don't know
7. Prefer not to say

*(ASK ALL)
B8 Which statement best describes who has the main responsibility for career guidance of students at your school?
Programmer note: Single Response

(STATEMENTS) (ROTATE)

a) All teachers share the responsibility for career guidance
b) Specific teachers have the main responsibility for career guidance
c) We have one or more specific career guidance counsellors or advisers employed at the school
d) We have one or more specific career guidance counsellors or advisers who regularly visit the school
e) Not applicable, career guidance is not available in the school

Section C: Expectations of students' post school destinations

*(ASK ALL)
C1INT This section asks questions on what you think are the most likely education outcomes and post-school destinations of your school's current Year 10 cohort.

Please remember that we are seeking your opinion, and there are no right or wrong answers.

1. Continue

*(ASK ALL)
C1 Based on your experience and knowledge of your school's current Year 10 students, please estimate the percentages that will achieve each of the following schooling outcomes:

(STATEMENTS)

1. Leave before finishing Year 12
2. Complete Year 12 but not receive Higher School Certificate (HSC) or International Baccalaureate (IB)
3. Complete Year 12 and receive HSC or IB

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Each entry is a range between 0 per cent and 100 per cent. 1-3 should sum to 100%. Options for display could include a slider bar for option 1-3 or a standard numerical text box with !00% summation across 1-3.

*(C1_3 >0)
C1a And of the Year 10 students you estimate to complete their HSC, what percentage do you estimate will receive an ATAR?

(RESPONSE FRAME)

1. ENTER PERCENTAGE

*(ASK ALL)
C2 Now thinking just about those Year 10 students who are in the top 25 per cent achievement group. What percentages of this group will achieve the following schooling outcomes?

(STATEMENTS)

1. Leave before finishing Year 12
2. Complete Year 12 but not receive HSC or IB
3. Complete Year 12 and receive HSC or IB

(RESPONSE FRAME)

1. ENTER PERCENTAGE
Programmer note: Each entry is a range between 0 per cent and 100 per cent. 1-3 should sum to 100%.

*(C2_3 >0)
C2a And of the Year 10 students in the top 25 percent who you estimate to complete their HSC, what percentage do you estimate will receive an ATAR?

(RESPONSE FRAME)

1. ENTER PERCENTAGE

*(ASK ALL)
C3 Now thinking just about those Year 10 students who are in the bottom 25 per cent achievement group. What percentages of this group will achieve the following schooling outcomes?

(STATEMENTS)

1. Leave before finishing Year 12
2. Complete Year 12 but not receive HSC or IB
3. Complete Year 12 and receive HSC or IB

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Each entry is a range between 0 per cent and 100 per cent. 1-3 should sum to 100%.

*(C3_3 >0)

C3a And of the Year 10 students in the bottom 25 per cent, who you estimate to complete their HSC, what percentage do you estimate will receive an ATAR?

(RESPONSE FRAME)

1. ENTER PERCENTAGE

*(CO-ED ONLY B1=1)

C4 Now thinking just of female Year 10 students. What percentages of this group will achieve the following schooling outcomes?

(STATEMENTS)

1. Leave before finishing Year 12
2. Complete Year 12 but not receive HSC or IB
3. Complete Year 12 and receive HSC or IB

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Each entry is a range between 0 per cent and 100 per cent. 1-3 should sum to 100%.

*(C4_3 >0)

C4a And of the female Year 10 students you estimate to complete their HSC, what percentage do you estimate will receive an ATAR?

(RESPONSE FRAME)

1. ENTER PERCENTAGE

*(CO-ED ONLY B1=1)

C5 Now thinking just of male Year 10 students. What percentages of this group will achieve the following schooling outcomes?

(STATEMENTS)

1. Leave before finishing Year 12
2. Complete Year 12 but not receive HSC or IB
3. Complete Year 12 and receive HSC or IB

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Each entry is a range between 0 per cent and 100 per cent. 1-3 should sum to 100%.

*(C5_3 >0)

C5a And of the male Year 10 students you estimate to complete their HSC, what percentage do you estimate will receive an ATAR?

(RESPONSE FRAME)

1. ENTER PERCENTAGE

*(ASK ALL)

C6 Based on your experience and knowledge of your school's current Year 10 students, please give your estimate of the percentage that will be in the following options after leaving school. (Please note that the total cannot exceed 100 per cent)

(STATEMENTS)

a) Apprenticeship or traineeship
b) University qualification (Bachelor or higher degree)
c) TAFE/VET qualification (other than apprenticeship or traineeship)
d) Working
e) Unemployed or looking for work
f) Other

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Need to show running total. Total of all entries must not exceed 100 per cent.

*(ASK ALL)

C7 Now thinking just about those Year 10 students who are in the top 25 per cent achievement group. What percentage of this group will be in each of the following options after leaving school? (Please note that the total cannot exceed 100 per cent)

(STATEMENTS)

a) Apprenticeship or traineeship
b) University qualification (Bachelor or higher degree
c) TAFE/VET qualification (other than apprenticeship or traineeship)
d) Working
e) Unemployed or looking for work
f) Other

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Need to show running total. Total of all entries must not exceed 100 per cent.

*(ASK ALL)

C8 Now thinking just about those Year 10 students who are in the bottom 25 per cent achievement group. What percentage of this group will be in each of the following options after leaving school? (Please note that the total cannot exceed 100 per cent)

(STATEMENTS)

a) Apprenticeship or traineeship
b) University qualification (Bachelor or higher degree)
c) TAFE/VET qualification (other than apprenticeship or traineeship)
d) Working
e) Unemployed or looking for work
f) Other

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Need to show running total. Total of all entries must not exceed 100 per cent.

*(CO-ED SCHOOL, B1=1)

C9 Now thinking just of female Year 10 students. What percentage of this group will be in each of the following options after leaving school? (Please note that the total cannot exceed 100 per cent)

(STATEMENTS)

a) Apprenticeship or traineeship
b) University qualification (Bachelor or higher degree)
c) TAFE/VET qualification (other than apprenticeship or traineeship)
d) Working
e) Unemployed or looking for work
f) Other

(RESPONSE FRAME)

1. ENTER PERCENTAGE

Programmer note: Need to show running total. Total of all entries must not exceed 100 per cent.

*(CO-ED SCHOOL, B1=1)

C10 Now thinking just of male Year 10 students. What percentage of this group will be in each of the following options after leaving school? (Please note that the total cannot exceed 100 per cent)

(STATEMENTS)

a) Apprenticeship or traineeship
b) University qualification (Bachelor or higher degree)
c) TAFE/VET qualification (other than apprenticeship or traineeship)
d) Working
e) Unemployed or looking for work
f) Other

(RESPONSE FRAME)

1. ENTER PERCENTAGE
Programmer note: Need to show running total. Total of all entries must not exceed 100 per cent.

*(ASK ALL)
C11 Thinking of those students most at risk of not making a successful transition to further education or employment after leaving school, to what extent are the following statements true?
Please note we are seeking your opinion, there are no right or wrong answers.

(STATEMENTS) (ROTATE) (GRID)

a) These young people are often from disadvantaged backgrounds
b) These young people often have low-level parental support
c) These young people often have behavioural or additional problems while at school
d) These young people often invest little effort in schooling or show little interest in learning

(RESPONSE FRAME)

1. Very true
2. Somewhat true
3. Not really true
4. Not true at all
5. Don't know
6. Prefer not to say

*(ASK ALL)
C12 In your opinion, how true of your school and your local area are the following statements:

(STATEMENTS) (ROTATE) (GRID)

a) There are not enough job opportunities
b) There are not enough accessible TAFE/VET courses
c) There are not enough accessible university courses
d) Our school does not adequately cater for our academically weaker students
e) Our school does not adequately cater for our academically stronger students
f) Our school does not adequately prepare students for the world of work
g) There is inadequate career advice at our school

(RESPONSE FRAME)

1. Very true
2. Somewhat true
3. Not really true
4. Not true at all
5. Don't know
6. Prefer not to say

(*ASK ALL)

C13 How strongly do you agree or disagree with the following statements about VET study or training at school? Please note we are seeking your opinion, there are no right or wrong answers.

(STATEMENTS) (ROTATE)

a) Completing VET subjects at school helps students obtain apprenticeships or traineeships.
b) Completing VET subjects at school helps students access vocational courses at TAFE or other VET provider.
c) Completing VET subjects at school helps students access a degree course at university.
d) Completing VET subjects at school helps students obtain a job.

e) Prospective employers prefer hiring students who have completed VET subjects at school.
f) School leavers often obtain credit or advanced standing from TAFE for VET subjects completed at school.
g) A VET option engages students who might otherwise leave school.
(RESPONSE FRAME)

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Don't know
6. Prefer not to say

*(ASK ALL)
C14 How strongly do you agree or disagree with the following statements about students at your school? Please note we are seeking your opinion, there are no right or wrong answers.

(STATEMENTS) (ROTATE) (GRID)

a) The subjects and courses that the school offers at the senior level cater well for students across a wide range of interests
b) The subjects and courses that the school offers at the senior level cater well for students across a wide range of abilities
c) The school is not really concerned about what happens to students after they leave school
d) Most students are well served by the career guidance provided at this school
e) The school does a good job encouraging students to complete the HSC
f) The school does a good job preparing students for senior secondary schooling
g) The school does a good job preparing students for post-school vocational education and training
h) The school does a good job preparing students for university study
i) Many students have unrealistically high expectations about their post-school pathways
j) Many students have unrealistically low expectations about their post-school pathways
k) There is generally a close fit between students' interests and abilities and their expected post-school pathways

(RESPONSE FRAME)

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Don't know
6. Prefer not to say

Section D: Demographics

*(ASK ALL)
D1 Finally, we would like to ask you some background questions.

Are you male or female?
Programmer note: Single Response

1. Female
2. Male
3. Prefer not to say

*(ASK ALL)
D2 How many years have you been a teacher?
Programmer note: Single Response, numerical field.

1. Less than one year
2. ENTER YEARS
3. Prefer not to say

*(ASK ALL)
D3 How many years have you taught at your current school?
Programmer note: Single Response, numerical field.

1. Less than one year
2. ENTER YEARS
3. Prefer not to say

THANKYOU AND CLOSE

*(ASK ALL)
CLOSE Thank you for taking the time to answer those questions. Your help in this survey has been greatly appreciated.

TERMINATE Thank you for taking the time to answer those questions, but we are only collecting information from teachers who currently teach courses in Year 10 or have other assigned responsibilities for Year 10 students.

Appendix 4 – References

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