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NSW Secondary Students' Post-School Destinations and Expectations

2015 Annual Report

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List of abbreviations and terms

ABS – Australian Bureau of Statistics

AIS – Association of Independent School of NSW

ANZSCO – Australian and New Zealand Standard Classification of Occupations

ASGS – Australian Statistical Geography Standard

ATSI – Aboriginal and Torres Strait Islander

BOSTES – Board of Studies, Teaching and Educational Standards NSW

CC – Connected Community

CEC – Catholic Education Commission NSW

DoE – NSW Department of Education

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

HSC – Higher School Certificate

IB – International Baccalaureate

LS – Life Skills

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

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

SA4 – Statistical Area Level 4

SEIFA – Socio-economic Indexes for Areas

SES – Socio-Economic Status

TAFE – Technical and Further Education

VET – Vocational education and training

Executive summary

This report presents key findings from the 2015 NSW Survey of Secondary Students' Post-School Destinations. The survey consisted of cross-sectional telephone interviews with students who in 2014 had completed Year 12 or left school before completing Year 12, as well as follow-up interviews (via online and telephone) with those who took part in the 2014 Survey of Secondary Students' Post-School Destinations. 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 post-school destination among Year 12 completers surveyed in 2015 continues to be a Bachelor degree (53.2%), while 8.9% had entered a Certificate IV+ course, 4.8% in Certificates I, II or III, 4.7% in apprenticeships and 3.6% in traineeships. The remaining 24.8% of Year 12 completers were not participating in any form of further education. Typically, these Year 12 completers had entered part-time employment (10.7% of all Year 12 completers), but some had entered full-time employment (7.0%), were actively looking for employment (5.0%) or were classified as not in the labour force, education or training (2.1%).

The 2015 survey provides evidence of a continuation in small annual increases in the proportion of Year 12 completers who entered a Bachelor degree. The proportion increased by 0.7 percentage points from 2014 and is 5.8 points higher than 2010. Survey results also suggest the gap between female and male Year 12 completers entering a Bachelor degree – which had appeared to be decreasing since the 2010 survey – has widened in 2015. Further, since 2010 there has been a slight decrease in Year 12 completers entering part-time employment (down 1.8 points). The apparent decrease noted in 2014 in VET course participation (Certificate IV+ and Certificates I-III) was not sustained in 2015 and the proportion not in the labour force, further education or training continued to be higher than seen in 2010.

Initial post-school destinations among early school leavers continue to be substantially different to those who complete Year 12. The most common post-school destination for early school leavers continues to be an apprenticeship (26.0%), while 9.6% had entered a Certificate IV+, 11.3% had entered a Certificate I-III and 5.8% had entered a traineeship. Overall, 46.2% of early school leavers were not participating in any form of further education. Typically, these early school leavers were looking for work (16.4%) or working part-time (12.6%), although 9.7% were working full-time and 7.6% were not in the labour force, education or training. Since the 2014 survey, there appears to have been a slight increase in those entering Certificate IV+ courses (up 1.8 percentage points), along with a larger decrease in those entering Certificates I-III courses (down 3.3 points). The proportion not in the labour force, education or training also remained higher than seen in 2010.

Not in the labour force, further education or training

The main activities of Year 12 completers and early school leavers not in the labour force, further education or training were comparable with 2014 survey results. Among Year 12 completers not in the labour force, further education or training (2.1% of the cohort), the most common main activity related to recreation (51.7%), typically involving travel or a gap year (33.2%), while one-quarter (23.4%) were undertaking informal study or training. Consistent with the idea of taking a 'gap year' one-quarter (28.2%) of Year 12 completers indicated they were enrolled in a course, but had deferred it.

The most common main activity among early school leavers not in the labour force, further education or training was also recreation (29.6%). However, the nature of the recreation was quite different to Year 12 completers, with most doing 'nothing' (21.4%). Other common main activities mentioned were being unable to work due to illness (16.2%), looking after children (or preparing for birth: 15.1%) and undertaking informal

studying or training (11.2%). Very few early school leavers (4.6%) not in the labour force, further education or training indicated they were enrolled in a course, but had not yet started it.

Leaving school early

In 2015, early school leavers provided a variety of reasons for why they had left school before completing Year 12, which were broadly consistent with the 2014 survey. The most frequently mentioned reasons related to wanting to pursue employment and career opportunities and 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 only substantive change since 2014 was a decrease in mentions of not liking school or teachers (down 3.6 points). Further, there continues to be major differences in the socio-demographic profile and main post-school destination according to the main reason for leaving school.

Career expectations

The career expectations of Year 12 completers and early school leavers continued to be reasonably well aligned with the post-school pathways of each group. A little more than half (56.2%) of all Year 12 completers expected to be working in professional roles by the age of 30. Less than ten percent expected to be working in other occupation categories. By comparison, early school leavers were more likely to expect they would be working in a technical or trade role (33.5%), or community or personal service role (14.2%), but were less likely to expect to be working in a professional role (18.6%).

Since the 2014 survey, there have been a small number of changes in career expectations. These include a slight increase in expectations of working as a social and welfare professional (up 1.8 points) or child carer (up 0.9 points) among Year 12 completers and an increase in expectations of working in professional roles generally (up 3.0 points) or child carer (up 1.1 points) among early school leavers. There was also a slight decrease in expectations to be a school teacher among early school leavers (down 1.1 points).

Destination two years after leaving school

Overall, 63.3% of the Year 12 completer cohort were classified in the same post-school destination as 2014, compared to 43.5% among the early school leavers.

The degree of movement varied considerably by post-school destination. Among Year 12 completers, a Bachelor degree (89% were still undertaking a Bachelor in 2015) and apprenticeship (76%) were the most stable post-school destinations, while among early school leavers, the most stable destination was an apprenticeship (87%). Substantially fewer Year 12 completers and early school leavers who were classified in other post-school destinations in 2014 were undertaking the same activity in 2015. In terms of what they were doing, destinations for Year 12 completers tended to be skewed towards some form of further education, while among early school leavers destinations tended to be more employment focused.

Nearly all of the Year 10 student cohort surveyed in 2014 were still enrolled in secondary school in 2015 (92.9%) and undertaking Year 11 (92.5%).

1. Introduction

1.1. Background and research objectives

The Survey of Secondary Students' Post-School Destinations provides a platform for the NSW Department of Education (DoE) to identify trends in, and correlates of, post-school education, training and employment destinations of secondary school students in NSW. The 2015 wave represents the second iteration in the current time series, with the first wave conducted in 2014.

The Survey of Secondary Students' Post-School Destinations 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. It will allow the DoE 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).

The former Board of Vocational Education and Training (now the NSW Skills Board) had previously commissioned research to track and monitor the post-school destinations of NSW students and the importance of prior participation in vocational education and training (VET) in school. 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 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 to be explored through the survey were to:

- Explore factors influencing student decisions to complete or not complete Year 12;
- Explore expectations of post-school education, training and employment destinations; and
- 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 will instead be the focus of future reports and publications.

1.2. Methodology

The 2015 NSW Secondary Students' Post-School Destination and Expectations Survey consisted of three components:

- Cross-sectional telephone interviews with students who completed Year 12 in 2014 (hereafter called Year 12 completers),
- Cross-sectional telephone interviews with students who left secondary school before completing Year 12 in 2014 (hereafter called early school leavers).
- Longitudinal follow-up interviews via online and telephone with Year 12 completers, early school leavers and Year 10 students who had taken part in the 2014 survey.

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 Year 12 completers and early school leavers from 2014. In addition, some enrolment information collected by the DoE for government school administration purposes was used to supplement BOSTES records. Prior to surveys commencing, letters jointly signed by BOSTES and DoE were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out.

Longitudinal follow-up interviews were undertaken with Year 12 completers, early school leavers and Year 10 students who had taken part in the 2014 NSW Secondary Students Post-School Destinations Survey and had agreed to be recontacted. This cohort of current and former secondary school students were initially invited via a letter and/or email (depending on what contact information had been provided) to complete an online survey. Those who did not complete the survey online within two weeks were then contacted via telephone to participate in an interview.

The questionnaire instruments for the 2015 survey were designed by the Centre for Education Statistics and Evaluation, DoE with input from the Social Research Centre. The questionnaires largely replicated those used in the 2014 survey barring some minor changes to question wording and response frames to improve data quality and the addition of items relating to mathematics subjects.

A more detailed outline of the methodology employed in 2015 is provided in Appendix 1.

1.3. About this report

This report is designed to provide a brief methodological overview of the conduct of the 2015 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. This report primarily focuses on findings from the 2015 survey data; however, where appropriate, comparisons are drawn to more recent destinations and expectations surveys conducted in NSW; notably, 2010 (Marks et al., 2011), 2013 (Polesel et al., 2013) and 2014 (Myers, et al., 2015). It is intended to be read by anyone in the community with an interest in patterns and trends in post-school destinations.

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 between estimated proportions has been carried out using survey-weighted t-tests. These account for the survey design implemented in the Destination surveys, correctly calculating variances for stratified, disproportionate samples. The testing was undertaken in R (R Core, 2015) using the survey package (Lumley, 2012). 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 that the 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. 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. 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 ABS 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 following the principles outlined by Polesel et al. (2013; see Appendix 2). The method provides a continuous measure of SES. However, for the descriptive results presented throughout this report, this measure was divided into quartiles. It should be noted that some revision to questionnaire items relating to parental (mother and father) highest level of education were made at the request of DoE in 2015.
- **Main post-school destination**: a total of nine 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 of 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 exited the school system in 2014. Survey results are presented separately for those who completed Year 12 and those who left secondary school before completing Year 12 in 2014. Initial results are also presented from follow-up interviews with those who took part in the 2014 NSW Secondary Students' Post-School Destinations Survey.

The primary focus of this 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.

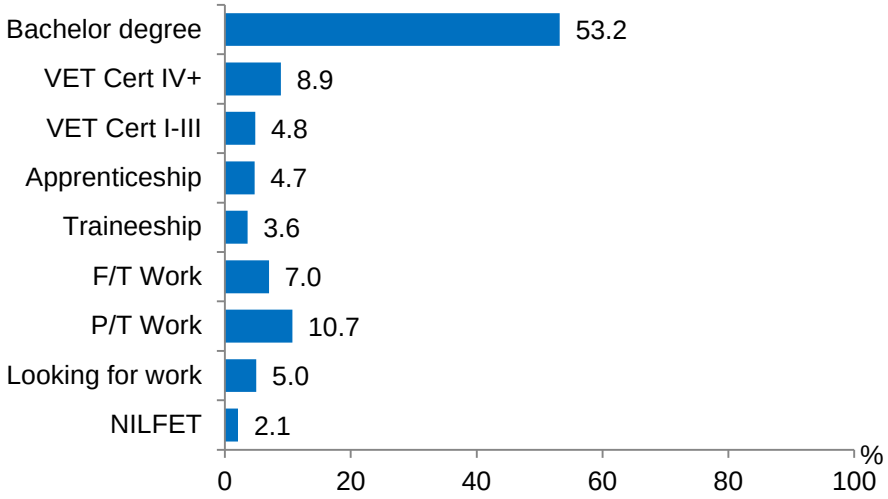
2.1. Main destination

2.1.1. Year 12 completers

Main survey findings

The main post-school destination of students who completed Year 12 in 2014 are summarised in Figure 1. The majority (75.2%) of these Year 12 completers were undertaking some form of education and training, while slightly less than one-quarter (22.7%) were employed or looking for work and a minority (2.1%) were not in the labour force, education or training.

Figure 1 Main post-school destination in 2015 of Year 12 completers



Base: All Year 12 completers (n=3,490).

Studying a Bachelor degree was the most common form of further education among Year 12 completers surveyed in 2015, with slightly more than half (53.2%) studying at this level. Further, 8.9% of Year 12 completers stated they were enrolled in a Certificate IV, Diploma or Advanced Diploma, 4.8% in Certificates I, II or III, 4.7% in apprenticeships and 3.6% in traineeships.

Among those not currently undertaking further education, most were employed in full-time (7.0% of all Year 12 completers) or part-time work (10.7%)[2], while 5.0% were looking for work.

[1] It should again be noted that 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.

[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.

Comparison with previous surveys

Table 1 summarises the main post-school destination of Year 12 completers over the past four waves of post-school destination surveys in NSW.

Although there were no statistically significant differences between the 2014 and 2015 surveys, a number of broader trends are apparent.

- Small increases continue to be seen each year in the proportion of Year 12 completers entering a Bachelor degree. While the increases observed between the 2013, 2014 and 2015 surveys were not statistically significant, estimates for each of these years were significantly higher than 2010.
- The apparent decrease noted in 2014 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) was not sustained in 2015.
- Participation in part time employment was significantly lower than levels seen in 2010, but comparable with other surveys.
- The proportion of Year 12 completers not in the labour force, education or training continues to be higher than 2010.

Table 1 Main post-school destination of Year 12 completers by year

Main destination	2010 %	2013 %	2014 %	2015 %
Base (n): All Year 12 completers	2,087	1,945	3,581	3,490
Some form of education and training	71.8	75.5*	72.8	75.2*
Bachelor degree	47.4	51.9*	52.5*	53.2*
VET Cert IV+	9.9	9.3	7.3*	8.9
VET Cert I-III	6.0	6.7	3.7*	4.8
Apprenticeship	5.4	4.6	4.9	4.7
Traineeship	3.2	3.0	4.4	3.6
Employed	22.4	18.5*	19.1*	17.7*
F/T Work	8.9	6.4*	6.6*	7.0
P/T Work	13.5	12.1	12.5	10.7*
Looking for work	4.8	5.0	5.5	5.0
NILFET	1.0	1.1	2.6*	2.1*

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

Bivariate analysis[3]

The post-school destinations of NSW Year 12 completers in 2015 systematically varied by a number of socio-demographic factors. Generally, these variations were consistent with findings from previous post-school surveys in NSW (e.g. by Polesel et al., 2013 and Myers et al., 2015).

Gender

Male Year 12 completers were more likely than their female counterparts to have entered into an apprenticeship, full-time employment or be looking for work (see Table 2). By contrast, female Year 12 completers in 2015 were more likely to have entered a Bachelor degree (57.2% vs. 48.8%).

[3] Bivariate analysis is a form of statistical analysis that examines the relationship between two variables. It should again be noted that apparent relationships between variables does not necessarily imply a causal relationship exists between these factors.

Historically, the gap between the proportion of female and male Year 12 completers entering a Bachelor degree has decreased over time. In the 2010 survey, the difference stood at 7.5 percentage points, which then decreased to 6.2 percentage points in 2013 and 4.4 percentage points in 2014. However, in 2015 the difference increased to 8.4 percentage points.

Table 2 Main post-school destination in 2015 of Year 12 completers by gender

Main destination	Gender	
	Male	Female
	%	%
Base (n): All Year 12 completers	1,637	1,853
Bachelor degree	48.8	57.2*
VET Cert IV+	7.6	10.1
VET Cert I-III	4.1	5.5
Apprenticeship	8.7	1.1*
Traineeship	3.1	4.0
F/T Work	7.0	5.6*
P/T Work	10.7	10.5
Looking for work	5.0	3.7*
NILFET	2.1	2.5

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

Parental socio-economic status

The 2015 survey results continue to indicate a strong and reasonably linear relationship between parental SES (presented as quartiles)4 and post-school destinations, especially relating to students entering a Bachelor degree (see Table 3).

The proportion of Year 12 completers who entered a Bachelor degree in 2015 increased substantially with SES quartile. Approximately one-third (33.7%) of Year 12 completers from the lowest SES quartile had entered a Bachelor degree in 2015, compared to more than two-thirds (67.6%) of those from the highest SES quartile. The opposite trend was apparent for most other post-school destinations, especially those relating to entering VET courses, apprenticeships, part-time employment and looking for work.

Table 3 Main post-school destination in 2015 of Year 12 completers by socio-economic status

	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All Year 12 completers	1,139	876	731	689
Bachelor degree	67.6	53.1*	42.7*	33.7*
VET Cert IV+	5.9	8.6	10.9*	13.6*
VET Cert I-III	2.6	6.3*	5.6	6.6
Apprenticeship	2.4	6.1*	4.7	7.7*
Traineeship	2.6	3.3	4.8	4.9
F/T Work	5.6	7.5	8.6	7.8
P/T Work	7.8	11.2	13.1*	13.4*
Looking for work	2.9	3.5	6.8*	10.1*
NILFET	2.6	0.5*	2.9	2.2

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

[4] See Appendix 2 for a summary of how this measure was constructed.

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). Results from the 2015 survey indicated that 45.9% of Year 12 completers from government schools had entered a Bachelor degree. This compared to 62.5% from Catholic schools and 64.3% from the Independent sector.

By contrast, Year 12 completers from government schools were more likely than those from other school sectors to have entered a VET Certificate I-III course and be looking for work. They were also more likely to have entered part-time employment, but only in comparison to Year 12 completers from the Independent sector. Further, Year 12 completers from government and Catholic schools were more likely than those from the Independent sector to have entered an apprenticeship.

Table 4 Main post-school destination in 2015 of Year 12 completers by school sector

Main destination	Sector		
	DoE	Catholic	Independent
	%	%	%
Base (n): All Year 12 completers	1,728	941	821
Bachelor degree	45.9	62.5*	64.3*
VET Cert IV+	10.4	6.9	6.9
VET Cert I-III	6.5	2.9*	2.1*
Apprenticeship	5.1	5.4	2.2*
Traineeship	3.9	2.7	3.9
F/T Work	7.0	6.5	7.8
P/T Work	12.4	8.8	7.9*
Looking for work	6.6	2.8*	2.8*
NILFET	2.3	1.5	2.0

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

It should be noted that this analysis does not account for the influence of other factors, such as parental SES. As noted in previous post-school destination reports (Polesel et al., 2013 and Myers et al., 2015), there is a strong relationship between parental SES and school sector, which is likely to account for some or all of the differences in destination outcomes noted in this section (see Table 5).

Table 5 Parental SES quartile by school sector among Year 12 completers (2015)

Parental SES quartile	School sector		
	DoE	Catholic	Independent
	%	%	%
Base (n): All Year 12 completers	1,728	941	821
Highest	30.7	39.8*	58.1*
Upper middle	25.4	26.1	20.7
Lower middle	21.7	20.2	13.0*
Lowest	20.9	13.0*	6.9*

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

Participation in VET while at school

Year 12 completers who undertook at least one VET course while at school were significantly less likely than those who had not undertaken a VET course to enter a Bachelor degree (26.0% vs. 68.7%; see Table 6). However, they were more likely to report all other post-school destinations, except entering a traineeship or not being in the labour force, further education or training. This pattern of results was broadly consistent with that seen in 2014.

Table 6 Main post-school destination in 2015 of Year 12 completers by participation in VET while at school

Main destination	VET	
	Yes	No
	%	%
Base (n): All Year 12 completers	1,459	2,031
Bachelor degree	26.0	68.7*
VET Cert IV+	14.8	5.5*
VET Cert I-III	8.8	2.6*
Apprenticeship	10.3	1.5*
Traineeship	4.5	3.0
F/T Work	10.2	5.2*
P/T Work	15.2	8.2*
Looking for work	7.9	3.4*
NILFET	2.3	2.0

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

Region (SA4 cluster)

Year 12 completers from the Greater Sydney area were more likely than those living in regional or rural areas of NSW to report entering a Bachelor degree (62.9% vs. 36.0%), but were less likely to report entering a VET Certificate I-III course, full-time or part-time employment, or be looking for work (see Table 7). This pattern of results was broadly consistent with 2014.

Further, post-school destinations varied by region within Greater Sydney and regional or rural NSW. Of particular note was that:

- Bachelor degrees were higher among Year 12 completers from Sydney North and Sydney West, but lower in Hunter Central Coast, North East, North West, South East and South West NSW.
- Lower-level VET courses (i.e. Certificates I, II and III not associated with apprenticeships or traineeships) were higher among Year 12 completers from Hunter Central Coast and lower among those from South East NSW.
- Full-time employment was higher among Year 12 completers from North West and South West NSW, whilst part-time employment was higher in North West and South East NSW.
- The proportion of Year 12 completers looking for work was lower in Sydney Inner, Sydney North and Sydney North West.

Table 7 Main post-school destination in 2015 of Year 12 completers by NSW region (SA4 cluster)

Main destination	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	3,490	1,696	284	254	295	260	309	294	1,794	398	385	371	329	311
Bachelor degree	53.2	62.9	67.4*	72.1*	55.8	61.7	55.0	61.3*	36.0*	38.9*	36.8*	20.0*	38.7*	34.8*
VET Cert IV+	8.9	8.4	8.4	5.6	8.4	8.2	11.2	9.4	9.8	11.1	7.9	6.7	11.2	9.2
VET Cert I-III	4.8	3.6	1.3	1.6	5.0	3.6	4.0	7.3	7.0*	12.3*	5.7	7.4	2.3*	4.1
Apprenticeship	4.7	4.2	2.9	3.4	5.1	7.0	3.5	4.1	5.6	2.7	6.1	7.0	8.8	5.7
Traineeship	3.6	2.9	2.3	0.6	5.5	4.1	4.3	1.8	4.8	4.1	7.0	8.0	1.5*	6.0
F/T Work	7.0	5.1	5.7	4.0	4.7	1.7	8.2	5.8	10.4*	4.9	8.4	21.0*	9.8	18.6*
P/T Work	10.7	7.6	8.3	8.0	13.2	7.2	6.5	3.1*	16.2*	14.1	15.2	21.8*	18.3*	15.7
Looking for work	5.0	3.7	2.0*	2.3*	2.2*	4.5	5.3	6.4	7.3*	8.2	9.6	5.2	6.8	4.3
NILFET	2.1	1.6	1.8	2.5	-	2.0	1.9	0.8	2.9	3.6	3.2	2.9	2.6	1.6

* Indicates result is significantly different to the average result of all other regions (p<.01).

Cultural and linguistic background

Year 12 completers who spoke a language other than English at home continue to be more likely to have entered a Bachelor degree than those who spoke English only (69.4% vs. 47.3%). These Year 12 completers were less likely to have entered a VET Certificate I-III course, apprenticeship, traineeship, or full- or part-time employment (see Table 8). These results were broadly consistent with those seen in 2014.

Table 8 Main post-school destination in 2015 of Year 12 completers by cultural and linguistic background

Main destination	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes	No	Yes	No
	%	%	%	%
Base (n): All Year 12 completers	904	2,586	618	2,872
Bachelor degree	25.4	54.0*	69.4	47.3*
VET Cert IV+	8.0	8.9	10.9	8.2
VET Cert I-III	8.5	4.7*	2.7	5.6*
Apprenticeship	6.3	4.7	1.9	5.8*
Traineeship	7.7	3.4*	2.0	4.1*
F/T Work	9.4	6.9	2.9	8.5*
P/T Work	15.7	10.6*	4.2	13.1*
Looking for work	14.2	4.7*	4.0	5.3
NILFET	4.8	2.0*	1.9	2.1

* 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).

Year 12 completers who identified as being from an Aboriginal or Torres Strait Islander background were less likely than others to have entered a Bachelor degree (25.4% vs. 54.0%). These young people were more likely to have entered a VET Certificate I-III course, a traineeship, part-time employment or be looking for work.

Further, unlike results from the 2014 survey, it was also apparent that Year 12 completers who identified as being from an Aboriginal or Torres Strait Islander background were more likely to be not in the labour force, further education or training.

2.1.2. Early school leavers

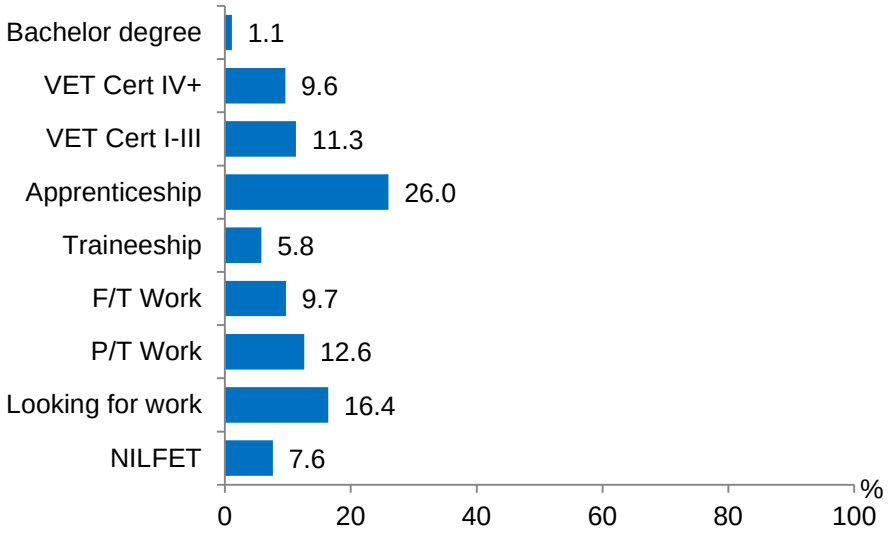
Main survey findings

The main post-school destinations among early school leavers continue to be substantially different to those previously described for Year 12 completers (see Figure 2).

Slightly more than half (53.8%) of early school leavers were undertaking some form of education and training in 2015, while approximately two-fifths (38.7%) were employed or looking for work.

Undertaking an apprenticeship was the most common form of further education among early school leavers in 2015, with approximately one-quarter (26.0%) of all early school leavers studying at this level. Further, 11.3% had entered a Certificate I-III, 9.6% a Certificate IV, Diploma or Advanced Diploma and 5.8% had entered a traineeship. Among those not currently undertaking further education, most (22.3% of all early school leavers) were in some form of employment (typically part-time), while 16.4% were looking for work. Less than one-in-ten (7.6%) were not in the labour force, education or training.

Figure 2 Main post-school destination in 2015 of early school leavers



Base: All early school leavers (n=3,135).

Comparison with previous surveys

Table 9 summarises the main post-school destination of early school leavers from the past four waves of post-school destination surveys in NSW. It should be noted the number of early school leavers surveyed in 2010 and 2013 was very low. This sample size limits the potential for meaningful time series comparison; however, these data are presented for completeness.

Since the 2014 survey there has been a number of small changes in the main post-school destination of early school leavers in NSW. Notably, there has been a slight (non-significant) increase in the proportion undertaking a Certificate IV, Diploma or Advanced Diploma (up 1.8 percentage points) and a significant decrease in participation in Certificate I-III courses (down 3.3 points). Further, the proportion of early school leavers whose main post-school destination was not in the labour force, education or training remained higher than that seen in 2010.

Table 9 Main post-school destination of early school leavers by year

Main destination	2010 %	2013 %	2014 %	2015 %
Base (n): All early school leavers	311	193	7,000	3,135
Some form of education and training	55.1	64.9	56.0	53.8
Bachelor degree	0.4	-	0.9	1.1
VET Cert IV+	6.7	7.7	7.8	9.6
VET Cert I-III	19.4	22.8	14.6	11.3*
Apprenticeship	25.7	28.6	26.2	26.0
Traineeship	3.0	5.8	6.5*	5.8
Employed	29.7	22.4	20.5*	22.3*
F/T Work	13.6	10.4	8.3*	9.7
P/T Work	16.0	12.0	12.2	12.6
Looking for work	11.8	11.5	17.2*	16.4
NILFET	3.5	1.2	6.4*	7.6*

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

Bivariate analysis

There continues to be large variations in the post-school destinations of early school leavers according to a range of socio-demographic factors.

Gender and age

The gender differences in post-school destinations were more pronounced among early school leavers than Year 12 completers (see Table 10). Consistent with results from previous post-school surveys, female early school leavers were more likely than their male counterparts to report entering a VET course (Certificate IV+ or Certificate I-III), traineeship or part-time employment. They were less likely to be in the labour force, further education or training, although the difference in 2015 was not statistically significant. Male early school leavers, by contrast, were substantially more likely to report entering apprenticeships (38.5% vs. 8.0%).

Table 10 Main post-school destination in 2015 of early school leavers by gender and age

Main destination	Gender		Age at the end of 2014			
	Male	Female	15	16	17	18+
	%	%	%	%	%	%
Base (n): All early school leavers	1,920	1,215	211	1,102	1,417	405
Bachelor degree	0.8	1.5	-	0.4	1.2	2.5
VET Cert IV+	5.0	16.1*	10.7	8.3	10.2	10.0
VET Cert I-III	7.3	17.2*	15.6	10.9	11.0	11.3
Apprenticeship	38.5	8.0*	35.6	32.4	24.6*	13.7*
Traineeship	4.5	7.6*	5.4	6.7	4.6	7.2
F/T Work	10.5	8.4	4.1	8.7*	10.3*	12.1*
P/T Work	10.0	16.5*	6.4	12.6*	13.1*	14.1*
Looking for work	16.8	15.8	12.9	13.2	18.3	19.1
NILFET	6.7	8.8	9.3	6.9	6.8	10.0

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

The main post-school destination of early school leavers also varied by age (defined as age at the end of 2014). Survey results indicated that employment-related destinations, especially working full-time or part-time, tended to increase with age, while entering an apprenticeship tended to decrease with age.

Socio-economic status

The relationship between SES and main post-school destination among early school leavers continues to be more complex than seen for Year 12 completers (see Table 11).

The 2015 survey results indicated that entering an apprenticeship tended to be higher (although not always significantly) among those from the middle SES quartiles, but was lower among the highest (26.0%) and lowest quartiles (21.3%).

Further, unlike among Year 12 completers, entering a higher-level VET course tended to increase with SES, while entering full-time employment and looking for work tended to decrease.

Table 11 Main post-school destination in 2015 of early school leavers by socio-economic status quartile

	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All early school leavers	475	742	885	927
Bachelor degree	2.1	1.3	0.7	0.6
VET Cert IV+	16.6	11.8	8.3*	6.3*
VET Cert I-III	13.5	9.7	10.8	11.7
Apprenticeship	26.0	29.7	29.1	21.3
Traineeship	5.3	5.1	6.7	5.4
F/T Work	4.2	8.4*	10.6*	12.7*
P/T Work	13.0	10.7	12.0	15.2
Looking for work	10.8	16.3	15.3	19.2*
NILFET	8.4	7.0	6.4	7.5

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

School sector

Some differences were noted in early school leaver post-school destinations by school sector and were broadly similar to results seen in 2014 (see Table 12).

More specifically, early school leavers from the Independent school sector were the most likely to have entered a Certificate IV, Diploma or Advanced Diploma course, while early school leavers from the government school sector tended to be the least likely. The differences between government and Catholic school sectors were not statistically significant.

Further, early school leavers from the government school sector were more likely than others to be looking for work. Early school leavers from the Catholic school sector were more likely than others to have entered an apprenticeship, but less likely to report being not in the labour force, further education or training.

Table 12 Main post-school destination in 2015 of early school leavers by school sector

Main destination	Sector		
	DoE %	Catholic %	Independent %
Base (n): All early school leavers	2,049	666	420
Bachelor degree	0.7	1.9	3.5*
VET Cert IV+	8.2	12.1	19.4*
VET Cert I-III	11.3	11.4	11.9
Apprenticeship	24.5	38.3*	21.7
Traineeship	5.3	7.7	7.1
F/T Work	10.2	8.5	6.2*
P/T Work	13.0	10.4	12.3
Looking for work	18.4	7.7*	10.7*
NILFET	8.5	2.1*	7.2

* Indicates result is significantly different to DoE (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 entered full-time or part-time employment, although the latter was not statistically significant (see Table 13). These early school leavers were less likely to have entered a Certificate IV, Diploma or Advanced Diploma course or report being not in the labour force, further education or training.

Table 13 Main post-school destination in 2015 of early school leavers by participation in VET while at school

Main destination	VET	
	Yes	No
	%	%
Base (n): All early school leavers	1,330	1,805
Bachelor degree	1.0	1.1
VET Cert IV+	7.4	11.3*
VET Cert I-III	11.1	11.5
Apprenticeship	27.5	24.9
Traineeship	5.6	5.9
F/T Work	12.9	7.1*
P/T Work	13.6	11.9
Looking for work	16.2	16.6
NILFET	4.8	9.8*

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

Region (SA4 cluster)

Main post-school destination among early school leavers in Greater Sydney differed from those who lived in regional or rural areas of NSW in a number of ways (see Table 14). Of note was that early school leavers from the Greater Sydney area were more likely to have entered a Certificate IV, Diploma or Advanced Diploma course or an apprenticeship, but were less likely to have entered a Certificate I-III course.

In 2015, a number of region-based differences were apparent in the main post-school destinations among early school leavers:

- Higher-level VET courses (Certificate IV+) were higher among early school leavers from Sydney South, but lower in North West NSW. Lower-level VET courses (Certificate I-III) were higher in North East NSW, but lower in Sydney South and Sydney South West.
- Apprenticeships were higher in Sydney North West, Sydney South, Sydney South West and South West NSW, but lower in Sydney Inner, North East NSW and North West NSW.
- Full time employment was lowest among early school leavers from Sydney Inner, whilst part time employment was lowest in Sydney West.
- Looking for work was lower in Sydney North, Sydney North West and Sydney South.

Table 14 Main post-school destination in 2015 of early school leavers by NSW region (SA4 cluster)

Main destination	NSW Total	Greater Sydney	Sydney Inner	Sydney North	Sydney North West	Sydney South	Sydney South West	Sydney West	Rest of NSW	Central Coast Hunter	North East NSW	North West NSW	South East NSW	South West NSW
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	3,135	1,361	180	164	324	196	254	243	1,774	508	341	277	322	326
Bachelor degree	1.1	1.4	2.4	4.3	1.9	1.4	0.2	0.4	0.8	0.7	1.5	0.3	0.7	0.7
VET Cert IV+	9.6	13.2	15.1	15.7	11.0	18.0*	10.3	12.6	6.9*	6.9	8.4	5.4*	7.0	5.9
VET Cert I-III	11.3	8.3	16.3	7.9	9.8	5.0*	6.9*	6.6	13.5*	11.7	18.2*	14.4	11.5	12.7
Apprenticeship	26.0	29.4	12.2*	26.5	36.4*	37.0*	34.1*	24.2	23.5*	22.9	16.9*	16.8*	27.6	33.4*
Traineeship	5.8	4.8	4.2	4.9	3.9	4.3	4.9	6.3	6.4	5.7	6.9	5.7	6.0	8.4
F/T Work	9.7	9.9	3.4*	12.6	8.5	8.2	11.7	12.9	9.5	12.2	8.0	9.8	8.5	7.3
P/T Work	12.6	10.9	13.8	13.0	12.7	13.4	8.8	7.3*	13.9	14.1	16.1	18.2	11.8	9.9
Looking for work	16.4	14.8	19.8	8.4*	11.2*	8.2*	17.1	20.1	17.6	19.6	15.0	20.4	17.6	15.1
NILFET	7.6	7.2	13.0	6.8	4.5	4.4	6.0	9.7	7.8	6.2	9.1	8.9	9.3	6.6

* Indicates result is significantly different to the average result of all other regions (p<.01).

Cultural and linguistic background

Early school leavers who spoke a language other than English at home continue to be more likely to have entered a Certificate IV, Diploma or Advanced Diploma course than those who spoke English only (see Table 15). Although not statistically significant in the 2015 survey, but consistent with trends noted in 2014, early school leavers who spoke a language other than English at home tended to be less likely to have entered part-time employment and more likely to not be in the labour force, further education or training.

Table 15 Main post-school destination in 2015 of early school leavers by cultural and linguistic background

Main destination	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes	No	Yes	No
	%	%	%	%
Base (n): All early school leavers	607	2,528	321	2,814
Bachelor degree	1.4	1.0	1.7	1.0
VET Cert IV+	4.9	10.3*	14.6	8.9*
VET Cert I-III	19.4	10.1*	9.9	11.5
Apprenticeship	9.1	28.5*	24.9	26.2
Traineeship	5.1	5.9	6.5	5.7
F/T Work	6.8	10.1*	7.3	10.0
P/T Work	10.7	12.9	8.6	13.1
Looking for work	28.0	14.7*	16.2	16.4
NILFET	14.7	6.5*	10.3	7.2

* 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).

Early school leavers who identified as Aboriginal or Torres Strait Islander were more likely than others to have entered a Certificate I-III course, be looking for work or not in the labour force, further education or training. These early school leavers were less likely than others to have entered a Certificate IV, Diploma or Advanced Diploma course, apprenticeship or be in full-time employment.

2.2. Educational status

Overall participation in further education continued to differ markedly between Year 12 completers and early school leavers (see Table 16).

In 2015, approximately three-quarters (75.2%) of Year 12 completers were currently participating in some form of further education, while another 6.0% stated they were enrolled, but had not yet commenced. By comparison, approximately half (53.1%) of early school leavers stated they were currently studying, while 2.3% were enrolled, but had not yet commenced further education. These trends were broadly in line with those seen in 2014.

Table 16 Education status among Year 12 completers and early school leavers

Education status	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): All respondents	3,581	3,490	7,000	3,135
Currently studying	72.0	75.2	53.3	53.1
Enrolled, but not yet started	7.8	6.0	4.8	2.3
Not studying	20.2	18.8	42.0	44.7

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.

The main areas of study among Year 12 completers in further education in 2015 were broadly consistent with 2014 results and included society and culture (23.9%); management and commerce (21.2%); health (16.8%); and natural and physical sciences (11.7%). The main area of study among early school leavers overall continued to vary considerably from Year 12 completers.

The most common area of study among early school leavers in the 2015 survey was management and commerce (17.4%); followed by food, hospitality and personal services (14.7%); and society and culture (12.5%). Since the 2014 survey, there appears to have been small changes in participation in some areas of study among early school leavers. There has been a slight increase in participation in health (up 4.4 points), and natural and physical sciences courses (up 1.8 points), but a slight decrease in architecture and building (down 3.1 points).

Table 17 Area of study for those currently in further education

Area of study	Year 12 completers		Early school leavers	
	2014 %	2015 %	2014 %	2015 %
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	1,998	2,106	1,569	727
Natural and physical sciences	12.0	11.7	0.7	2.5*
Information technology	5.8	4.7	4.7	5.2
Engineering and related technologies	9.1	8.1	4.2	3.9
Architecture and building	2.2	2.4	5.7	2.6*
Agriculture environment and related	1.0	0.7	3.9	4.0
Health	15.1	16.8	7.3	11.7*
Education	8.2	7.5	6.2	6.6
Management and commerce	22.1	21.2	18.6	17.4
Society and culture	23.5	23.9	12.3	12.5
Creative arts	9.3	10.5	9.1	10.9
Food hospitality and personal services	1.7	2.3	15.2	14.7
Mixed field programmes	1.6	1.9	12.2	8.5
Other	-	0.2	0.2	0.4
Don't know/Refused	-	-	0.1	-

* Indicates result is significantly different to the 2014 result (p<.01).

When the area of study undertaken by Year 12 completers and early school leavers 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 Year 12 completers and early school leavers by selected education-based post-school destinations in 2015

Area of study	Year 12 completers			Early school leavers		
	Bachelor degree	VET Cert IV+	VET Cert I-III	Bachelor degree	VET Cert IV+	VET Cert I-III
	%	%	%	%	%	%
Base (n): Currently studying	1,638	288	180	38	314	375
Natural and physical sciences	14.0	2.4	4.4	10.2	2.3	1.9
Information technology	4.3	5.0	8.0	6.2	5.9	4.5
Engineering and related technologies	9.2	3.9	3.4	9.5	1.8	5.1
Architecture and building	1.9	6.0	0.7	-	1.5	3.7
Agriculture environment and related	0.6	0.4	2.4	6.9	0.6	6.5
Health	17.3	15.3	13.8	17.0	12.3	10.8
Education	8.1	3.7	8.2	8.2	7.0	6.0
Management and commerce	21.6	25.4	8.4	16.2	15.1	19.5*
Society and culture	26.5	16.8	7.9	14.0	15.6	9.7
Creative arts	10.5	12.6	6.6	4.0	18.1	5.5
Food hospitality and personal services	0.4	7.4	13.7	4.4	16.6*	14.0
Mixed field programmes	0.3	1.5	20.4	3.0	3.5	13.3
Other	0.1	0.5	-	-	0.2	0.6
Don't know/Refused	-	-	-	-	-	-

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

2.2.2. *Likelihood of undertaking further education*

Among Year 12 completers surveyed not currently studying or enrolled in any form of further education, the majority (86.8% of Year 12 completers and 81.0% of 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 Table 19). A further one-in-ten said it was 'not very likely' they would start some study or training in the next two years (9.4%), while a minority (2.7%) categorically stated it was 'not at all likely'.

Self-reported likelihood to undertake further study was comparable between Year 12 completers and early school leavers. Results were also consistent with those seen in the 2014 survey.

Table 19 Likelihood of undertaking further education in the next two years among Year 12 completers and early school leavers

Likelihood of undertaking further education	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): Not currently studying or enrolled in further education and non-proxy interview	807	761	2,613	1,173
NET: Likely	85.3	86.8	81.4	81.0
Extremely likely	48.2	48.8	44.2	40.2
Somewhat likely	37.1	37.9	37.2	40.8
Not very likely	8.9	9.4	10.3	11.4
Not at all likely	3.8	2.7	5.3	4.4
Don't know / Refused	2.0	1.1	3.1	3.2

Year 12 completers and early school leavers who were not currently studying and stated they had no plans to undertake further study in the next two years were asked about their main reasons for holding that view.

The main reasons given by early school leavers for not planning to undertake further study in the future mainly related to employment (28.5%) or being disengaged with education (24.6%). These results were comparable to 2014 (see Table 20).

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

Table 20 Reason for planning to not undertake further study among early school leavers

Main reason	2014 %	2015 %
Base (n): Early school leavers with no intention to undertake further study	137	53
Disengaged with education	**24.0**	**24.6**
Don't like studying	12.9	11.1
Never planned or intended to study	11.1	13.5
Employment related	**23.0**	**28.5**
Wanted to start career right away	12.1	10.2
Wanted to start earning own money	11.0	18.4
Too busy or caring for family member	10.4	3.0
Don't need a qualification	7.1	4.8
Didn't know what to do	5.7	3.0
Already completed a qualification	4.8	-
Unable to study due to health issues	2.5	7.9
Courses not available locally	2.2	4.3
Planning on studying / Waiting for course to start	1.9	1.4
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	2.3
Other	8.1	9.0
No answer	6.4	11.1

2.3. Employment status

2.3.1. Labour force participation

The majority of Year 12 completers (65.4%) and early school leavers (63.1%) at the time of the 2015 survey were working in some capacity (see Table 21). Although overall participation in employment was similar between Year 12 completers and early school leavers, the basis for employment was quite different. More specially, employment among Year 12 completers was skewed towards part-time employment, while among early school leavers it was skewed towards full-time employment.

Labour force participation among Year 12 completers and early school leavers in the 2015 survey was broadly comparable to that seen in 2014. The only notable change was a decrease in the proportion of Year 12 completers indicating they were currently looking for work and a corresponding increase in the proportion who were not actively looking for work.

Table 21 Employment status

Employment status	Year 12 completers		Early school leavers	
	2014 %	2015 %	2014 %	2015 %
Base (n): All	3,581	3,490	7,000	3,135
Working	64.6	65.4	62.1	63.1
35+ hours	15.6	15.8	37.5	38.8
Under 35 hours	49.0	49.6	24.6	24.3
Looking for work	22.3	18.5*	26.6	24.4
Not looking for work	13.1	16.1*	11.3	12.6

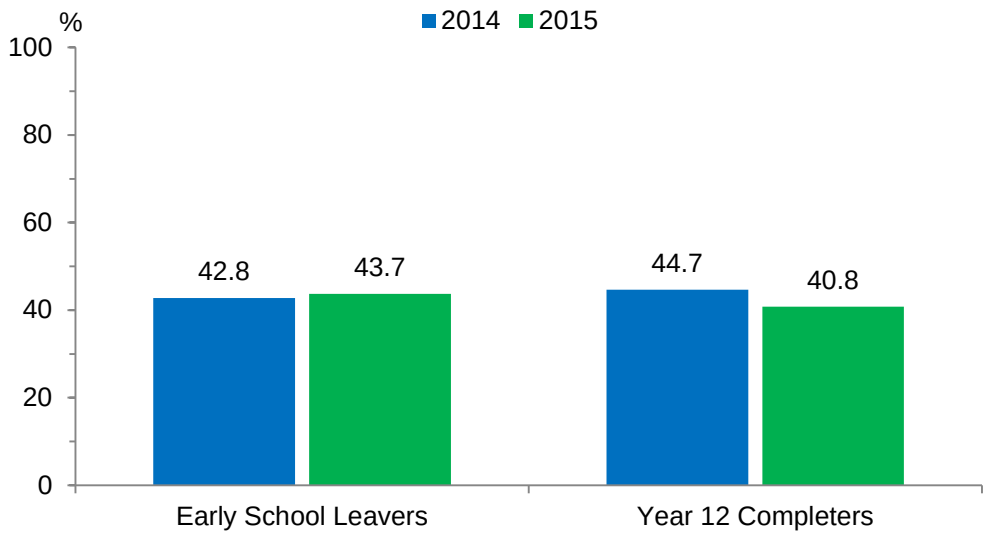
* Indicates result is significantly different to 2014 (p<.01).

2.3.2. Preference to work more hours

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

Overall, approximately two-fifths of Year 12 completers (40.8%) and early school leavers (43.7%) currently employed said they would prefer to be working more hours (see Figure 3). These results were comparable to 2014.

Figure 3 Preference to work more hours

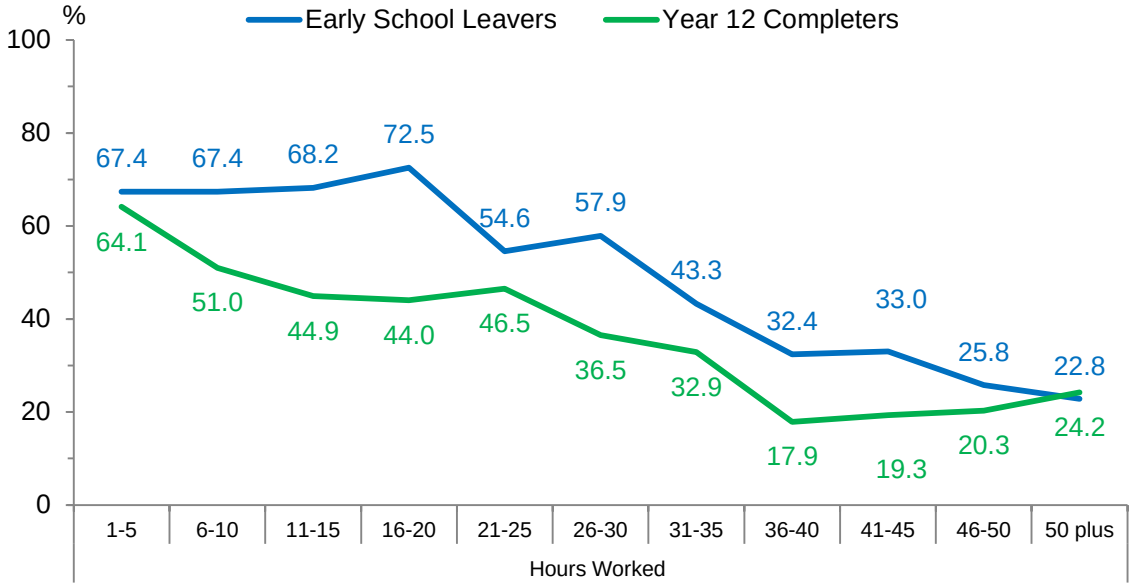


Base: Currently employed (Early school leavers, n=1,831; Year 12 completers, n=2,150).

As seen in Figure 4, there appears to be no significant differences between Year 12 completers and early school leavers in relation to their preference to work more hours.

However, when these preferences are examined by average weekly hours worked, it is apparent that early school leavers are more likely than Year 12 completers to report having a preference to work greater hours (see Figure 4). This trend is likely to reflect the prominence of employment as the main post-school destination among early school leavers.

Figure 4 Preference to work more hours by average hours worked each week



Base: Currently employed (Early school leavers, n=1,831; Year 12 completers, n=2,150).

2.3.3. Employment satisfaction

Satisfaction with their current job was high among Year 12 completers and early school leavers, with nearly all stating they liked their current job; typically they liked it 'a lot' (see Table 22). Job satisfaction was slightly higher among early school leavers. These results were comparable to 2014.

Further, as noted in 2014, satisfaction tended to be strongest among those whose main post-school destination was an apprenticeship or traineeship. 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.

Table 22 Extent to which Year 12 completers and early school leavers 'liked' their job

Liked current job	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): Currently employed	2,303	2,262	4,493	2,011
NET: A lot / Somewhat	**90.9**	**89.9**	**92.9**	**93.8**
A lot	54.1	54.3	69.8	70.5
Somewhat	36.9	35.6	23.1	23.3
Not very much	6.6	7.1	4.4	4.2
Not at all	1.1	2.6*	1.8	1.5
Don't know/Refused	1.3	0.4	0.9	0.5

* Indicates result is significantly different to 2014 (p<.01).

2.3.4. Occupational classification

Among Year 12 completers who were in paid employment in 2015, 7.2% were undertaking an apprenticeship and 5.4% were undertaking a traineeship. The remainder (87.3%) were employed in roles not associated with an apprenticeship or traineeship. Among early school leavers, the proportion of those in paid employment who were undertaking an apprenticeship (40.7%) or traineeship (9.0%) was higher, while approximately half (50.3%) were employed in roles not associated with an apprenticeship or traineeship.

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

Table 23 summarises the main areas of specialisation (minor level classification) among Year 12 completers and early school leavers employed as an apprentice.

The most common apprenticeship areas among Year 12 completers surveyed in 2015 was electrician (17.9%), followed by bricklaying, carpentry and joinery (16.0%), automotive electrician and mechanic (13.4%) and food trade (11.1%). The rank order of apprenticeship areas among early school leavers varied compared to Year 12 completers. The most common area was bricklaying, carpentry and joinery (23.0%) followed by automotive electrician and mechanic (12.2%), plumber (10.0%), electrician (9.0%), food trades (7.9%) and hairdresser (7.5%).

There has been little change in the distribution of apprenticeship areas among Year 12 completers and early school leavers between the 2014 and 2015 surveys. The exception was an apparent switch in the rank order of bricklaying, carpentry and joinery, and electricians among Year 12 completers.

Table 23 Apprenticeship area among Year 12 completers and early school leavers

Occupation	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): Doing apprenticeship	180	173	1,952	846
Bricklayers, and Carpenters and Joiners	22.4	16.0	18.5	23.0
Automotive Electricians and Mechanics	13.3	13.4	15.0	12.2
Food Trades Workers	10.8	11.1	9.7	7.9
Plumbers	4.6	7.0	9.5	10.0
Electricians	16.3	17.9	9.3	9.0
Hairdressers	5.5	2.9	8.2	7.5
Fabrication Engineering Trades Workers	1.6	-	4.8	1.2*
Mechanical Engineering Trades Workers	5.4	4.1	4.0	6.2
Glaziers, Plasterers and Tilers	1.0	3.3	3.0	3.2
Horticultural Trades Workers	3.6	5.5	2.7	3.9
Electronics and Telecommunications Trades Workers	2.4	2.0	2.1	2.6
Wood Trades Workers	1.7	1.5	2.0	1.7
Other occupation	11.4	13.7	10.7	11.6
Don't know / Refused	-	1.4	0.4	-

* Indicates result is significantly different to 2014 (p<.01).

Table 24 summarises the main areas of traineeship specialisation (minor level classification grouped by sub-major) among Year 12 completers and early school leavers.

The most common traineeships at a minor level among Year 12 completers and early school leavers were roles as a sales person or assistant (20.0% and 21.7%, respectively) or child carer (15.2% and 15.4%). Although not statistically significant, professional roles were more common among Year 12 completers, while traineeships in a technical or trade roles were more common among early school leavers. These trends were consistent with those seen in 2014.

Table 24 Traineeship area among Year 12 completers and early school leavers

Occupation	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): Doing traineeship	195	161	443	181
Managers	3.9	1.9	0.6	3.2
Professionals	12.9	8.2	2.1	4.7
Accountants, Auditors and Company Secretaries	4.3	0.1	0.2	0.4
School Teachers	2.6	1.1	0.2	-
Business, Human Resource and Marketing Professionals	2.4	-	0.2	-
Technicians and Trades Workers	6.1	11.4	16.9	22.5
Food Trades Workers	0.1	2.1	2.2	4.9
Bricklayers, and Carpenters and Joiners	-	1.2	1.8	3.6
Automotive Electricians and Mechanics	1.1	0.1	1.8	-
Construction Trades Workers	-	2.1	1.7	4.3
Building and Engineering Technicians	2.8	0.1	0.2	0.9
Community and Personal Service Workers	33.0	34.1	28.3	27.0
Child Carers	16.9	15.2	15.2	15.4
Hospitality Workers	10.2	11.8	6.0	7.1
Personal Service and Travel Workers	0.7	-	3.1	0.5
Personal Carers and Assistants	1.2	0.1	2.4	2.9
Clerical and Administration Workers	12.7	16.5	11.1	6.9
General Clerks	9.3	10.3	8.1	3.7
Sales Workers	24.6	23.3	26.6	24.6
Sales Assistants and Salespersons	24.6	20.0	24.9	21.7
Machinery Operators and Drivers	0.1	0.6	2.0	1.1
Labourers	5.8	2.2	9.0	7.8
Farm, Forestry and Garden Workers	1.2	2.1	4.9	2.4
Construction and Mining Labourers	1.6	0.1	1.2	2.0
Factory Process Workers	2.9	-	0.2	-
Not enough information provided	0.9	1.7	0.9	1.0
Don't know / Refused	0.1	-	2.5	1.2

Table 25 summarises the main occupation classifications among Year 12 completers and early school leavers not in an apprenticeship or traineeship.

The most common occupation category among Year 12 completers was sales, with approximately one-third (35.2%) working in this area. A further one-quarter were employed in community and personal services (26.7%). The profile of occupations among early school leavers varied to some extent from that seen among Year 12 completers. The most common occupation category among early school leavers was labourer (29.6%), followed by sales (27.4%) and community and personal services (19.7%).

The profile of occupations among Year 12 completers and early school leavers in the 2015 results was broadly consistent with the 2014 results. There were however, a small number of trends that warrant mention. Firstly, there has been a small decrease in the proportion of Year 12 completers and early school leavers working as checkout operators and office cashiers. Secondly, the rank order of the labourer and sales occupation categories for early school leavers was reversed in 2015.

Table 25 Main occupation among Year 12 completers and early school leavers

Occupation	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): Currently have paid job, not apprenticeship or traineeship	1,928	1,928	2,098	984
Managers	2.4	1.7	1.1	1.1
Professionals	7.3	7.3	2.0	1.1
Education Professionals	*5.5*	*4.6*	*0.3*	*0.1*
Technicians and Trades Workers	3.2	3.2	8.2	6.9
Community and Personal Service Workers	28.0	26.7	16.3	19.7
Hospitality Workers	*17.1*	*16.8*	*10.6*	*12.8*
Clerical and Administration Workers	4.8	6.5	4.3	5.5
Receptionists	*1.3*	*1.6*	*1.6*	*2.2*
Sales Workers	32.9	35.2	31.7	27.4
Sales Assistants and Salespersons	*20.9*	*25.3*	*17.0*	*16.1*
Checkout Operators and Office Cashiers	*11.6*	*8.2**	*14.1*	*10.6**
Machinery Operators and Drivers	5.5	5.2	7.5	6.9
Storepersons	*4.6*	*3.9*	*5.3*	*4.6*
Labourers	14.9	13.8	27.6	29.6
Food Preparation Assistants	*7.3*	*7.0*	*10.9*	*10.8*
Construction and Mining Labourers	*1.6*	*1.2*	*4.7*	*6.3*
Farm, Forestry and Garden Workers	*1.4*	*0.9*	*3.8*	*4.1*
Not enough information provided	0.5	0.2	0.3	1.1
Don't know/Refused	0.4	0.2	1.0	0.8

* Indicates result is significantly different to 2014 (p<.01).

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

A relatively small number of Year 12 completers (2.1%) and early school leavers (7.6%) reported being neither in the labour force nor engaged in further education or training in 2015. The following section provides a summary profile of this group and reports their current main activity.

2.4.1. Socio-demographic profile

A small number of socio-demographic differences relating to being classified as not in the labour force, further education or training in 2015 (see Section 2.1). Further, these differences were not consistent across the Year 12 completers and early school leaver cohorts.

The only significant sub-group difference among Year 12 completers indicated that those who identified as being from an Aboriginal or Torres Strait Islander background were more likely than others to be not in the labour force, further education or training. Among early school leavers, the main sub-group differences related to school sector, Aboriginal or Torres Strait Islander background, and participation in VET at school. More specifically, early school leavers who were not in the labour force, further education or training were more likely to be from the Catholic school sector, identified as being from an Aboriginal or Torres Strait Islander background and did not undertake a VET course while at school.

2.4.2. Main activity

Year 12 completers and early school leavers who were not working or looking for work were asked about their main activity. Table 26 provides a summary of their responses.

Table 26 Main activity of Year 12 completers and early school leavers not in the labour force or further education or training

Main activity	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): NILFET	109	86	393	223
Recreation / nothing	45.5	51.7	28.4	29.6
Nothing	*1.8*	*7.8*	*15.2*	*21.4*
Recreational activities	*10.5*	*10.8*	*10.7*	*5.9*
Travel / gap year	33.2	33.2	2.6	2.3
Looking after children / preparing for birth	1.9	1.9	19.0	15.1
Undertaking informal study or training	21.0	23.4	15.3	11.2
Unable to work due to illness	10.2	6.3	9.0	16.2
Performing home duties	5.8	5.4	8.7	7.9
Waiting for course to start / looking to enrol	-	2.7	3.7	4.6
Unpaid work	12.7	1.9	2.9	5.4
Carer for another person	0.3	4.6	2.4	2.0
Other	2.7	2.1	7.0	2.8
Don't know / Refused	-	-	3.6	3.2

The most common main activity for Year 12 completers not in the labour force, further education or training in 2015 continued to be recreation (51.7%); typically involving travel or having a gap year (33.2%). Approximately one-quarter (23.4%) were undertaking some form of informal studying or training (i.e. study that was not classified as a VET course or recognised as an apprenticeship or traineeship). Other activities were infrequently mentioned.

The most common main activity among early school leavers not in the labour force, further education or training was also recreation (29.6%). However, the proportion that mentioned recreation was lower than Year 12 completers and the nature of the activity was quite different; tending to focus mainly on doing 'nothing' (21.4%). Other common main activities among early school leavers were being unable to work due to illness (16.2%), looking after children (or preparing for birth: 15.1%) and undertaking informal studying or training (11.2%).

Sample sizes were typically too small for reliable sub-group analysis of the main activity among Year 12 completers and early school leavers not in the labour force or further education or training. Notwithstanding this issue, a number of general trends were observed. More specifically, it appears that male early school leavers (43.8%) were generally much more likely than females (14.3%) to say their main activity was recreation or doing nothing, while female early school leavers were generally more likely to say they were looking after children or preparing for birth (30.8% vs. 0.5%).

2.4.3. Deferring further education

Results from the 2015 survey indicated that approximately one-quarter (28.2%) of Year 12 completers who were not in the labour force, further education or training indicated they were enrolled in a course, but had deferred it. This proportion was lower (albeit not statistically significantly) than seen in 2014 (43.0%) and on par with rates of deferred further education among other non-education destinations. For example, 28.3% of those in full-time employment, 23.4% of those in part-time employment and 12.9% of those looking for work had deferred a place in further education.

By contrast, very few (2.8%) early school leavers in comparison to Year 12 completers 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 lower than seen in 2014 (9.3%). Further, the prevalence of having deferred further education was comparable to early school leavers whose main post-school destination was full-time employment (2.7%), but was marginally lower than those looking for work (4.9%) or in part-time employment (4.6%).

3. Reasons for leaving school early

This section of the report explores early school leavers' self-reported reasons for leaving school before completing Year 12 in 2014. It also explores the relationship between these reasons and a range of socio-demographic factors, as well as post-school destinations.

3.1. Main survey findings

Early school leavers 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.

In 2015, the most common self-reported reasons for leaving school early continued to relate to wanting to pursue employment and career opportunities and not liking school or teachers (see Table 27). 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.

Table 27 Self-reported reasons for leaving school early

Reason for leaving	Main reason		Other reason		Total mention	
	2014	2015	2014	2015	2014	2015
	%	%	%	%	%	%
Base (n): All early school leavers	7,000	3,135	7,000	3,135	7,000	3,135
Disillusioned	37.4	34.9	17.2	16.0	48.9	45.8*
Didn't like school / teachers	*20.5*	*16.9**	*8.5*	*6.9*	*28.2*	*23.5**
School not for me	*10.3*	*10.6*	*5.3*	*6.1*	*15.5*	*16.5*
Was not interested in going / bored	*6.6*	*7.4*	*3.9*	*3.6*	*10.5*	*11.0*
Academic or behavioural difficulties	14.5	15.4	6.5	6.7	20.4	21.3
Not coping well at school	*10.7*	*11.1*	*5.3*	*5.9*	*15.8*	*16.8*
Asked to leave / expelled / got in trouble	*3.8*	*4.3*	*1.3*	*0.8*	*5.0*	*5.0*
I was bullied	4.3	3.3	2.8	2.3	6.9	5.6
Work reasons / Career reasons	24.8	24.8	12.5	12.1	36.9	36.5
Looking for / went to other educational opportunities	5.3	6.3	3.6	3.3	8.6	9.4
Study elsewhere / TAFE / different course	*3.8*	*4.7*	*2.4*	*2.4*	*6.2*	*7.0*
Other external factors	9.5	10.8	5.4	5.7	13.9	15.4
Ill health / sickness	*4.5*	*5.4*	*2.0*	*1.6*	*6.4*	*6.8*
Family commitments	*1.5*	*2.0*	*1.1*	*0.8*	*2.6*	*2.8*
Pregnancy	*1.4*	*0.7**	*0.1*	*0.2*	*1.5*	*0.9**
Other	2.0	2.0	2.2	2.2	4.1	4.1
No main/other reason	0.5	0.2	53.3	54.9	0.5	0.2
Don't know/Refused	1.7	2.3	0.7	0.5	1.7	2.3

* Indicates result is significantly different to 2014 (p<.01).

There has been little change between the 2014 and 2015 surveys relating to the self-reported reasons for leaving school early. The only significant changes noted were a decrease in mentions of not liking school or teachers among early school leavers and a marginal decrease in mentions of pregnancy.

3.2. 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;
- Experiencing bullying;
- Wanting to pursue employment opportunities or advance a career;
- Seeking other education opportunities;
- External factors or pressures; 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, as well as post-school destination (see Tables 28-30 overleaf). By and large, these trends were consistent with those seen in the 2014 survey.

3.2.1. Disillusioned with school

Being disillusioned with school was the most frequently mentioned reason for leaving school before completing Year 12, with one-third (34.9%) of those surveyed in 2015, saying it was the main reason they left and a further 16.0% saying it was a secondary reason.

Mention of this reason for leaving school was reasonably uniform across socio-demographic factors. The only notable difference was early school leavers aged 18 years and over were less likely than others to give being disillusioned with school as their main reason for leaving school early. Further, while not statistically significant in 2015, those who had attended an Independent school (30.1%) tended to also be less likely to give this as their main reason. In terms of their post-school destinations, this group was more likely than others to be in full-time employment (12.8%), but less likely to be looking for work (13.2%), or not in the labour force, education or training (4.5%).

3.2.2. Academic or behavioural difficulties

Early school leavers citing academic or behavioural difficulties as their main reason for leaving school were less likely than others to have attended a Catholic school (11.0%). Mention of this reason for leaving school also tended to increase with age. Further, these early school leavers were more likely to be looking for work (25.5%) and were less likely to have entered an apprenticeship (11.3%).

3.2.3. Bullying

Early school leavers who cited being bullied as the main reason for leaving school early were more likely than others to be female (4.9%), from the lowest parental SES quartile (5.3%) and be identified as Aboriginal and Torres Strait Islander (7.6%). This group of early school leavers were the most likely to be looking for work (32.6%) and many were classified as being not in the labour force, education or training (16.6%). Further, the proportion of this group in a traineeship or full-time employment was lower than any other group of early school leavers. However, the very small proportion of people citing bullying as a reason (n=99) meant that the relative standardised errors for these estimates were too high to conduct reliable significance testing.

3.2.4. Employment or career

Early school leavers citing employment or career-related reasons as their main reason for leaving school were more likely to be male (30.0%), have attended a Catholic school (30.5%) and not be identified as Aboriginal and Torres Strait Islander (26.2%), but less likely to be aged 18 years and over (17.0%). Given this socio-demographic, it is not surprising that early school leavers who cited this reason were substantially more likely than others to have entered an apprenticeship (49.2%). Further, these early school leavers were less likely to enter a VET course of any level, part-time employment, be looking for work or not be in the labour force, education or training.

3.2.5. Looking for other education opportunities

In 2015, early school leavers citing the desire to seek other education opportunities as the main motivator for leaving school early were less likely to be identified as Aboriginal and Torres Strait Islander (2.2%). They were more likely to have attended an Independent school (10.3%). In terms of their post-school destinations, these early school leavers were the group most likely to have entered higher level VET courses (namely, an Advanced Diploma, Associate Diploma or Certificate IV; 26.0%). They were also less likely than others to be looking for work (9.0%) or be classified as not in the labour force, education or training (3.8%).

3.2.6. External factors or pressures

This reason for leaving school early represented a collection of circumstance relating to personal illness, caring for and having children. This group of early school leavers was over represented by females (16.1%) and tended to substantially increase with age. Post-school destinations for this group of early school leavers tended to be overrepresented in non-educational and employment related destinations. This group were the most likely to be classified as not being in the labour force, education or training (25.2%), while many were looking for work (21.7%). Conversely, they were less likely than other to have entered an apprenticeship (3.3%), traineeship (2.8%) or full-time work (5.7%).

3.2.7. Other reasons

Early school leavers who provided a response not grouped into one of the previous six themes were more likely to be identified as being from Aboriginal or Torres Strait Islander background (8.5%) and less likely to have attended a Catholic school (2.5%). This group of early school leavers was less likely than others to have entered an apprenticeship (11.2%), while one-quarter were looking for work (23.8%).

Table 28 Self-reported main reasons for leaving school early by gender, school sector and SES

Reason for leaving	Gender		Sector			SES			
	Male	Female	DoE	Catholic	Independent	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	1,920	1,215	2,049	666	420	475	742	885	927
Disillusioned	35.5	34.0	34.8	38.5	30.1	33.7	35.9	33.7	36.0
Academic or behavioural difficulties	15.2	15.6	15.9	11.0*	17.5	14.1	15.5	14.1	16.7
I was bullied	2.2	4.9*	3.5	2.0	3.0	2.0	2.8	1.8	5.3*
Work reasons	30.0	17.3*	24.2	30.5*	22.0	23.4	23.3	30.0	22.7
Looking for other educational opportunities	5.9	6.9	5.7	7.8	10.3*	7.8	7.2	7.4	4.0
Other external factors	7.2	16.1*	11.0	7.8	13.7	14.1	10.3	9.5	10.9
Other/No reason/Don't know/Refused	3.9	5.3	4.9	2.5*	3.4	4.8	4.9	3.6	4.5

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

Table 29 Self-reported main reasons for leaving school early by cultural background, participation in VET and age

Reason for leaving	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	607	2,528	321	2,814	1,330	1,805	211	1,102	1,417	405
Disillusioned	33.9	35.1	33.1	35.1	34.0	35.6	40.3	39.3	34.4	25.7*
Academic or behavioural difficulties	18.8	14.9	14.6	15.5	16.3	14.7	9.4	11.6	16.9*	21.1*
I was bullied	7.6	2.6*	0.3	3.7	2.9	3.6	2.9	4.2	2.9	2.7
Work reasons	15.8	26.2*	26.3	24.6	27.0	23.1	28.5	27.2	25.6	17.0*
Looking for other educational opportunities	2.2	6.9*	7.4	6.2	6.3	6.3	7.0	6.5	6.3	5.7
Other external factors	13.2	10.5	13.2	10.5	9.4	11.9	6.6	7.4	10.5	19.7*
Other/No reason/Don't know/Refused	8.5	3.9*	5.0	4.4	4.0	4.8	5.2	3.8	3.4	8.2

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

Table 30 Main post-school destination by self-reported main reasons for leaving school early

Reason for leaving	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	1,134	469	99	783	198	313	139
Bachelor degree	0.6	1.6	-	0.4	3.7	0.9	4.0
VET Cert IV+	9.3	8.8	4.9	5.8*	26.0*	9.7	14.7
VET Cert I-III	12.4	14.1	17.9	5.9*	12.2	15.0	8.5
Apprenticeship	27.8	11.3*	4.8	49.2*	22.0	3.3*	11.2*
Traineeship	6.1	7.0	1.0	6.6	7.0	2.8*	2.5
F/T Work	12.8*	7.2	3.5	10.6	5.6	5.7*	8.1
P/T Work	13.2	14.0	18.8	8.4*	10.6	15.8	17.7
Looking for work	13.2*	25.5*	32.6*	11.3*	9.0*	21.7	23.8
NILFET	4.5*	10.4	16.6	1.7*	3.8*	25.2*	9.5

* Indicates result is significantly different to the average of other self-reported reasons (p<.01).

4. School engagement

This section of the report explores measures relating to school engagement among Year 12 completers and early school leavers. Respondents were asked what they enjoyed most about school, and what they least enjoyed about school. Early school leavers were also asked the extent to which the aspect of school they enjoyed the least had influenced their decision to leave school early.

4.1.1. Most enjoyed about school

The majority of Year 12 completers (94.5%) and early school leavers (85.1%) were able to identify something they had liked about school (see Table 31). For both cohorts, typically this was socialising or friends and specific subjects (most commonly sports or physical education). Other aspects were mentioned by a minority only. Further, apart from a slight decrease in mentions of liking school in general among Year 12 completers, the aspect they enjoyed most about school did not significantly differ between the 2014 and 2015 surveys.

The rank order of aspects liked most about school was similar for Year 12 completers and early school leavers, although the proportion who cited each factor did vary. More specifically, Year 12 completers in 2015 were more likely than early school leavers to mention socialising or friends, and good teachers as the aspect they enjoyed most about school. They were less likely to mention specific subjects, especially sports or physical education.

Table 31 Factors enjoyed most about school among Year 12 completers and early school leavers

Enjoyed most about school	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): All	3,581	3,490	7,000	3,135
Total	**91.9**	**94.5***	**83.1**	**85.1**
Socialising / friends	52.0	53.6	42.6	44.4
Specific classroom subjects	14.5	16.6	28.3	26.2
Sport / Physical Education	*3.7*	*4.4*	*10.4*	*9.8*
Engineering / Metalwork / Woodwork	*0.8*	*0.8*	*3.7*	*3.1*
Visual Art Subjects	*1.9*	*1.6*	*2.7*	*2.2*
English Subjects	*0.9*	*1.4*	*2.0*	*2.1*
Math Subjects	*1.5*	*0.9*	*1.7*	*1.6*
School in general / learning	8.5	6.0*	4.0	4.3
Good teachers	5.7	7.4	3.2	4.3
Lunch / Breaks	0.8	0.8	1.5	2.1
Other	10.5	10.1	3.5	3.8
Nothing	3.5	3.3	12.3	10.9
Don't know / Refused	4.6	2.2*	4.6	4.0

* Indicates result is significantly different to 2014 (p<.01).

4.1.2. Least enjoyed about school

The majority of Year 12 completers (81.7%) and early school leavers (83.7%) surveyed in 2015 identified something they did not like about school (see Table 32).

Among Year 12 completers, the most frequently mentioned aspect was the assessable components of subjects, such as exams and homework (31.8%). This was followed by specific subjects (13.4%), school structure (10.5%) and teachers (7.5%). School work or the assessment process was also the frequently mentioned least enjoyed aspects about school by early school leavers (26.0%); however, the general profile of aspects mentioned by this cohort differed from Year 12 completers. More specifically, early school leavers were more likely than Year 12 completers to mention issues with teachers, issues with other students and school in general (i.e. 'everything'), but were less likely to mention school work or the assessment process, and the daily school routine.

There was little meaningful change between the 2014 and 2015 surveys in terms of the aspects Year 12 completers and early school leavers enjoyed least about school.

Table 32 Factors enjoyed least about school among Year 12 completers and early school leavers

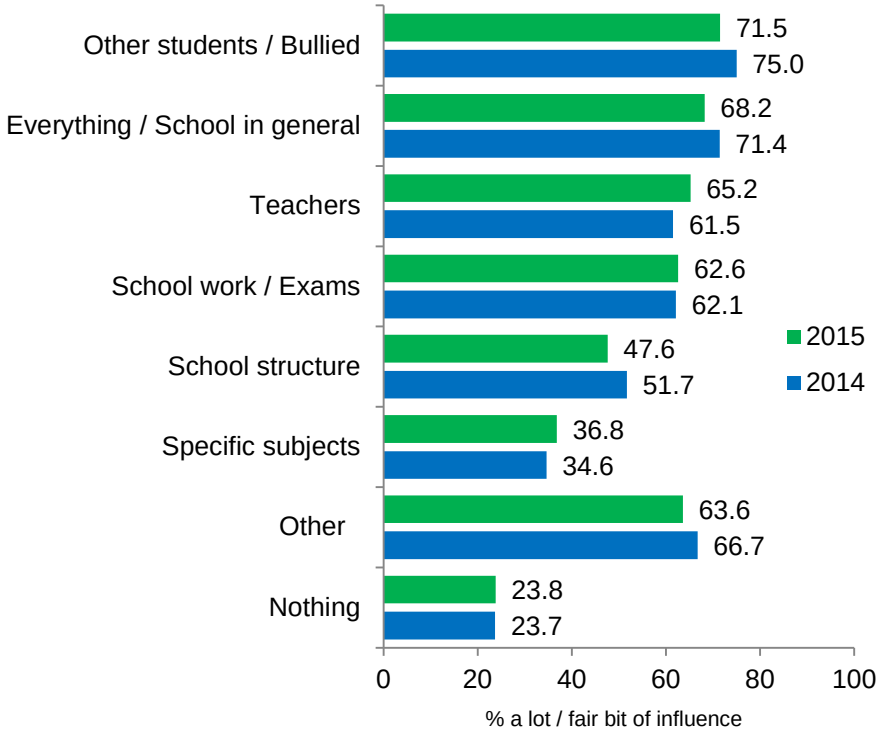
Enjoyed least about school	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): All	3,581	3,490	7,000	3,135
Total	81.1	81.7	81.9	83.7
School work / Exams	31.3	31.8	26.1	26.0
Specific subjects	11.9	13.4	15.9	13.9
Math Subjects	5.7	4.8	7.9	7.0
English Subjects	3.6	5.7*	4.3	4.1
Teachers	8	7.5	15.6	15.1
Other students / Bullied	6.8	5.0	10	10.3
School structure	9.6	10.5	6.6	8.4*
Daily routine	6.6	7.5	4.7	5.5
Discipline / rules	2.9	3.0	1.9	2.9
Everything / School in general	0.7	0.5	2.9	3.1
Other	12.9	12.9	4.7	6.8*
Nothing	10.8	14.1*	8.2	9.0
Don't know / Refused	8.1	4.2*	9.8	7.3*

* Indicates result is significantly different to 2014 (p<.01).

The majority (55.3%) of early school leavers who mentioned something they had enjoyed least about school also stated that it had exerted ‘a lot’ or 'a fair bit' of influence on their decision to leave school before completing Year 12. This level of influence was comparable to 2014 (54.9%).

The extent to which the least enjoyed things about school influenced a student's decision to leave school early greatly varied. The aspects rated as having the greatest influence on the decision to leave early were problems with other students or their peer group (including being bullied) and expressing a general dislike for school (see Figure 5). These were followed by issues with teachers and the school work or the assessment process. The issues that appear to have the least influence were issues with school structure (i.e. the rule or routine) and not enjoying specific subjects. Overall, these results were comparable with those seen in the 2014 survey.

Figure 5 Influence of the least enjoyed aspects about school on the decision to leave



Base: Gave response for what they enjoyed least about school (2014, n=6,322; 2015, n=2,916).

Figure reports a lot / fair bit of influence.

5. Career expectations

The following section of the report outlines the career expectations of Year 12 completers and early school leavers. Career expectations were defined by the kind of job they expected to have by age 30. Table 33 summarises the main expected careers (at the ANZSCO minor level) among Year 12 completers and early school leavers from the 2014 and 2015 surveys.

A little more than half (56.2%) of Year 12 completers surveyed in 2015 expected they would be working in a professional role by age 30 with the main professional roles being:

- School teacher (8.3%);
- Legal professional (4.1%);
- Social and welfare professional (4.1%);
- Midwifery and nursing (4.0%); and
- Engineers (3.9%).

Further, fewer than one-in-ten Year 12 completers surveyed in 2015 expected to be working in other occupation categories (range 0.2-8.6%), while approximately one-fifth (17.5%) did not know (or were unable to say) what career they expected to have at age 30.

The profile of expected careers among early school leavers continued to be very different to Year 12 completers. In particular, early school leavers were more likely to expect they would be working in a technical or trade role (33.5%), or community or personal service role (14.2%) at age 30, but were less likely to expect to be working in a professional role (18.6%). They were also more likely to not know what career they expected to have at age 30 (21.3%).

The specific roles mentioned by early school leavers were quite diverse. The most common were:

- Bricklayer, carpenter or joiner (6.7%);
- Automotive electrician (6.0%);
- Personal service and travel worker (3.3%);
- Defence force member, fire fighter or police officer (3.2%);
- Child carer (2.8%);
- Electrician (2.8%),
- Food trades (2.6%); and
- School teacher (2.5%).

Table 33 Expected career at age 30 among Year 12 completers and early school leavers

Career	Year 12 completers		Early school leavers	
	2014	2015	2014	2015
	%	%	%	%
Base (n): All	3,581	3,490	7,000	3,135
Managers	6.2	5.6	5.0	5.0
Professionals	53.9	56.2	15.8	18.6*
School Teachers	8.8	8.3	3.9	2.5*
Arts Professionals	2.1	2.4	1.8	2.2
Midwifery and Nursing	3.3	4.0	1.6	2.3
Architects, Designers, Planners and Surveyors	3.5	3.4	1.5	1.4
Engineering	4.2	3.9	0.5	1.0
Natural and Physical Science	3.0	3.4	0.8	1.6
Health Diagnostics and Promotion	1.5	1.9	0.1	0.3
Legal Professionals	3.6	4.1	0.4	0.3
Medical Practitioners	3.3	3.2	0.3	0.3
Social and Welfare	2.3	4.1*	1.1	1.5
Health Therapy	3.4	3.0	0.2	0.3
Technicians and Trades Workers	8.3	7.8	34.6	33.5
Bricklayers, and Carpenters and Joiners	1.7	0.8	6.2	6.7
Automotive Electricians and Mechanics	1.0	1.1	5.8	6.0
Electricians	1.1	0.9	3.2	2.8
Food Trades	0.8	0.9	3.0	2.6
Hairdressers	0.3	0.1	2.9	2.2
Plumbers	0.2	0.2	2.7	2.7
Animal Attendant and Trainers, and Shearers	0.9	0.7	1.7	2.1
Community and Personal Service Workers	8.2	8.6	13.2	14.2
Health and Welfare Support	1.9	1.3	1.6	1.4
Defence Force Members, Fire Fighters and Police	3.1	3.8	3.4	3.2
Personal Service and Travel	0.6	0.7	3.0	3.3
Sports and Fitness	1.7	0.9	1.9	1.6
Child Carers	0.3	1.2*	1.7	2.8*
Clerical and Administration Workers	1.5	1.5	1.7	1.4
Sales Workers	1.0	1.2	1.9	1.5
Machinery Operators and Drivers	0.1	0.2	1.5	1.3
Labourers	0.4	0.4	1.9	1.8
Not enough information provided	1.0	0.4	0.5	1.0
None	0.3	0.5	0.5	0.3
Flippant/Don't know/Refused	18.9	17.5	23.5	21.3

* Indicates result is significantly different to 2014 (p<.01).

There was little variation in career expectations among Year 12 completers and early school leavers between the 2014 and 2015 surveys. The rank order of the most common specific roles mentioned by Year 12 completers and early school leavers did vary a little between years, but very few of the trends were statistically significant.

The only significant changes were:

- An increase in the proportion of early school leavers expecting to work in a professional role (up 3.0 percentage points). This trend did not appear to be linked to an increase in specific professional roles, although a slight (but statistically significant) decrease in expectations to be a school teacher was observed (down 1.1 points).
- An increase in the proportion of Year 12 completers expecting to work as social and welfare professional (up 1.8 points); and
- A slight increase in the proportion of Year 12 completers (0.9 points) and early school leavers (1.1 points) expecting to work in a child care role.

Approximately three-quarters (74.9%) of Year 12 completers surveyed who articulated their career expectations at age 30 believed the courses offered at their school had prepared them well for their future career path. This was much higher than among early school leavers (45.6%). The perceived benefit of courses offered at their school was comparable to 2014 results (73.3% among Year 12 completers and 45.0% among early school leavers).

6. Destination two years after leaving school

The following section provides a brief overview of the main post-school destinations of Year 12 completers, early school leavers and Year 10 students who participated in the 2014 survey and who were re-interviewed again in 2015.

A total of 2,734 Year 12 completers, 5,096 early school leavers and 2,551 Year 10 students were eligible for follow-up in 2015. The retention rates were 72.0%, 53.9% and 76.0%, respectively.

6.1. Year 12 completers

As can be seen in Table 34, there has been little change in the prevalence of each post-school destination since 2014 among Year 12 completers, with most still undertaking a Bachelor degree (61.1%). The only notable change since 2014 has been a small (but statistically non-significant) increase in this group having entered a Bachelor degree.

Table 34 Main post-school destination by cohort and year

	Year 12 completers	
	2014	2015
	%	%
Base (n): All respondents	1,969	1,969
Some form of education and training	77.2	79.0
Bachelor degree	55.7	61.1
VET Cert IV+	8.0	6.3
VET Cert I-III	3.6	1.9
Apprenticeship	4.9	5.9
Traineeship	4.9	3.7
Employed	16.6	16.7
F/T Work	5.5	7.8
P/T Work	11.1	8.8
Looking for work	5.2	3.2
NILFET	1.1	1.1

Further analysis of individual changes or transitions in main post-school destination since 2014 revealed a slightly higher degree of movement between destinations than is suggested above.

Among the Year 12 completer longitudinal cohort, two-thirds (63.3%) were participating in the same post-school destination as 2014. Continuity in post-school destination in 2015 however, varied considerably by 2014 post-school destination (Table 35). Possibly due to the typical length of these educational programs, the least amount of change was seen among Year 12 completers who in 2014 had entered a Bachelor degree or apprenticeship; with 89% and 76%, respectively, still in the same post-school destination.

By contrast, less than one-in-three (range 13%-32%) Year 12 completers who had been classified in other post-school destinations in 2014 were still undertaking the same activity. In terms of what these Year 12 completers were doing in 2015, the following was noted:

- The majority of those who had entered employment (full-time: 54%, part-time: 56%), had been looking for work or had been classified as not in the labour force, education or training in 2014 had transitioned to some form of education or training in 2015.

- Year 12 completers who had entered a Certificate I-III course in 2014 had the highest rate of transition. Two-fifths (41%) had entered some other form of education or training; typically a Bachelor degree (19%) or Certificate IV, Diploma or Advanced Diploma (13%), although a small number had commenced an apprenticeship (4%) or traineeship (6%). Further, this group of Year 12 completers was the most likely to be looking for work (22%), while one-fifth (20%) were employed.
- Year 12 completers who had entered a traineeship in 2014 were the group most likely to transition to employment in 2015, with 43% working full-time or part-time. Further, one-third (35%) had entered some other form of education or training.
- Two-fifths (44%) of Year 12 completers who had entered a Certificate IV, Diploma or Advanced Diploma in 2014 had transitioned to some other form of education or training in 2015, while one-quarter (26%) were employed.

Table 35 Transitions in main post-school destination among Year 12 completers by main post-school destination from 2014 to 2015

	Bach-elor	VET IV+	VET I-III	Appren-ticeship	Trainee-ship	F/T work	P/T work	Looking for work	NILFET
	%	%	%	%	%	%	%	%	%
Base (n): All	986	146	92	88	113	152	237	129	26
No change in destination	89	27	13	76	22	32	27	19	27
Some form of education and training	4	44	41	9	35	54	56	49	64
Employed	5	26	20	13	43	10	12	30	5
Looking for work	1	2	22	3	<1	1	4	n/a	4
NILFET	<1	1	3	0	<1	4	<1	3	n/a

Note: 'Some form of education and training' and 'Employed' categories exclude the 2014 main post-school destination for each column.

6.2. Early school leavers

In comparison to Year 12 completers, there appears to have been much greater change in main post-school destination among early school leavers (see Table 36). Since the 2014 survey, there has been a significant decrease in participation in Certificate I-III courses (down 8.4 percentage points) and traineeships (2.2 points), but a significant increase in participation in Bachelor degrees (up 2.7 points) and full-time employment (7.3 points).

Table 36 Main post-school destination among early school leaver cohort by year

	Early school leavers	
	2014	2015
	%	%
Base (n): All respondents	2,748	2,748
Some form of education and training	57.6	51.8*
Bachelor degree	1.0	3.7*
VET Cert IV+	8.4	8.2
VET Cert I-III	15.4	7.0*
Apprenticeship	25.9	28.3
Traineeship	6.8	4.6*
Employed	19.9	28.5*
F/T Work	8.0	15.3*
P/T Work	11.9	13.2
Looking for work	17.5	15.2
NILFET	5.0	4.5

The 2015 early school leaver longitudinal cohort were less likely than the Year 12 completer cohort to remain in the same post-school destination (43.5% vs 63.3%). Apprenticeship were the most stable post-school destination among early school leavers, with 87% of those who had entered an apprenticeship in 2014 still undertaking an apprenticeship in 2015 (see Table 37). In terms of other post-school destinations:

- Early school leavers who had entered a Certificate I-III course in 2014 had the highest rate of transition. One-third (33%) of this group in 2015 were in some other form of education or training, typically a Certificate IV, Diploma or Advanced Diploma (14%) or apprenticeship (10%), although a small number had commenced a Bachelor degree (6%) or traineeship (3%). Further, 30% had entered employment and 21% were looking for work.
- Between 35% and 40% of early school leavers who had entered a Certificate IV, Diploma or Advanced Diploma course or a traineeship in 2014 had transitioned to employment, while one-quarter (23% & 27%, respectively) entered some other form of education or training.
- Looking for work in 2015 was more common among early school leavers whose main destination had been looking for work, a Certificate I-III course or not in the labour force, education or training in 2014. Further, being categorised as NILFET in 2015 was more common among those who had been looking for work or had not in the labour force, education or training in 2014.
- Continuation of a Bachelor degree among the small number of early school leavers who had entered such a course in 2014 was much lower (48%) than seen for the Year 12 completer longitudinal cohort. Early school leavers who had discontinued a Bachelor degree had typically commenced some other form of education and training (22%) or had entered employment (20%).

Table 37 Transitions in main post-school destination among early school leavers by main post-school destination from 2014 to 2015

	Bach-elor	VET IV+	VET I-III	Appr-entice	Trainee-ship	F/T work	P/T work	Looking for work	NILFET
	%	%	%	%	%	%	%	%	%
Base (n): All	29	234	400	847	195	219	339	373	112
No change in destination	48	24	12	87	31	44	27	37	23
Some form of education and training	22	23	33	3	27	39	29	25	37
Employed	20	38	30	7	35	10	25	28	12
Looking for work	9	11	21	2	4	7	15	n/a	28
NILFET	2	3	4	<1	3	1	4	10	n/a

Note: 'Some form of education and training' and 'Employed' categories exclude the 2014 main post-school destination for each column.

6.3. Year 10 students

A total of 1,940 of the Year 10 student cohort completed a follow-up interview in 2015. Nearly all were still enrolled in secondary school (92.9%) and undertaking Year 11 (92.5%). One student from the 2014 cohort was repeating Year 10, while six were completing Year 12. The remaining 7.1% had left school.

Among the minority (n=115) who were no longer in secondary school, 34.3% were in full time employment, 26.3% were in part-time employment and 29.5% were looking for work. Further, one-in-ten (9.8%) were not looking for work. Participation in other forms of education was not measured. The reasons these students left school early varied to results presented in Section 3 from the broader early school leaver survey. The most common reason for leaving school related to work or career reasons (45.3%), followed by not liking school or teachers (31.4%), looking for other educational opportunities (21.7%), not coping at school or failing subjects (13.5%) and external factors (8.4%). A further, 14.5% mentioned other reasons and 1.4% said they had left due to being bullied.

7. Summary and conclusions

This section of the report summarises the key findings from the 2015 Survey of Secondary Students' Post-School Destinations. The primary aim of the survey is 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.

7.1. Year 12 completers

The initial post-school destinations of those who complete Year 12 appear to be slowly changing over time. In the 2015 survey, entering a Bachelor degree continued to be the most common main post-school destination for Year 12 completers, with 53.2% reporting this destination. While the 2015 results did not significantly differ to the 2014 survey, there was nevertheless evidence of a continuation of small annual increases in the proportion of Year 12 completers entering a Bachelor degree. This is consistent with national trends of university enrolments (Department of Education and Training, 2015). The proportion of Year 12 completers entering a Bachelor degree was 0.7 percentage points higher than seen in the 2014 survey and 5.8 points higher than in 2010.

Commencing a Bachelor degree in the year after leaving school was not uniform across the Year 12 completer population in NSW. Consistent with findings from previous post-school surveys in NSW entering a Bachelor degree tended to be higher among Year 12 completers who were female, from higher parental SES backgrounds, had attended a non-Government school (although it should be noted SES and school sector are highly correlated), had attended a school in some areas of Greater Sydney or spoke a language other than English. Further, entering a Bachelor degree tended to be lower among Year 12 completers who had undertaken a VET course while at school or were identified as being from an Aboriginal or Torres Strait Islander background.

Results from the 2015 survey also suggest the gap between female and male Year 12 completers entering a Bachelor degree – which had decreased since the 2010 survey – has in fact widened. In the 2010 survey, the difference stood at 7.5 percentage points, which then decreased to 6.2 points in 2013 and 4.4 points in 2014. However, in 2015 the difference increased to 8.4 points.

In terms of other post-school destinations, 8.9% of Year 12 completers stated they were enrolled in a Certificate IV, Diploma or Advanced Diploma, 4.8% in Certificates I, II or III, 4.7% in apprenticeships and 3.6% in traineeships. The remaining one-quarter (24.8%) were not participating in any form of further education. Typically, these Year 12 completers had entered part-time employment (10.7% of all Year 12 completers), but a number of others had entered full-time employment (7.0%), were actively looking for employment (5.0%) or were not in the labour force, education or training (2.1%).

This overall profile of main post-school destinations among Year 12 completers in 2015 did not significantly differ to the 2014 survey. Nevertheless, since 2010 there has been a slight decrease in the proportion of Year 12 completers entering part-time employment (down 1.8 points). The apparent decrease noted in 2014 in the proportion of Year 12 completers entering VET courses (Certificate IV+ and Certificates I-III) was not sustained in 2015. Further, the proportion of Year 12 completers not in the labour force, further education or training continues to be higher than 2010.

7.2. Early school leavers

The 2015 survey results continue to reinforce the stark differences in the initial post-school destinations between those who leave the school system early and those who complete Year 12. The differences related to the prevalence and nature of further education and training, as well as non-participation in further education or employment.

Overall, early school leavers were significantly less likely than Year 12 completers to have entered any form of further education (53.8% vs. 75.2%). This is despite early school leavers being more likely to have entered an apprenticeship (26.0%), VET Certificate I-III course (11.3%) or traineeship (5.8%) in 2015. The difference in further education participation between the two groups is mainly due to the finding that very few early school leavers enter a Bachelor degree (1.1%). Additionally, early school leavers were more likely than Year 12 completers to have entered full-time employment (9.7%), be looking for work (16.4%) or not in the labour force, education or training (7.6%).

A number of small changes in the main post-school destination of early school leavers were noted since the 2014 survey. These suggested a slight increase in early school leavers entering higher level VET courses (up 1.8 points), but a larger decrease in early school leavers entering lower level VET courses (down 3.3 points). Although on par with 2014 results, the proportion not in the labour force, education or training remained higher than seen in 2010. Some caution should be taken when interpreting results relating to the not being in the labour force, education or training destination, as apparent increases may reflect changes in the survey design between years and, specifically, the inclusion of proxy parent interviews since 2014.

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

The circumstances 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. These circumstances were comparable with those seen in the 2014 survey.

The main activity of Year 12 completers not in the labour force, further education or training related to recreation (51.7%). Most commonly, this involved travelling or having a gap year (33.2%). A further one-quarter (23.4%) of Year 12 completers not in the labour force, further education or training were undertaking informal studying or training, while other main activities were infrequently mentioned. Consistent with the idea of taking a ‘gap year’ one-quarter (28.2%) of Year 12 completers indicated they were enrolled in a course, but had deferred it. Interestingly, this result was lower (albeit not statistically significantly) than seen in 2014 (43.0%).

The most common main activity among early school leavers not in the labour force, further education or training was also recreation (29.6%). However, the proportion that mentioned recreation was lower and the nature of the recreation was quite different to Year 12 completers, with early school leavers generally mentioning they were doing ‘nothing' (21.4%). Further, very few early school leavers (4.6%) not in the labour force, further education or training indicated they were enrolled in a course, but had not yet started it. Other common main activities mentioned by early school leavers were being unable to work due to illness (16.2%), looking after children (or preparing for birth: 15.1%) and undertaking informal studying or training (11.2%). Consistent with general trends noted in 2014, gender appears to play a large role in an early school leaver’s main activity. Generally, male early school leavers (43.8%) were more likely than females (14.3%) to say their main activity was recreation or doing nothing, while female early school leavers were more likely to say they were looking after children or preparing for birth (30.8% vs. 0.5%)

7.4. Leaving school early

The self-reported reasons for why early school leavers had left school before completing Year 12 were many and varied. The most frequently mentioned reasons related to wanting to pursue employment and career opportunities and 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 was very little change in reason for leaving between the 2014 and 2015 surveys, with the only substantive change noted being a decrease in mentions of not liking school or teachers (down 3.6 points).

The individual reasons for leaving school early were grouped into seven major themes for further profiling among the 2015 early school leavers. By and large, these trends were consistent with those seen in the 2014 survey.

Being disillusioned with school

The profile of early school leavers who mentioned that being disillusioned with school was the main reason they left school was reasonably uniform across most socio-demographic factors. The only notable difference was that early school leavers under 18 years of age were more likely to mention this as their main reason for leaving school early. In terms of their post-school destinations, this group was more likely to have transitioned to full-time employment, but less likely to be looking for work or not in the labour force, education or training.

Experiencing academic or behavioural difficulties

This group of early school leavers were less likely to have attended a Catholic school. Mention of this reason for leaving school also tended to increase with age. They were more likely to be seeking employment, but were less likely to have entered an apprenticeship.

Being bullied

Early school leavers who mentioned this reason were more likely than others to be female, from the lowest parental SES quartile and be identified as Aboriginal and Torres Strait Islander. This group of early school leavers were the most likely to be looking for work and many were classified as being not in the labour force, education or training.

Employment or career opportunities

Early school leavers who mentioned this reason were more likely to be male, under 18 years of age have attended a Catholic school and not be identified as Aboriginal and Torres Strait Islander. Given this socio-demographic, it is not surprising that early school leavers who cited this reason were substantially more likely than others to have entered an apprenticeship.

Seeking out other education opportunities

Early school leavers who mentioned wanting to seek out other education opportunities as the main motivator for leaving school early were likely to have attended an Independent school and not be identified as Aboriginal and Torres Strait Islander. Consistent with their reason for leaving school, they were more likely to have entered further education, especially higher level VET courses.

External factors or pressures

Early school leavers who indicated they had left school due to external factors or pressures – such as personal illness, caring for and having children – were more likely to be mentioned by females and tended to substantially increase with age. This group of early school leavers was more likely to be looking for work and not be in the labour force, education or training, but less likely have entered an apprenticeship, traineeship or full-time work.

Other reasons

Early school leavers who provided a response not grouped into one of the previous six themes were more likely to be identified as being from Aboriginal or Torres Strait Islander background and less likely to have attended a Catholic school. In terms of their post-school destinations, this group was less likely than others to have entered an apprenticeship, while one-quarter were looking for work.

7.5. School engagement

The majority of Year 12 completers and early school leavers were able to identify something they had liked and did not like about school.

Socialising or friends and specific subjects (typically sports or physical education) were the aspects liked most about school among Year 12 completers (53.6% and 16.6%) and early school leavers (44.4% and 26.2%). The proportion that cited each factor did vary between the cohorts, with Year 12 completers more likely socialising or friends, but less likely to mention specific subjects, especially sports or physical education.

Assessable components of subjects, such as exams and homework, was the aspect liked least about school among Year 12 completers (31.8%) and early school leavers (26.0%) however, the general profile of aspects mentioned differed between the cohorts. Year 12 completers were more likely to mention school work or the assessment process, and the daily school routine, but were less likely to mention issues with teachers, issues with other students and school in general (i.e. 'everything').

The impact of different aspects liked least about school on early school leaver's decision to leave school greatly varied. The aspects rated as having the greatest influence on the decision to leave early were problems with other students or their peer group (including being bullied) and expressing a general dislike for school.

7.6. Career expectations

Results from the 2015 survey continue to indicate former secondary school students have diverse expectations about their future path, but were reasonably well aligned with their current post-school pathways. There has also been little change in the findings about expectations between 2014 and 2015 and have seen little change between 2014 and 2015.

Year 12 completers typically expected to be working in professional roles by age 30, with more than half (56.2%) mentioning these types of roles. Less than one-in-ten (range 0.2-8.6%) expected to be working in other occupation categories and one-fifth (17.5%) did not know what career they expected to have at age 30. By comparison, early school leavers were more likely to expect they would be working in a technical or trade role (33.5%), or community or personal service role (14.2%) at age 30, but were less likely to expect to be working in a professional role (18.6%). They were also more likely to not know what career they expected to have at age 30 (21.3%).

There were a small number of statistically significant changes since 2014. Among Year 12 completers, there has been a slight increase in expectations of working as a social and welfare professional (up 1.8 percentage points) or child carer (up 0.9 points). Among early school leavers, expectations of working in professional roles have increased slightly (up 3.0 points). This trend did not appear to be associated with an increase in any specific professional roles, although a decrease in expectations of being a school teacher was observed (down 1.1 points). Early school leavers in 2015 were also more likely to expect to work in a child care role (up 1.1 points).

7.7. Destination two years after leaving school

For the first time in the series of post-school destinations surveys in NSW, the research design for the 2015 survey included a longitudinal follow-up, specifically with Year 12 completers and early school leavers who took part in the 2014 survey.

Review of individual level change in main post-school destination between 2014 and 2015 indicated a high degree of movement, especially among early school leavers. Among the Year 12 completer cohort, two-thirds (63.3%) were classified in the same post-school destination as 2014, whereas among the early school leavers cohort two-fifths (43.5%) were classified in the same post-school destination as 2014.

The degree of movement varied considerably by post-school destination among both cohorts. The post-school destinations that saw the least amount of change were a Bachelor degree among Year 12 completers (89% were still undertaking a Bachelor in 2015) and an apprenticeship among both cohorts (Year 12 completers: 76%, early school leavers: 87%). Substantially fewer Year 12 completers and early school leavers whom had been classified in other post-school destinations in 2014 were still undertaking the same activity.

In terms of what these young people were doing in 2015, outcomes for Year 12 completers tended to be skewed towards some form of further education. For example, the most common destination for Year 12 completers who had entered a Certificate IV, Diploma or Advanced Diploma (44%), part-time (56%) or full-time employment (54%), had been looking for work (49%) or had been classified as not in the labour force, education or training (65%) in 2014 was transitioning to some (other) form of further education or training in 2015. However, among early school leavers destinations tended to be more employment focused. For example, the most common destination for early school leavers who had entered a Certificate IV, Diploma or Advanced Diploma course (49%), Certificate I-III course (51%), traineeship (39%), part-time employment (40%) or had been classified as not in the labour force, education or training (40%) in 2014 was transitioning to (some other form of) employment or looking for work in 2015.

The one area of similarity between Year 12 completers and early school leavers was the 2015 destination of those who had entered a traineeship in 2014. Approximately, two-fifths of each cohort (43% of Year 12 completers, 39% of early school leavers) who entered a traineeship in 2014 had had transitioned to employment or were looking for work in 2015.

Appendix 1 – Methodology

Overview

The 2015 NSW Secondary Students' Post-School Destination and Expectations Survey consisted of three components:

- Cross-sectional telephone interviews with students who completed Year 12 in 2014 (hereafter called Year 12 completers),
- Cross-sectional telephone interviews with students who left secondary school before completing Year 12 in 2014 (hereafter called early school leavers).
- Longitudinal follow-up interviews via online and telephone with Year 12 completers, early school leavers and Year 10 students who had taken part in the 2014 survey.

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 Year 12 completers and early school leavers from 2014. In addition, some enrolment information collected by the DoE for government school administration purposes was used to supplement BOSTES records. Prior to surveys commencing, letters jointly signed by BOSTES and DoE were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out.

Longitudinal follow-up interviews were undertaken with Year 12 completers, early school leavers and Year 10 students who had taken part in the 2014 NSW Secondary Students Post-School Destinations Survey and had agreed to be recontacted. This cohort of current and former secondary school students were initially invited via a letter and/or email (depending on what contact information had been provided) to complete an online survey. Those who did not complete the survey online within two weeks were then contacted via telephone to participate in an interview.

The questionnaire instruments for the 2015 Survey were designed by the Centre for Education Statistics and Evaluation, DoE with input from the Social Research Centre. The questionnaires largely replicated those used in the 2014 Survey barring some minor changes to question wording and response frames to improve data quality and addition of items relating to mathematics subjects.

A brief summary of each component of the 2015 survey is outlined below. More detailed information is provided in a separate technical report.

Year 12 completers

The in-scope population for this component of the 2015 survey was students in government and non-government schools who had completed requirements for the HSC in 2014.

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 (154) 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 sampling frame (as further described below). Year 12 completers were included if they had attended a school in NSW (not TAFE). The stratification variable was formed from the interaction of sector (3 categories) and SA4 cluster (11 categories) to create 33 strata. The balancing variables were the available[5] student characteristics – gender, age, and SEIFA Index of Relative Socio-Economic Advantage and Disadvantage (ABS, 2013a) for student postal address, together with indicators of participation in VET and Life Skills (LS) courses.

The frame consisted of 62,267 students from 755 schools. Regardless of phone status, all DoE students were considered eligible for selection. Based on the eligibility criteria, 59,260 students were available for sampling. The sample was chosen to achieve an approximately constant margin of error within each stratum, at the same time achieving a representative sample across the auxiliary variables. The method applied was balanced stratification (Tillé, 2006) implemented in R (R Core Team, 2014). Selection probabilities for Life Skills students were boosted so that at least 100 such students were represented in the sample. This ensured that estimates for Life Skills students at the total state level would have a precision comparable to that of stratum-level estimates.

[5] Some information was provided for achievement in courses related to English and to Mathematics. This was not useful for sampling purposes, however, since results were provided only for some students and for 5 different English subjects and 4 different Mathematics subjects. Also, some students had multiple different results for the same subject.

Eligibility for selection, by sector and phone availability

Table 38 summarises the total population eligible for selection across each sector. Sample members of the Government sector (DoE) without a phone number were eligible for selection as additional contact information could be sourced from Departmental enrolment data.

Table 38 Year 12 completer eligible records summary

Sector	Phone	Excluded	Not selected	Selected	Overall
Independent	N	Y	762	0	762
	Y	N	8,000	1,461	9,461
Catholic	N	Y	2,245	0	2,245
	Y	N	12,774	1,533	14,307
DoE	N	Y	3,300	166	3,466
	Y	N	30,566	1,460	32,026
Overall			57,647	4,620	62,267

The availability of telephone contact information was generally uniform across student characteristics for both the sampling frames, with overall values of 10% for Year 12 completers and 31% for early school leavers. For most sub-groups within each cohort, the proportion of missing information was consistent with the overall proportion. Notable differences were seen for Life Skills (LS) students in Year 12, where 20% of those enrolled in a LS subject were missing a telephone number compared to 10% of those not enrolled. Given the small size of the LS sub-group, however, this difference was not expected to have a noticeable impact on estimates made from the responding sample.

In line with the 2014 results, therefore, there is no evidence that 2015 students without telephone numbers differ substantially in terms of the characteristics used for sampling.

Population by sector and region

Table 39 shows the population and sample size for each of the 33 strata for the Year 12 completers survey, along with the target and actual number of interviews achieved.

Table 39 Year 12 completers summary of total, eligible and selected students by stratum

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
Independent						
Central Coast Hunter	1,042	922	138	75	70	11.3
North East NSW	479	455	127	69	67	11.1
North West NSW	315	299	118	64	60	11.4
South East NSW	488	430	128	69	71	10.8
South West NSW	527	447	128	69	66	11.3
Sydney-Inner	2,115	1,972	142	77	71	11.4
Sydney-North	2,131	2,031	142	77	83	10.5
Sydney-North West	815	798	135	73	77	10.6
Sydney-South	604	545	132	71	74	10.7
Sydney-South West	713	651	134	73	70	11.1
Sydney-West	994	911	137	74	72	11.1
Catholic						
Central Coast Hunter	1,433	1,395	141	76	73	11.2
North East NSW	1,251	961	139	75	75	11.0
North West NSW	333	324	119	64	63	11.1
South East NSW	1,240	1,121	140	76	67	11.6
South West NSW	857	812	136	74	72	11.1
Sydney-Inner	2,099	1,771	144	78	91	10.1
Sydney-North	2,493	2,062	146	79	79	10.9
Sydney-North West	1,359	1,227	141	76	77	10.9
Sydney-South	1,576	1,275	141	76	78	10.8
Sydney-South West	1,714	1,485	143	77	87	10.2
Sydney-West	2,197	1,874	143	77	70	11.5
DoE						
Central Coast Hunter	4,634	4,634	151	82	78	11.0
North East NSW	2,733	2,733	149	81	67	11.8
North West NSW	1,217	1,217	143	77	81	10.5
South East NSW	3,048	3,048	148	80	86	10.4
South West NSW	2,214	2,214	145	78	79	10.8
Sydney-Inner	2,754	2,754	146	79	86	10.4
Sydney-North	4,148	4,148	148	80	76	11.1
Sydney-North West	3,276	3,276	148	80	82	10.7
Sydney-South	3,806	3,806	147	80	80	10.8
Sydney-South West	4,338	4,338	152	82	80	10.9
Sydney-West	3,324	3,324	149	81	92	10.1
Total	62,267	59,260	4,620	2,500	2,500	1.9

Early school leavers – Cross-sectional

The in-scope population for this component was students who had been in Years 10, 11 or 12 in the year prior to the survey and left school before completing Year 12. The specific criteria were students who had:

- Completed one or more courses in 2014, but were not eligible for the HSC and have no enrolment in 2015, or
- Had a valid enrolment in 2014, but their enrolment was withdrawn after 29 April 2014 – which was the first day of Term 2, and did not have an enrolment in 2015.

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. In 2015 there was no requirement for students to be under 19 years old as in previous years.

Sampling involved two stages:

1. All Aboriginal and Torres Strait Islander early school leavers (2,589) and all non-Indigenous early school leavers from Connected Communities schools (91) 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 early school leavers), balanced on auxiliary information included on the population frame (as further described below). Early school leavers were included if they attended a school in NSW (not TAFE).

For stage two of this approach, the stratification variable for the main cohort of early school leavers was formed from the interaction of sector (3 categories) and SA4 cluster (11 categories) to create 33 strata. 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[6], together with indicators of participation in VET and Life Skills courses and their final year of schooling.

The frame consisted of 17,467 students from 827 schools. Regardless of phone status, all DoE students were eligible for selection. Independent or Catholic systemic school students must have been flagged as having non-missing telephone missing information be eligible for selection. With this criterion a total of 16,460 students were eligible for selection.

The sample was chosen to achieve an approximately constant margin of error within each stratum, at the same time achieving a representative sample across the auxiliary variables. The method applied was balanced stratification (Tillé, 2006) implemented in R (R Core Team, 2014).

[6] 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.

Eligibility for selection, by sector and phone availability

Table 40 summarises the sample eligible for selection across the three sectors based on phone eligibility. The proportion of sample members without a phone number was highest for the Government sector at 32.3% compared to the Catholic and independent school sector (27.7% and 21.5% respectively).

Table 40 Early school leaver eligible records summary

Sector	Phone	Excluded	Not selected	Selected	Overall
Independent	N	Y	309	0	309
	Y	N	0	1,125	1,125
Catholic	N	Y	698	0	698
	Y	N	1	1,820	1,821
DoE	N	Y	2,913	1,451	4,364
	Y	N	6,226	2,924	9,150
Overall			10,147	7,320	17,647

Population by sector and region

Table 41 provides an overview of the sample frame used for selection in addition to the final survey achievement of the non-ATSI/CC early school leavers by each stratum. The eligibility criteria reduced the number of students available for selection in some Catholic and independent school sector strata.

Table 41 Early school leaver summary of total, eligible and selected students by stratum

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
Independent						
Central Coast Hunter	351	290	290	99	114	7.6
North East NSW	127	80	80	27	26	17.2
North West NSW	52	40	40	14	16	20.6
South East NSW	118	86	86	29	35	14.0
South West NSW	113	88	88	30	32	14.7
Sydney-Inner	129	107	107	37	24	18.1
Sydney-North	91	62	62	21	18	20.8
Sydney-North West	136	118	118	40	42	12.6
Sydney-South	69	52	52	18	23	16.8
Sydney-South West	114	88	88	30	33	14.4
Sydney-West	134	114	114	39	38	13.5
Catholic						
Central Coast Hunter	335	283	283	97	111	7.6
North East NSW	237	106	106	36	36	15.1
North West NSW	93	65	65	22	21	18.9
South East NSW	286	255	254	87	72	10.0
South West NSW	244	193	193	66	76	9.3
Sydney-Inner	192	128	128	44	34	15.3
Sydney-North	136	89	89	30	36	14.1
Sydney-North West	316	247	247	84	106	7.8
Sydney-South	172	98	98	33	44	12.8
Sydney-South West	212	178	178	61	62	10.5
Sydney-West	296	179	179	61	51	12.5
DoE						
Central Coast Hunter	2,514	2,514	419	143	160	7.5
North East NSW	1,544	1,544	411	140	146	7.7
North West NSW	683	683	379	129	129	7.8
South East NSW	1,536	1,536	411	140	147	7.7
South West NSW	1,238	1,238	403	138	130	8.1
Sydney-Inner	659	659	375	128	107	8.7
Sydney-North	594	594	371	127	110	8.4
Sydney-North West	992	992	394	135	147	7.5
Sydney-South	1,053	1,053	398	136	124	8.3
Sydney-South West	1,515	1,515	411	140	130	8.2
Sydney-West	1,186	1,186	403	138	114	8.7
Total	17,467	16,460	7,320	2,499	2,494	1.8

Longitudinal follow-up

The longitudinal component of the 2015 NSW Secondary Students Post-School Destinations Survey consisted of follow-up interviews with Year 12 completers, early school leavers and Year 10 students who agreed to be recontacted after completing their interview in 2014. Recontact permission was not sought in cases where the interview had been conducted via proxy with a parent or guardian.

These cohorts were initially invited to complete an online survey via a letter and/or email (depending on what contact information had been provided). Those who had not completed the survey online within two weeks were then contacted via telephone to participate in an interview. Proxy interviews were not undertaken with the longitudinal cohorts.

A total of 2,734 Year 12 completers, 5,096 early school leavers and 2,551 Year 10 students were eligible for follow-up in 2015. Table 42 summarises contact outcomes for each cohort.

Table 42 Key longitudinal project statistics

	Year 12 completers in 2013	Early school leavers in 2013	Year 10 students in 2014
Available sample	2,734	5,096	2,551
TOTAL interviews completed	1,969	2,748	1,940
Online complete	*582*	*334*	*720*
CATI complete	*1,387*	*2,414*	*1,220*
Sample yield (overall)	72.0%	53.9%	76.0%

Weighting

The weighting process for the 2015 NSW Secondary Students Post-School Destinations Survey consisted of first assigning design weights according to how the sample was selected and then adjusting these to account for differential non-response across available characteristics.

Although the final weighting approach utilised for the survey differed slightly between cohorts, the general process for each was as follows:

1. Assign a selection probability, p_selection, to each selected case. For the cross-sectional surveys, this is calculated as the ratio of selected to total cases in the selection strata. For ATSI / CC students in the two cross-sectional surveys and for all persons in the longitudinal surveys, the selection probabilities were set to 1 by default.
2. Calculate a probability of response, p_response, based on a logistic regression model predicting the response propensity from key demographic variables available for both respondents and non-respondents.
3. Calculate a base weight, wt_base, from the selection and response probabilities:
4. $wt_{base} = \frac{1}{p_{selection}} \times \frac{1}{p_{response}}$
5. Adjust the base weights so that they sum to the population totals for key variables. The population benchmarks generally included stratum, age, sex, enrolment in VET subjects, and enrolment in Life Skills subjects.

This is a common approach used for weighting sample surveys. More information can be found in Valliant et al. (2013). All weighting was carried out in R using the survey package (Lumley, 2012).

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.

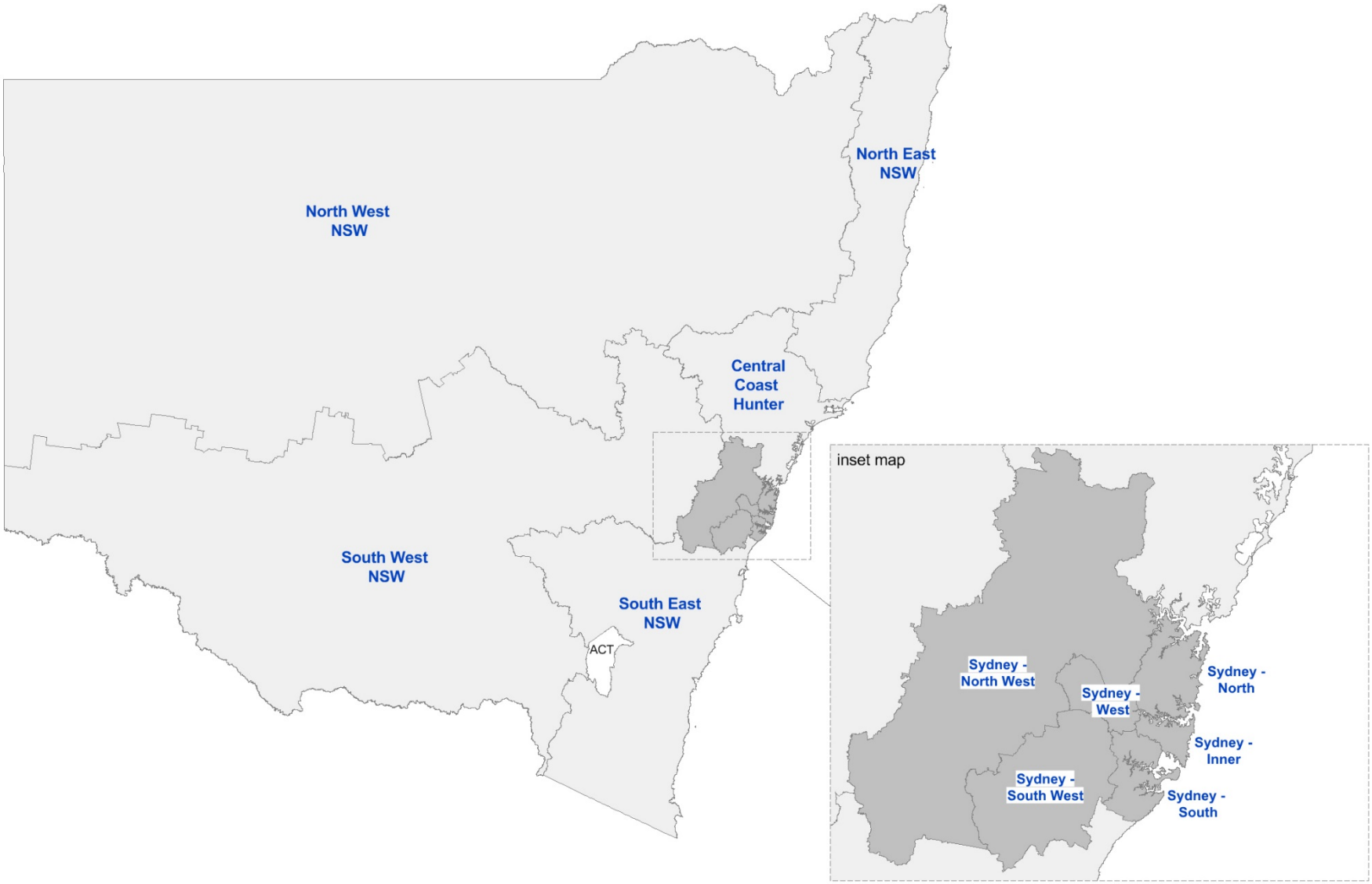
Appendix 2 – Derived items

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

Australian Bureau of Statistics (2011).

Statistical Area Level 4 (SA4) Groups - NSW



Parental socio-economic status

An individual measure of SES was 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. It should be noted the response frame for parental educational questions used to calculate SES was simplified in 2015 (at the request of DoE). As such, the values assigned to each level of schooling were modified. Highest year of schooling took values 0, 6, 8, 10, 12:

- 0 for No schooling
- 6 for Primary schooling only
- 8 for Started high school but left before Year 10
- 10 for Finished Year 10 / School certificate / O levels
- 12 for Finished Year 12 / HSC / A levels / IB

Post school qualifications took values 0, 2, 3 or 5:

- 0 for no post school qualifications
- 2 for any Apprenticeship/VET/TAFE certificate, diploma or advanced diploma completed
- 3 for a University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
- 5 for a Post-graduate degree / Masters / Doctoral degree / PHD

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.

In 2014, the four measures were standardised (mean of 0 and standard deviation of 1) and then averaged to form the final measure. This process enables a useful comparison of students within cohorts for a given year but, due to the standardisation step, does not enable comparisons between cohorts or across years.

To account for these differences, the following revised process was undertaken in 2015 for the Year 12 and early school leaver cohorts combined:

1. Find the total years of education for each respondent's mother and father and express these as a percentage of the maximum value
2. Find the Australian Socioeconomic Index 2006 based on the 4-digit ANZSCO for each respondent's mother and father (2 values ranging from 0 to 100)
3. Average the four measures to yield the final parent socio-economic status measure for each survey respondent.

For descriptive analysis, the final measure was divided into four even groups (quartiles).

The same process was followed for recalculating parent socio-economic status for the 2014 data except for the last point, where the 2015 thresholds were applied. This ensures the measures are comparable across all cohorts in both 2014 and 2015.

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

Year 12 completer - cross-sectional

NSW Department of Education and Communities
Secondary Students Post-School Destinations Survey
June 2015, FINAL

A. INTRODUCTION

*(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. Make appointment
3. Household Refusal (GO TO RR1)
4. Respondent Refusal (GO TO RR1)
5. Named person away duration (ATTEMPT PROXY INTERVIEW)
6. Named respondent deceased (GO TO TERM3)
7. Named respondent claims to have completed survey (GO TO TERM2)
8. Wants further information about survey (GO TO AINFO)
9. Queried about how telephone number was obtained (GO TO ATELQ)
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=5)

*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. Make appointment
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. Make appointment
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Proxy unavailable / away duration (GO TERM2)
8. 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)

*(ALL)
PRESAFE Are you calling a mobile number?

1. Yes
2. No

*(PRESAFE=1)
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)

*(S1=2, 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. Make appointment

*(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 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 1926.

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?

1. Yes
2. No (GO TO TERM1)
3. Don't know (GO TO TERM1)
4. Refused (GO TO TERM1)

*(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 & EXPECTATIONS

*(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?

INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

(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')
B7a 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. Can I confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.

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

*(DID VET COURSE, B7a=1)
B7b Was the opportunity to do a VET course an important reason for you <FNAME> staying at school until the end of year 12?

1. Yes
2. No
3. Other (Specify)

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. HSC (Higher School Certificate)
12. Other (specify)
13. (Don't know)
14. (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. Primary School Teachers (2412)
2. Lawyer / Barrister (2711)
3. Secondary School Teachers (2414)
4. Police (4413)
5. Registered Nurses (2544)
6. Accountant (2211)
7. General Practitioners / Resident Medical Officers (2531)
8. Physiotherapists (2525)
9. Psychologists (2723)
10. Journalists and Other Writers (2124)
11. Graphic and Web Designers / Illustrators (2324)
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 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. HSC (Higher School Certificate)
12. No qualification needed
13. Other (specify)
14. (Don't know)
15. (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, KEEP STATEMENT (E) LAST, STATEMENT (F) SECOND LAST

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 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, NAMED RESPONDENT)
B17 We are interested in what level of maths people studied when they were at school. Can you tell me the highest level of maths you did for your HSC?

INTERVIEWER NOTE: HSC = Higher School Certificate. (Probe for level of extension mathematics.
INTERVIEWER NOTE: IF QR SAYS "MATHEMATICS" PROBE TO CODE FRAME
INTERVIEWER NOTE: IF QR SAYS "GENERAL MATHS" PROBE TO CODES 1 OR 2
INTERVIEWER PROMPT: For example, did you study general maths or 2-unit maths?

1. Mathematics General 1 (Might be called Applied Maths. Unlike Mathematics General 2, there is no exam)
2. Mathematics General 2 (Might be called General Maths. Has exam)
3. Mathematics (Likely to be called '2-unit'. Might be called Advanced)
4. Mathematics Extension 1 (Likely to be called '3-unit'. Students doing this subject must also do Mathematics (i.e. 2-unit))
5. Mathematics Extension 2 (Likely to be called '4-unit'. Students doing this subject must also do Mathematics Extension 1)
6. Mathematics Life Skills (Generally undertaken by those with special needs)
7. I did not do maths for the HSC
8. (Don't know / can't say)
9. (Refused)

*(B17=1-5, SPECIFIED LEVEL OF MATHS STUDIED)
B18 When you selected your maths level for Years 11 and 12, did you choose a maths that you thought would be…

INTERVIEWER NOTE: If QR says they did not choose their math level ask; Was the level of math you did for Years 11 and 12….

1. Easy for you
2. About right for you
3. Hard for you
4. (Don't know)
5. (Refused)

*(B17=1-5, SPECIFIED LEVEL OF MATHS STUDIED)
B19 I'm going to read out a list of things that might have influenced your decision to choose this level of maths. 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)

(STATEMENTS) (ROTATE)

a. Advice from parents
b. Advice from teachers
c. Advice from friends
d. Advice from careers advisor
e. I thought it would help to get a higher ATAR
f. It was a pre-requisite for a university course I was interested in
g. There was less homework than the level above
h. There were no other options at my school
i. I thought it would improve my employment prospects

(RESPONSE FRAME)

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

*(B17=1-5, SPECIFIED LEVEL OF MATHS STUDIED)
B21 Looking back now on your choice of maths unit or level, would you have…

READ OUT

1. Selected the same math unit(s)
2. Selected a more challenging math unit
3. Selected an easier math unit
4. Would not have selected a math unit for my HSC at all
5. (Don't know)
6. (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 field 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 field 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. Illness/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. Other (specify)
12. (Don't know)
13. (Refused)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)
D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (specify)
7. (Don't know)
8. (Refused)

*(VET=VET AND B7a=1 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?

IF NECESSARY: Credit or advanced standing may be granted by an educational institution if they consider your prior work experience, training or learning matches specific learning outcomes for a unit of your current course.

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

(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

(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 / <FNAME>'s 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. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. (No mother / female guardian figure in life at any time)
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E4≠6, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Specify)
6. No post-school qualification
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E4≠6, 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'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed / Unable to work due to illness/injury/disability - 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. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. (No father / male guardian figure in life at any time)
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E7≠6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Specify)
6. No post-school qualification
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E7≠6, 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'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed / Unable to work due to illness/injury/disability - 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)
PREE11 I'd now like to ask a few quick questions about your / <FNAME>'s home.

1. Continue

*(ALL)
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) High-speed internet (ADSL / ADLS2 / NBN)
e) Classic literature (e.g. Shakespeare)
f) A musical instrument of your / <FNAME>'s own (not including Recorders)
g) A dictionary
h) A dishwasher
i) A new generation gaming console (Xbox One or Playstation 4)
j) iPAD or other tablet device of your own / <FNAME>'s
k) Espresso machine

(RESPONSE FRAME)

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

*(ALL)
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. Computers
3. Rooms with a bath or shower

(RESPONSE FRAME)

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

*(ALL)
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. Fewer than 25 books
2. Between 26 and 100 books
3. Between 101 and 500 books
4. More than 500 books
5. (Don't know)

F. RECONTACT DETAILS

*(NAMED RESPONDENT, RDUM=1)
F2 Thanks for that. Would it be ok if we contacted you again sometime in the future for a follow-up interview 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 2015 Destinations Survey will be published on the Department of Education's Centre for Educational Statistics and Evaluation's website later in the year: www.cese.nsw.gov.au

Early school leaver - cross-sectional

NSW Department of Education and Communities
Secondary Students Post-School Destinations Survey
June 2015, FINAL

A. INTRODUCTION

*(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)
9. Household Refusal (GO TO RR1)
2. Respondent Refusal (GO TO RR1)
3. Make appointment
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)
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. Make appointment
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. Make appointment
5. Wants further information about survey (GO TO AINFO)
6. Queried about how telephone number was obtained (GO TO ATELQ)
7. Proxy unavailable / away duration (GO TERM2)
8. 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)

*(ALL)
PRESAFE
INTERVIEWER: Are you calling a mobile number?

1. Yes
2. No

*(PRESAFE=1)
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)

*(S1=2, 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 APOINTMENT, 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

*(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 1926.

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

A. SCREENING

*(INTRO4=1, CONTINUE)
A3 Our records show that you/ that <FNAME> left school last year 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) (GO TO TERM1)
6. (Refused) (GO TO TERM1)

*(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. 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)

*PROGRAMMER NOTE:
IF A3=2 AND A4=1, GO TO TERM 1

*(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)

*(ALL)
A7 <<IF A6=1 OR 2 INSERT: And apart from the study you are / <FNAME> is currently enrolled in>> Have you/ Has <FNAME> COMPLETED any further study or training since leaving school?

INTERVIEWER NOTE: Only looking for whether they have completed any further study or training, not including what they are currently enrolled in.

1. Yes
2. No

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

B. INFLUENCES & EXPECTATIONS

*(ALL)
B5 What year of school were you / <FNAME> in when you / they made the decision to leave school?

(PROMPT IF NECESSARY)

1. Below Year 7 / Always wanted to leave
2. Year 7
3. Year 8
4. Year 9
5. Year 10
6. Year 11
7. Year 12
8. Other (specify)
9. (Don't know)
10. (Refused)

*(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)^

** PROGRAMMER NOTE: B5 MOVED TO BEFORE B1

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

IF NECESSARY: THIS COULD BE ANYTHING AT ALL

(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')
B7a 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. Can I confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.

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

*(DID VET COURSE, B7a=1)
B7b 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. Other (Specify)
4. (Don't know)
5. (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…

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
INTERVIEWER PROMPT IF NEEDED ABOUT VET QUESTION: Many people do VET-in-School courses such as Hospitality or Construction, for example.

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

1. More VET or vocational subjects in areas that interested you
2. A wider range of subjects offered at your school
3. If you could have studied part-time while working
4. More flexible timetabling of classes
5. More tutoring or mentoring offered to you by your school
6. More 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. HSC (Higher School Certificate)

12. Other (specify)
13. (Don't know)
14. (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. Carpenter / joiner (3312)
2. Motor Mechanics (3212)
3. Electricians (3411)
4. Plumbers (3341)
5. Hairdressers (3911)
6. Chefs (3513)
7. Beauty Therapists (4511)
8. Early Childhood Teacher (2411)
9. Child Carers (4211)
10. Structural Steel and Welding Trades Workers (3223)
11. Police (4413)
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. HSC (Higher School Certificate)
12. No qualification needed
13. Other (specify)
14. (Don't know)
15. (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, KEEP STATEMENT (E) LAST, STATEMENT (F) SECOND LAST

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 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. Sales Assistants (general) (6211)
2. Checkout operators (5311)
3. Kitchen hand (8513)
4. Store person (7411)
5. Café workers (4312)
6. Waiters (4315)
7. Building and Plumbing Labourers (8211)
8. Bar Attendants and Baristas (4311)
9. Go to full occupation list (ANZCO 4-digit list)
10. (Don't know)
11. (Refused)

*(C1=1, DOING APPRENTICESHIP)
C5 In what field are you/ is <FNAME> doing your/ his/her apprenticeship?

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

1. Carpenters and Joiner (3312)
2. Motor Mechanic (3212)
3. Plumber (3341)
4. Electrician (3411)
5. Hairdresser (3911)
6. Chef (3513)
7. Metal fitter / turner / machinist (3232)
8. Structural Steel and Welding Trades Workers (3223)
9. Butchers and Smallgoods Makers (3512)
10. Cabinetmaker (3941)
11. Air conditioning and Refrigeration Mechanics (3421)
12. Go to full occupation list (ANZSCO 4-digit list)
13. (Don't know)
14. (Refused)

*(C1=2, DOING TRAINEESHIP)
C6 In what field 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. Other (specify)
12. (Don't know)
13. (Refused)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)
D2a What level qualification are you doing for your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>? (PROBE AS NECESSARY)

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (specify)
7. (Don't know)
8. (Refused)

*(VET=VET AND B7a=1 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?

IF NECESSARY: Credit or advanced standing may be granted by an educational institution if they consider your prior work experience, training or learning matches specific learning outcomes for a unit of your current course.

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. TAFE NSW – Hunter Institute
2. TAFE NSW – Illawarra Institute
3. TAFE NSW – New England Institute
4. TAFE NSW – North Coast Institute
5. TAFE NSW – Northern Sydney Institute
6. TAFE NSW – Riverina Institute
7. TAFE NSW – South Western Sydney Institute
8. TAFE NSW – Sydney Institute
9. TAFE NSW – Western Institute
10. TAFE NSW – Western Sydney Institute
11. Other – VET provider (specify)
12. Other – Private Training College or Adult & Community Education Provider (specify)
13. Charles Sturt University
14. Macquarie University
15. Southern Cross University
16. The University of Sydney
17. University of New England

18. University of New South Wales
19. University of Newcastle
20. University of Notre Dame (Sydney campus)
21. University of Technology, Sydney
22. University of Western Sydney
23. University of Wollongong
24. Australian Catholic University
25. Other – VIC University
26. Other – QLD University
27. Other – SA University
28. Other – TAS University
29. Other – WA University
30. Other – ACT University
31. Other – NT University
32. Other – University (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

(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

(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. DEMOGRAPHICS

*(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 / <FNAME>'s 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. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. (No mother / female guardian figure in life at any time)
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E4≠6, Did not answer 'No mother / female guardian figure in life at any time' at E4)
E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma

4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Specify)
6. No post-school qualification
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E4≠6, 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'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed / Unable to work due to illness/injury/disability - 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. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. (No father / male guardian figure in life at any time)
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E7≠6, Did not answer 'No father / male guardian figure in life at any time' at E7)
E8 What is the highest post-school qualification-your/ <FNAME>'s father (or male caregiver) has completed, if any? (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Specify)
6. No post-school qualification
7. (Don't know) (AVOID)
8. (Refused) (AVOID)

*(E7≠6, 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'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed - Go to full occupation list
2. Retired - Go to full occupation list
3. Unemployed / Unable to work due to illness/injury/disability - 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)
PREE11 I'd now like to ask a few quick questions about your / <FNAME>'s home.

1. Continue

*(ALL)
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) High-speed internet (ADSL / ADLS2 / NBN)
g) Classic literature (e.g. Shakespeare)
h) A musical instrument of your / <FNAME>'s own (not including Recorders)
j) A dictionary
k) A dishwasher
l) A new generation gaming console (Xbox One or Playstation 4)
k) iPAD or other tablet device of your own / <FNAME>'s
l) Espresso machine

(RESPONSE FRAME)

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

*(ALL)
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
3. Computers
4. Rooms with a bath or shower

(RESPONSE FRAME)

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

*(ALL)
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. Fewer than 25 books
2. Between 26 and 100 books
3. Between 101 and 500 books
4. More than 500 books
5. (Don't know)

F. RECONTACT DETAILS

*(NAMED RESPONDENT, RDUM=1)
F2 Thanks for that. Would it be ok if we contacted you again sometime in the future for a follow-up interview 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 2015 Destinations Survey will be published on the Department of Education's Centre for Educational Statistics and Evaluation's website later in the year: www.cese.nsw.gov.au

Year 12 completer and early school leaver longitudinal follow-up

NSW Department of Education and Communities
Secondary Students Post-School Destinations Survey
July 2015, Final v5

ONLINE INTRODUCTION

Hello and welcome to the 2015 NSW Student Destinations Survey. This survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education.

Your participation is very important and will help us better understand the career and study aspirations of young people across New South Wales. The results of the survey will also be used to improve services for young people in NSW.

[LOGIN]

ONLINE LANDING PAGE

This year's survey will ask about your current study and work situation, and should only take about 5 minutes of your time. There are no right or wrong answers. Participation is completely voluntary and you are also free to not answer any or all of the questions.

By completing the survey, you will be entered into a prize draw to win **1 of 5 movie vouchers to the value of $100**. If you complete the survey online before **17 August 2015**, you will be put into an additional prize draw to win **1 of 5 JB-Hifi vouchers valued at $300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

START SURVEY

Further information

If you have any questions about the survey, you can call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

You have received an invitation to this survey because you took part in a survey last year about the types of things you want to do when you finish school and what might have influenced your decisions about your future and, as part of the survey, you agreed to let us recontact you again.

Your answers will be de-identified, held in the strictest confidence and under the Privacy Act all information provided will only be used for research purposes. The responses of everyone who participates in this survey will be combined for analysis.

Our Privacy Policy is available via our website, if you require further information. Details of the terms and conditions for the prize draw can be found here.

STUDY

*(ALL)

A6 Are you currently studying or enrolled in some type of study (including as part of a traineeship or apprenticeship)? (SINGLE RESPONSE)

1. Yes – currently studying
2. Yes – enrolled, but not yet started
3. No
4. Not sure
5. Prefer not to say

*(STUDYING IN 2015 AND STUDIED LAST YEAR, A6 = 1-2 & STUDYSTAT= 1 or 2)

L1 Are you (A6 = 1: currently studying | A6 = 2: enrolled) in the same course as last time we interviewed you on <INTDATE>? (SINGLE RESPONSE)

1. Yes
2. No
3. I wasn't enrolled / studying when last interviewed
4. Not sure
5. Prefer not to say

*(NOT STUDYING SAME COURSE AS LAST YEAR, STUDYSTAT= 1 or 2 AND A6 = 3, 4 OR 5; OR L1 = 2)

L2 Did you complete last year's course? (SINGLE RESPONSE)

1. Yes
2. No (I withdrew from the course)
3. Not sure
4. Prefer not to say

*(WITHDREW FROM COURSE, L2=2)
L3 What was the main reason you withdrew from last year's course? (SINGLE RESPONSE)
Please select one only

1. Wanted to work more / needed to work more for financial reasons
2. Course was too expensive
3. Lost interest in doing that course / studying
4. Decided to enrol in a different course
5. Problems with transport or access
6. Health or personal problems
7. Other reason (SPECIFY)
8. Not sure
9. Prefer not to say

*(HAS FINISHED COURSE FROM 2014, L2=1)
L4 On a scale of 1 to 10, where 1 means "not at all useful" and 10 means "extremely useful", how useful do you think this course was in preparing you for future employment? (SINGLE RESPONSE)

1. Select number between 1 - 10
2. Not sure
3. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
D1 Are you studying or enrolled to study on a full-time or part-time basis? (SINGLE RESPONSE)

1. Full time
2. Part time
3. Not sure
4. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
L5 Are you studying or enrolled to study as part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
D2 What level of qualification or education are you studying or enrolled in? (SINGLE RESPONSE)

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. Other level of study
10. Not sure
11. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
L6 What type of education institution are you attending or will attend? (SINGLE RESPONSE)

1. University
2. TAFE or government vocational education and training (VET) provider
3. Private Training College or Adult & Community Education Provider
4. Other
5. Not sure

6. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
L7 In what State or Territory is your education institution located? (SINGLE RESPONSE)

1. New South Wales
2. Australian Capital Territory
3. Victoria
4. Queensland
5. South Australia
6. Tasmania
7. Western Australia
8. Northern Territory
9. My institution is not located in Australia
10. Not sure
11. Prefer not to say

*(ATTENDING UNIVERSITY, L6=1)
PRED4 Are you undertaking a double degree? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)
D4 What field of education is the closest match to your (IF PRED4=1, first degree; IF PRED4=2-4, degree; L6 = 2-6, type of study)? (SINGLE RESPONSE)

IF PRED4=1: Note: If you are undertaking a double degree, please indicate your other field of education at the next question.

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 (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)
D4a What field of education is the closest match to your second degree? (SINGLE RESPONSE)

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 (e.g. Employment Skills / General Education / Social Skills programs)

13. Other
14. Not sure
15. Prefer not to say

*(NOT ENROLLED TO STUDY OR CURRENTLY STUDYING, A6=3,4 OR 5)
B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? (SINGLE RESPONSE)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. Not sure
6. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)
L8 Do you think this study or training would be part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)
B10 What level of study or qualification are you likely to start in the next two years?

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. HSC (Higher School Certificate)
10. Other level of study
11. Not sure
12. Prefer not to say

*(NO INTENTION TO UNDERTAKE FURTHER STUDY, B9=4)
D5 What is the MAIN reason why you are not studying or planning to undertake any further study at the moment? (SINGLE RESPONSE)

1. There would have been too much financial pressure on my family
2. I wanted to start earning my own money
3. I would have had to travel too much
4. I would have had to move away
5. The courses I was interested in were not available locally
6. I never planned or intended to study
7. I don’t like studying
8. I wanted to start my career right away
9. I wanted to take a gap year
10. I didn't get an ATAR
11. My ATAR wasn't high enough
12. I didn't know what I wanted to do
13. I’m planning on studying later
14. I’m waiting for my course to start
15. I began a course but I didn’t like it
16. I was unable to study due to health issues
17. I’m planning on joining the armed forces
18. I have no time to study
19. Other reason
20. Not sure
21. Prefer not to say

EMPLOYMENT

*(ALL)
A5a Do you currently have a paid job? (SINGLE RESPONSE)

Note: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(NOT WORKING, A5a = 2-4)
A5b Are you currently looking for work? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(LOOKING FOR WORK, A5b = 1)
L9 Are you mainly looking for full-time, part-time or casual work? (SINGLE RESPONSE)

1. Full-time
2. Part-time
3. Casual
4. Not sure
5. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)
C1 Is your paid job part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, apprenticeship
2. Yes, traineeship
3. No
4. Not sure
5. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)
C2 How many hours on average a week do you work in your job? (SINGLE RESPONSE)

If you are working more than one job, please provide total hours worked in paid employment.

1. Hours given (specify) (RANGE 1 – 168)
2. Not sure
3. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)
C3 Would you prefer to be working more hours? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(CURRENTLY WORKING, BUT NOT APPRENTICESHIP OR TRAINEESHIP, A5a=1 AND C1=3-5)
C4 What is your MAIN job? (SINGLE RESPONSE)

1. Sales Assistant
2. Checkout operator
3. Kitchen hand
4. Store person
5. Café worker
6. Waiter
7. Building and Plumbing Labourer
8. Bar Attendant and Barista
9. Other job
10. Not sure
11. Prefer not to say

*(OTHER JOB, C4=9)

C4Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(DOING APPRENTICESHIP, C1=1)
C5 In what field are you doing your apprenticeship? (SINGLE RESPONSE)

1 Air conditioning and Refrigeration Mechanic
2 Bricklayer and stonemason
3 Butcher and Smallgoods Maker
4 Cabinetmaker
5 Carpenter and Joiner
6 Chef
7 Electrician
8 Hairdresser
9 Metal fitter / turner / machinist
10 Motor Mechanic
11 Plumber
12 Structural Steel and Welding Trades Worker
13. Other
14. Not sure
15. Prefer not to say

*(OTHER JOB, C5=13)
C5Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(DOING TRAINEESHIP, C1=2)
C6 In what field are you doing your traineeship? (SINGLE RESPONSE)

1. Childcare
3. Bar Attendant and Barista
4. Café Worker
5. Waiter
6. Office administration (General clerk)
7. Retail operations (Sales assistant (general))
8. Other job
9. Not sure
10. Prefer not to say

*(OTHER JOB, C6=8)
C6Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)
C7 How much do you like your main job? (SINGLE RESPONSE)

Note: Main job is the paid work that you work the most hours in

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. Not sure
6. Prefer not to say

*(NO JOB AND NOT LOOKING FOR WORK, A5b=2, 3 or 4)
C8 What would you say is your MAIN activity? (SINGLE RESPONSE)

12. Unpaid work
13. Home duties
14. Looking after child/children
15. Travel or holiday / gap year
16. Ill/unable to work
17. Pregnant / preparing for birth
18. Study / training
19. Doing nothing
20. Other
21. Not sure
22. Prefer not to say

EXPECTATIONS

*(ALL)

B11 What kind of career or job do you expect to have when you are about 30 years old? (SINGLE RESPONSE)

1. Beauty Therapist (COHORT = 1, EL)
2. Carpenter / joiner (COHORT = 1, EL)
3. Chef (COHORT = 1, EL)
4. Child Carer (COHORT = 1, EL)
5. Early Childhood Teacher (COHORT = 1, EL)
6. Electrician (COHORT = 1, EL)
7. Hairdresser (COHORT = 1, EL)
8. Motor Mechanic (COHORT = 1, EL)
9. Plumber (COHORT = 1, EL)
10. Police (COHORT = 1, EL)
11. Structural Steel and Welding Trades Worker (COHORT = 1, EL)
12. Primary School Teacher (COHORT = 2, Y12)
13. Lawyer / Barrister (COHORT = 2, Y12)
14. Secondary School Teacher (COHORT = 2, Y12)
15. Police (COHORT = 2, Y12)
16. Registered Nurse (COHORT = 2, Y12)
17. Accountant (COHORT = 2, Y12)
18. General Practitioner / Resident Medical Officer (COHORT = 2, Y12)
19. Physiotherapist (COHORT = 2, Y12)
20. Psychologist (COHORT = 2, Y12)
21. Journalist and Other Writer (COHORT = 2, Y12)
22. Graphic and Web Designer / Illustrator (COHORT = 2, Y12)
23. Other
24. None
25. Not sure
26. Prefer not to say

*(B11= OTHER CAREER, B11 = 23)

B11a Can you please describe the title of the job you expect to have when you are about 30 years old and the main tasks and duties you would have in that role. (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(PROVIDES A CAREER EXPECTATION, B11 ≠ None, DK / REF)

B12 What level of qualification or education would you 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. HSC (Higher School Certificate)
10. Other level of study
11. No qualification needed (EXCLUSIVE)
12. Not sure (EXCLUSIVE)

13. Prefer not to say (EXCLUSIVE)

*(PROVIDES A CAREER EXPECTATION, B11 ≠ None, DK / REF)
B13 Would you need to do an apprenticeship or traineeship to achieve your career or job goals? (SINGLE RESPONSE)

1. Yes, Apprenticeship
2. Yes, Traineeship
3. No, neither Apprenticeship or Traineeship
4. Not sure
5. Prefer not to say

*(ALL)
B14 Do you think the courses offered at your school prepared you for your expected career path? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(ALL)
B15 Thinking back to when you were at school, how useful overall was the careers guidance you received at school in helping you choose your current pathway? Was it… (SINGLE RESPONSE)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. Didn't receive any advice or guidance
6. Not sure
7. Prefer not to say

*(YR12 SAMPLE MEMBERS, COHORT = 2)
B17 What was the highest level of maths you did for your Higher School Certificate (HSC)? (SINGLE RESPONSE)

INTERVIEWER NOTE: (Probe for level of extension mathematics. Students doing extension mathematics must also study 2-unit mathematics (option 3).

1. Mathematics General 1 (Might be called Applied Maths. Unlike Mathematics General 2, there is no exam)
2. Mathematics General 2 (Might be called General Maths. Has exam)
3. Mathematics (Likely to be called '2-unit'. Might be called Advanced)
4. Mathematics Extension 1 (Likely to be called '3-unit'. Students doing this subject must also do Mathematics (i.e. 2-unit))
5. Mathematics Extension 2 (Likely to be called '4-unit'. Students doing this subject must also do Mathematics Extension 1)
6. Mathematics Life Skills (Generally undertaken by those with special needs)
7. I did not do maths for the HSC
8. Not sure
9. Prefer not to say

*(PROVIDED HIGHEST LEVEL OF MATHS THAT WASN'T LIFESKILLS, B17= 1 – 5)
B18 Looking back to when you chose your maths level for year 11 and 12, did you choose a maths that you thought would be… (SINGLE RESPONSE)

1. Easy for you
2. About right for you
3. Hard for you
4. Not sure
5. Prefer not to say

*(PROVIDED HIGHEST LEVEL OF MATHS THAT WASN'T LIFESKILLS, B17= 1 – 5)
B19 Which of the following influenced your decision to choose this level of maths?

(STATEMENTS) (ROTATE)

1. Advice from parents
2. Advice from teachers
3. Advice from friends

4. Advice from careers advisor
5. I thought it would help to get a higher ATAR
6. It was a pre-requisite for a university course I was interested in
7. There was less homework than the level above
8. There were no other options at my school
9. I thought it would improve my employment prospects

(RESPONSE FRAME)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(PROVIDED HIGHEST LEVEL OF MATHS THAT WASN'T LIFESKILLS, B17= 1 – 5)
B21 Looking back now on your choice of maths unit or level, would you have… (SINGLE RESPONSE)

1. Selected the same math unit(s)
2. Selected a more challenging math unit
3. Selected an easier math unit
4. Would not have selected a math unit for my HSC at all
5. Not sure
6. Prefer not to say

RECONTACT DETAILS

*(ALL)
F2 Thank you for taking the time to answer those questions.

The Social Research Centre and the NSW Department of Education would like to run this survey again next year. Would it be ok if we contacted you again in about a year's time for a short follow-up survey about your work and study experiences?

Your details will only be kept for the purposes of inviting you to take part in a future survey for the Student Destinations Survey.

1. Yes
2. No

*(F2=1, AGREED TO BE RECONTACTED)
*PROGRAMMER NOTE: If email address is blank:
F3a Can I please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)
*PROGRAMMER NOTE: If email address is not blank:
F3b The email address we have for you is:

<EMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)
F4. The phone number(s) we have to reach you on are:

Best number: <newtelnum>
Alternative number: <newaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, newaltnum = Blank)
F4a. Can I please get an alternative numbers or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*PROGRAMMER NOTE: ONLY DISPLAY IF MODE = 1 (ONLINE SELF COMPLETE)
*(F2=1, AGREED TO BE RECONTACTED)
F5 And can you please confirm your postal address? This information would only be used to notify you of when the next round of interviewing would be happening.

Address 1: <ADDR1>
Suburb: <SUBURB>
State: <STATE>
Postcode: <PCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)

*(ALL)
CLOSE Thank you again very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

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.

If you have any questions or comments about the survey, you can call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

*(IF MODE=ONLINE) If you would like to view the results from the 2014 NSW Student Destinations Survey please click here - http://www.cese.nsw.gov.au/publications-filter/nsw-secondary-students-post-school-destinations-and-expectations.

*(IF MODE=TELEPHONE) If you would like to view the results from the 2014 NSW Student Destinations Survey visit www.cese.nsw.gov.au and look under recent publications

*(IF MODE=2, CATI) 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.

Year 10 longitudinal follow-up

NSW Department of Education and Communities
Secondary Students Post-School Destinations Survey
July 2015, Final v5

ONLINE INTRODUCTION

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Your participation is very important and will help us better understand the career and study aspirations of young people across New South Wales. The results of the survey will also be used to improve services for young people in NSW.

[LOGIN]

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This year's survey will ask about your current situation and your future, and should only take about 5 minutes of your time. There are no right or wrong answers. Participation is completely voluntary and you are also free to not answer any or all of the questions.

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You have received an invitation to this survey because you took part in a survey last year about the types of things you want to do when you finish school and what might have influenced your decisions about your future and, as part of the survey, you agreed to let us recontact you again.

Your answers will be de-identified, held in the strictest confidence and under the Privacy Act all information provided will only be used for research purposes. The responses of everyone who participates in this survey will be combined for analysis.

Our Privacy Policy is available via our website, if you require further information. Details of the terms and conditions for the prize draw can be found here.

CURRENT SCHOOLING

*(All)
L1 The first few questions we would like to ask you are about school…

Are you still at school or have you left school? (SINGLE RESPONSE)

1. Still at school
2. Have left school altogether
3. Not sure
4. Prefer not to say

*(LEFT SCHOOL, L1=2)
L2 What were the reasons for why you left school before finishing Year 12?

Please tick all that apply to you.

(MULTIPLE RESPONSE) (ROTATE)

1. Work or career reasons
2. Didn't like the school or teachers
3. Not interested in going (bored)
4. Not coping well at school or failing subjects
5. School was not for me or not a good environment for learning

6. School did not offer vocational education and training (VET) options
7. School did not offer the subject choices I wanted
8. I was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness
13. Disability or school couldn't cater for my disability
14. Financial hardship
15. Wanted to study elsewhere or a different course
16. Moved away from area
17. Travel time (too long a commute)
18. Other reason
19. Not sure (EXCLUSIVE)
20. Prefer not to say (EXCLUSIVE)

*(L1=1)
Y10A1 Just to confirm, what grade are you in this year? (SINGLE RESPONSE)

1. Year 10
2. Year 11
3. Year 12
4. Prefer not say

*(POTENTIAL EARLY LEAVER IN 2014 & NOT LEFT SCHOOL YET, PLEAVING = 1 & L1≠2)
L3 Last time we interviewed you on <INTDATE>, you said you thought you might leave school before finishing Year 12. Is that still the case? (SINGLE RESPONSE)

1. Yes – I still plan to leave before finishing Year 12
2. No – now I want to finish Year 12
3. Your information is not correct
4. Not sure
5. Prefer not to say

*(NOW WANTS TO FINISH YEAR 12, L3=2)
L4 Which of the following has been a factor in your decision to finish Year 12?

(STATEMENTS) (ROTATE)

1. Wanting to improve my education opportunities in the future
2. Wanting to improve my employment opportunities in the future
3. I'm now happier at school
4. Can't leave before completing Year 12 because of the raised school leaving age
5. Parents expect me to stay at school
6. Friends are staying in school

(RESPONSE FRAME)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(POTENTIAL YEAR 12 COMPLETER IN 2014 & NOT LEFT SCHOOL YET, PLEAVING = 2 & L1≠2)
Y10A2. When do you expect to leave school? (SINGLE RESPONSE)

1. At the end of Year 10 (*DISPLAY ONLY IF Y10A1=1, CURRENTLY IN Y10)
2. During / at end of Year 11 (*DISPLAY ONLY IF Y10A1≠3, CURRENTLY IN Y12)
3. During Year 12
4. After completing Year 12
5. Not sure
6. Prefer not to say

*(STILL AT SCHOOL, L1 = 1)
B7a Are you currently undertaking a Vocational Education and Training (VET) course while at school? (SINGLE RESPONSE)

1. Yes

2. No
3. Not sure
4. Prefer not to say

*(UNDERTAKING VET AT SCHOOL AND NOT PLANNING ON LEAVING, B7a=1)
B7b Is the opportunity to do a VET course an important reason for staying at school?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(UNDERTAKING VET AT SCHOOL, B7a=1)
B7c Is your current VET course related to the job you would like to have when you leave school? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(ALL)
B11 What kind of career or job do you expect to have when you are about 30 years old? (SINGLE RESPONSE)

1. Secondary School Teacher
2. Physiotherapist
3. General Practitioners and Resident Medical Officer
4. Barrister
5. Primary School Teacher
6. Psychologist
7. Architects and Landscape Architect
8. Carpenters and Joiner
9. Electrician
10. Registered Nurse
11. Police
12. Journalists and Other Writer
13. Other
14. None
15. Not sure
16. Prefer not to say

*(OTHER JOB, B11=13)
B11a Can you please describe the title of the job you expect to have when you are about 30 years old and the main tasks and duties you would have in that role. (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(PROVIDES A CAREER EXPECTATION, B11 ≠ None, DK / REF)
B12 What level of qualification or education do you need to have for this type of work? (MULTIPLE RESPONSE)

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. HSC (Higher School Certificate)
10. Other level of study
11. No qualification needed (EXCLUSIVE)
12. Not sure (EXCLUSIVE)
13. Prefer not to say (EXCLUSIVE)

*(PROVIDES A CAREER EXPECTATION, B11 ≠ None, DK / REF)
L5 Would you need to do an apprenticeship or traineeship to achieve your career or job goals? (SINGLE RESPONSE)

1. Yes, Apprenticeship
2. Yes, Traineeship
3. No, neither Apprenticeship or Traineeship
4. Not sure
5. Prefer not to say

*(PROVIDES A CAREER EXPECTATION, B11 ≠ None, DK / REF)
Y10B7 Do you think the courses offered at your school have prepared you for your future career path?

1. Yes
2. No
3. Not sure
4. Prefer not to say

EMPLOYMENT

*(ALL)
A5a Do you currently have a paid job? (SINGLE RESPONSE)

Note: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(NOT WORKING, A5a = 2-4)
A5b Are you currently looking for work? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(A5a=1, CURRENTLY HAVE A PAID JOB)
C2 How many hours on average a week do you work in this job?

If you are working more than one job, please provide total hours worked in paid employment.

1. Hours given (specify)
2. (Not sure)
3. (Prefer not to say)

RECONTACT DETAILS

*(ALL)
F2 Thank you for taking the time to answer those questions.

The Social Research Centre and the NSW Department of Education would like to run this survey again next year. Would it be ok if we contacted you again in about a year's time for a short follow-up survey about your work and study experiences?

Your details will only be kept for the purposes of inviting you to take part in a future survey for the Student Destinations Survey.

1. Yes
2. No

*(F2=1, AGREED TO BE RECONTACTED)
*PROGRAMMER NOTE: If email address is blank:
F3a Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)
*PROGRAMMER NOTE: If email address is not blank:

F3b The email address we have for you is:

<EMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)
F4. The phone number(s) we have to reach you on are:

Best number: <newtelnum>
Alternative number: <newaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, newaltnum = Blank)
F4a. Can we please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*PROGRAMMER NOTE: ONLY DISPLAY IF MODE = 1 (ONLINE SELF COMPLETE)
*(F2=1, AGREED TO BE RECONTACTED)
F5 And can you please confirm your postal address? This information would only be used to notify you of when the next round of interviewing would be happening.

Address 1: <ADDR1>
Suburb: <SUBURB>
State: <STATE>
Postcode: <PCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)

*(ALL)
CLOSE Thank you again very much for your time and assistance, your response to the survey has now been registered and you have been entered into the prize draw.

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.

*(IF MODE=ONLINE) If you would like to view the results from the 2014 NSW Student Destinations Survey please click here - http://www.cese.nsw.gov.au/publications-filter/nsw-secondary-students-post-school-destinations-and-expectations.

*(IF MODE=TELEPHONE) If you would like to view the results from the 2014 NSW Student Destinations Survey visit www.cese.nsw.gov.au and look under recent publications

*(IF MODE=TELEPHONE) 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.

Appendix 4 – References

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