NSW Secondary Students' Post-School Destinations and Expectations

2016 Annual Report

Social Research Centre
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Contents

List of figures ..... **v**

List of tables ..... **vi**

Executive Summary ..... **viii**

1. Introduction **1**

1.1. Background and research objectives 1
1.2. Methodology 2
1.3. About this report 2

2. Post-school destinations **5**

2.1. Main destination 5
2.1.1. Year 12 completers 5
2.1.2. Early school leavers 12
2.2. Educational status 19
2.2.1. Areas of study 19
2.2.2. Likelihood of undertaking further education 21
2.3. Employment status 23
2.3.1. Labour force participation 23
2.3.2. Preference to work more hours 25
2.3.3. Employment satisfaction 27
2.3.4. Occupational classification 28
2.4. Not in the labour force, education or training 31
2.4.1. Socio-demographic profile 31
2.4.2. Main activity 31
2.4.3. Deferring further education 32

3. Reasons for leaving school early **33**

3.1. Main survey findings 33
3.2. Socio-demographic differences 35
3.2.1. Disillusioned with school 35
3.2.2. Academic or behavioural difficulties 35
3.2.3. Bullying 35
3.2.4. Employment or career 35
3.2.5. Looking for other education opportunities 36
3.2.6. External factors or pressures 36
3.2.7. Other reasons 36

4. School engagement **39**

4.1. Aspects most enjoyed about school 39
4.2. Aspects least enjoyed about school 40

5. Career expectations **42**

6. Destination three years after leaving school **45**

6.1. Year 12 completers 45
6.2. Early school leavers 47
6.3. Year 10 students 48

7. Summary and conclusions **49**

7.1. Year 12 completers 49

7.2. Early school leavers 49
7.3. Not in the labour force, education or training 50
7.4. Reasons for leaving school early 50
7.5. School engagement 51
7.6. Career expectations 52
7.7. Destination three years after leaving school 52
List of abbreviations and terms 53
References 54
Appendix 1 Methodology 55
Appendix 2 Derived items 63
Appendix 3 Questionnaires 70

List of figures

Figure 1 Main post-school destination in 2016 of Year 12 completers 5

Figure 2 Main post-school destination in 2016 of early school leavers 12

Figure 3 Preference to work more hours among early school leavers and Year 12 completers (2014 – 2016) 25

Figure 4 Preference to work more hours among early school leavers and Year 12 completers by average hours worked each week (2016) 26

Figure 5 Influence of the least enjoyed aspects about school on the decision to leave (2014 – 2016) 41

List of tables

Table 1 Main post-school destination of Year 12 completers by year (2010 – 2016) 6
Table 2 Main post-school destination in 2016 of Year 12 completers by gender 7
Table 3 Main post-school destination in 2016 of Year 12 completers by socio-economic status quartile 8
Table 4 Main post-school destination in 2016 of Year 12 completers by school sector 8
Table 5 Parental SES quartile by school sector among Year 12 completers (2016) 9
Table 6 Main post-school destination in 2016 of Year 12 completers by participation in VET while at school 9
Table 7 Main post-school destination in 2016 of Year 12 completers by cultural and linguistic background 10
Table 8 Main post-school destination in 2016 of Year 12 school completers by NSW region (SA4 cluster) 11
Table 9 Main post-school destination of early school leavers by year (2010 – 2016) 13
Table 10 Main post-school destination in 2016 of early school leavers by gender and age 14
Table 11 Main post-school destination in 2016 of early school leavers by socio-economic status quartile 15
Table 12 Main post-school destination in 2016 of early school leavers by school sector 16
Table 13 Main post-school destination in 2016 of early school leavers by participation in VET while at school 16
Table 14 Main post-school destination in 2016 of early school leavers by cultural and linguistic background 17
Table 15 Main post-school destination in 2016 of early school leavers by NSW region (SA4 cluster) 18
Table 16 Education status among Year 12 completers and early school leavers (2014 – 2016) 19
Table 17 Area of study for those currently in further education (2014 – 2016) 20
Table 18 Area of study for Year 12 completers and early school leavers by selected education-based post-school destinations in 2016 20
Table 19 Likelihood of undertaking further education in the next two years among Year 12 completers and early school leavers (2014 – 2016) 21
Table 20 Reason for planning to not undertake further study among early school leavers (2014 – 2016) 22
Table 21 Employment status of Year 12 completers and early school leavers (2014 – 2016) 23
Table 22 Employment status of Year 12 completers and early school leavers by Destination 24
Table 23 Extent to which Year 12 completers and early school leavers 'liked' their job (2014 – 2016) 27
Table 24 Apprenticeship area among Year 12 completers and early school leavers (2014 – 2016) 28
Table 25 Traineeship area among Year 12 completers and early school leavers (2014 – 2016) 29
Table 26 Main occupation among Year 12 completers and early school leavers (2014 – 2016) 30
Table 27 Main activity of Year 12 completers and early school leavers not in the labour force, education or training (2014 – 2016) 32
Table 28 Self-reported reasons for leaving school early (2014 – 2016) 34
Table 29 Self-reported main reasons for leaving school early by gender, school sector and SES (2016) 37

Table 30 Self-reported main reasons for leaving school early by cultural background, participation in VET and age (2016) 37
Table 31 Main post-school destination by self-reported main reasons for leaving school early (2016) 38
Table 32 Aspects most enjoyed about school among Year 12 completers and early school leavers (2014 – 2016) 39
Table 33 Aspects least enjoyed about school among Year 12 completers and early school leavers (2014 – 2016) 40
Table 34 Expected career at age 30 among Year 12 completers and early school leavers (2014 – 2016) 44
Table 35 Main post-school destination among Year 12 completer cohort by year (2014 – 2016) 45
Table 36 Transitions in main post-school destination among Year 12 completers by main post-school destination from 2014 to 2016 46
Table 37 Main post-school destination among early school leaver cohort by year (2014 – 2016) 47
Table 38 Transitions in main post-school destination among early school leavers by main post-school destination from 2014 to 2016 48
Table 39 Summary of total, eligible and selected students by stratum for the 2016 Year 12 completers sample (non-Aboriginal and Torres Strait Islander/CC) 58
Table 40 Summary of total, eligible and selected students by stratum for the 2016 early school leavers sample aged 17 years and over 60
Table 41 Key longitudinal project statistics for longitudinal cohorts (2014 – 2016) 61

Executive Summary

This report presents key findings from the 2016 NSW Survey of Secondary Students' Post-School Destinations. The survey consists of cross-sectional telephone interviews with students who completed Year 12 (n=3,287) or left school before completing Year 12 (n=3,700) in 2015. It also includes a longitudinal survey consisting of follow-up interviews (via online and telephone) with Year 12 completers (n=1,343), early school leavers (n=1,523) and Year 10 students (n=1,564) who took part in the 2014 NSW Survey of Secondary Students' Post-School Destinations and who had completed further follow-up interviews in 2015.

The main aim of the survey is 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

In 2016, 70.2% of Year 12 completers and 54.3% of early school leavers were in some form of education and training six months after leaving school.

Among Year 12 completers, the main post-school destination continues to be a Bachelor degree (51.2%), while 6.5% had entered a Certificate IV, Diploma or Advanced Diploma, 2.7% in a Certificate I, II or III, 5.5% in an apprenticeship and 4.3% in a traineeship. The remaining 29.8% of Year 12 completers were not participating in any form of further education and training. Typically, these Year 12 completers had entered full-time (8.6% of all Year 12 completers) or part-time (13.2%) employment, while 5.2% were looking for work and 2.8% were not in the labour force, education or training.

Since 2015, there has been a 5.0 percentage point decrease in Year 12 completers entering some form of education and training, which is now at its lowest point in the time series. This trend is associated with a decline in Year 12 completers entering a Certificate IV, Diploma or Advanced Diploma (down 2.4 points since 2015), or Certificates I, II or III course (down 2.1 points). The pattern of small annual increases (although not statistically significant from year to year) in the percentage of Year 12 completers entering a Bachelor degree since the 2010 survey appears not to have continued. The 2016 result was 2.0 percentage points lower than seen in 2015.

Initial post-school destinations among early school leavers continue to be very different to those who complete Year 12. The most common post-school destination for early school leavers continues to be an apprenticeship (27.8%), while 9.1% had entered a Certificate IV+, 9.6% had entered a Certificate I-III and 6.5% had entered a traineeship. Overall, 45.7% of early school leavers in 2016 were not participating in any form of further education. These early school leavers were typically looking for work (15.3%) or working part-time (13.5%) or working full-time (10.1%). A few (6.9%) were not in the labour force, education or training.

The main post-school destination of early school leavers in 2016 was comparable to earlier surveys in the time series. The only notable trend was a continued decline in the proportion of early school leavers participating in Certificate I-III courses (down 9.8 percentage points since 2010). The proportion not in the labour force, education or training has remained higher than seen in 2010.

Not in the labour force, education or training

The main activities of Year 12 completers and early school leavers not in the labour force, education or training (NILFET) were comparable with previous years of the survey.

Among Year 12 completers not in the labour force, education or training (2.8% of the cohort), the most common main activities related to recreation (41.3%) – typically framed as travelling or having a 'gap'

year (25.4%) and undertaking informal studying or training (28.2%). Reinforcing the finding that many were having a 'gap year', one-quarter (27.4% of the NILFET respondents) were enrolled in some form of education or training, but had deferred it.

Main activities among early school leavers not in the labour force, further education or training in 2016 were more diverse than seen among Year 12 completers. The most common activities were undertaking some form of informal studying or training (17.0%), recreation (16.3%), being unable to work due to illness (14.1%), performing home duties (13.7%) and looking after children / preparing for birth (13.2%). Few (3.8%) early school leavers not in the labour force, further education or training were enrolled in a course, but had not yet started it.

Reasons for leaving school early

The most common self-reported reasons for leaving school early in 2016 continued to relate 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.

Self-reported reasons for leaving school were largely comparable to previous surveys in the time series. The only significant changes noted were slight decreases in mention of wanting to pursue employment and career opportunities and not liking school / teachers, as well as slight increases in mention of looking / transitioning to other educational opportunities and school not being for them.

Career expectations

School leavers' expectations about their future career paths continue to be reasonably well aligned with their current post-school pathways and broadly consistent with previous years in the time series.

Year 12 completers typically expected to be working in professional roles by age 30 (56.4%). Fewer than one-in-ten expected to be working in other occupation categories and one-fifth (18.6%) 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 (35.1%), or community or personal service role (12.9%) at age 30. About one-fifth expected to be working in a professional role (17.9%) or do not know what career they expected to have (22.7%).

Destination three years after leaving school

Among the longitudinal Year 12 completer cohort, two-thirds (60.2%) were participating in the same post-school destination as 2014. The main changes seen among the cohort related to an overall decrease in participation in Certificate IV, Diploma or Advanced Diploma courses, Certificate I-III courses and those looking for work since 2014, but an increase in full-time employment.

The longitudinal early school leaver cohort continues to be much less likely than the Year 12 completer cohort to have remained in the same post-school destination (38.1%). Since the 2014 survey, there has been a sharp decrease in participation in Certificate I-III courses and those looking for work, but a significant increase in participation in Bachelor degrees and full-time employment.

The majority of the 2014 Year 10 student cohort was still enrolled in secondary school (90.1%) and undertaking Year 12 (89.7%) in 2016, while one-in-ten had left school early (9.9%). Their reasons for leaving school early were broadly consistent with results from the cross-sectional surveys.

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) and the NSW Skills Board to identify trends in, and correlates of, post-school education, training and employment destinations of secondary school students in NSW. The 2016 survey represents the third in the current annual time series, with the first wave conducted in 2014.

The Survey of Secondary Students' Post-School Destinations seeks to build on previous research. It provides critical information on education pathways, attainments and destinations of young people in NSW, as well as on the factors that drive their engagement, retention, educational achievements and pathway choices. The survey allows the DoE to more adequately monitor post-school pathways and will inform policy settings and planning for NSW. This will help to achieve the youth participation and attainment targets, and partially address the NSW Auditor General's recommendations relating to raising the school leaving age (2012) from 15 to 17 years of age on 1 January 2010 (Education Amendment Act 2009).

The NSW Skills Board (formerly, Board of Vocational Education and Training) 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:

- 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 are to identify trends in, and correlates of, post-school education, training and employment destinations in NSW.

The more specific research objectives to be investigated through the survey are 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 work and study status of respondents from the 2014 NSW Secondary Students' Post-School Destination Survey.

1.2. Methodology

The 2016 NSW Secondary Students' Post-School Destinations Survey consisted of three components:

- Cross-sectional telephone interviews with students who completed Year 12 in 2015 (hereafter called Year 12 completers),
- Cross-sectional telephone interviews with students who left secondary school in 2015 before completing Year 12 (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 were first interviewed in 2014.

Information collected by the NSW Education Standards Authority (NESA) 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 2015. In addition, some enrolment information collected by the DoE for government school administration purposes was used to supplement NESA records.

Prior to surveys commencing, letters jointly signed by NESA and DoE were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out. Letters were sent to students from all school sectors (Government, Catholic, and Independent).

Longitudinal follow-up interviews were undertaken with Year 12 completers and early school leavers who left school in 2013 and Year 10 students. These participants were first interviewed in the 2014 NSW Post-Secondary School Destinations and Expectations Survey, then completed a follow-up interview in 2015 and gave permission to be re-contacted. 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 2016 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 previous surveys.

A more detailed outline of the methodology employed in 2016 is provided in Appendix 1.

1.3. About this report

This report is designed to provide a brief overview of the conduct of the 2016 NSW Secondary Students' Post-School Destinations Survey, 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 2016 wave; however, where appropriate, comparisons are drawn to previous destinations and expectations surveys conducted in NSW. Further, it should be noted that it does not present results for all questions in the surveys.

This report 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. Details of the approach taken to weight the survey can be found in Appendix 1.

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 indicated 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 the respondent'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), and is consistent with the approach adopted by Marks et al. (2011; 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:
    - Bachelor degree
    - VET Certificate IV+
    - VET Certificate I-III

- Apprenticeship
- Traineeship
- Full-time employment (35 hours or more per week)
- Part-time employment (less than 35 hours per week)
- Looking for work and
- Not in the labour force, 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 2015. Survey results are presented separately for those who completed Year 12 and those who left secondary school before completing Year 12 in 2015.

The primary focus of this section is on students' main post-school destination and its relationship with a range of socio-demographic factors. This 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

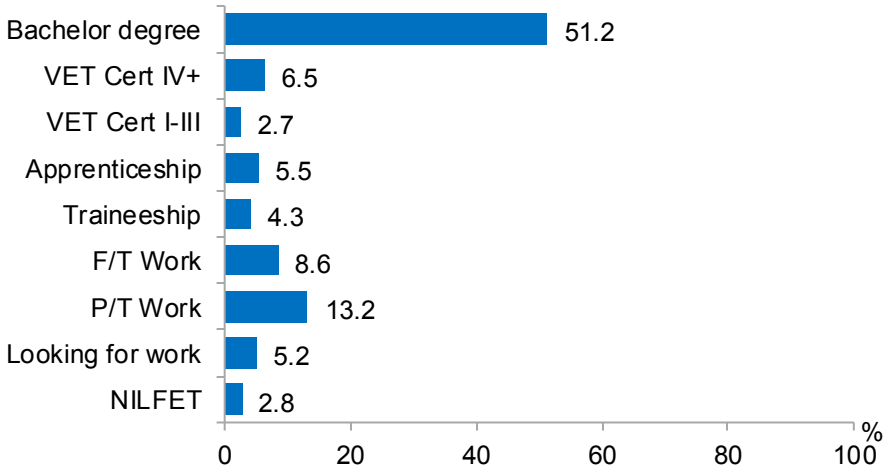
Main survey findings

The main post-school destination of NSW students who completed Year 12 in 2015 are summarised in Figure 1. The majority (70.2%) of Year 12 completers were undertaking some form of education and training when interviewed in 2016, while slightly more than one-quarter (27.1%) were employed or looking for work and a minority (2.8%) were not in the labour force, education or training.

Studying a Bachelor degree was the most common form of further education and training among Year 12 completers, with slightly more than half (51.2%) studying at this level. The main universities attended were Western Sydney University (15.7% of those studying a Bachelor degree), University of New South Wales (13.3%), University of Sydney (13.3%) and Macquarie University (10.4%).

In terms of other forms of further education among Year 12 completers, 6.5% were enrolled in a Certificate IV, Diploma or Advanced Diploma, 2.7% in Certificates I, II or III, 5.5% in an apprenticeship and 4.3% in a traineeship. Among those not currently undertaking further education or training, most were employed in full-time (8.6% of all Year 12 completers) or part-time work (13.2%), while 5.2% were looking for work and 2.8% were not in the labour force, education or training.

Figure 1 Main post-school destination in 2016 of Year 12 completers



Base: All Year 12 completers (n=3,287).

Comparison with previous surveys

Table 1 summarises the main post-school destination of Year 12 completers since the 2010 post-school destination survey. Notable variations over time include:

- A significant decrease in the proportion of Year 12 completers entering some form of education and training between 2015 and 2016. The proportion in some form of education and training is now similar to what it was in 2010.
- A significant decrease in the proportion of Year 12 completers entering VET courses not associated with an apprenticeship or traineeship (i.e. Certificate IV+ and Certificates I-III) in comparison to the 2015 survey results and in comparison to the 2010 figures.
- The trend seen over the past four survey waves for small increases in the proportion of Year 12 completers entering a Bachelor degree (although each increase from year to year was not statistically significant) has not continued in 2016, with participation down two percentage points from 2015.
- Entering into an apprenticeship or traineeship has remained reasonably stable across the time series, while the apparent decrease in participation in part-time employment noted in 2015 was not sustained in 2016.
- The proportion of Year 12 completers not in the labour force, education or training is higher than in 2010 and 2013, but is comparable to 2014 and 2015.

Table 1 Main post-school destination of Year 12 completers by year (2010 – 2016)

	2010 %	2013 %	2014 %	2015 %	2016 %
Base (n): All Year 12 completers	2,087	1,945	3,581	3,490	3,287
Some form of education and training	71.8	75.5*	72.8	75.2*	70.2
Bachelor degree	47.4	51.9*	52.5*	53.2*	51.2
VET Cert IV+	9.9	9.3	7.3*	8.9	6.5*
VET Cert I-III	6.0	6.7	3.7*	4.8	2.7*
Apprenticeship	5.4	4.6	4.9	4.7	5.5
Traineeship	3.2	3.0	4.4	3.6	4.3
Employed	22.4	18.5	19.1	17.7	21.8
F/T Work	8.9	6.4*	6.6*	7.0	8.6
P/T Work	13.5	12.1	12.5	10.7*	13.2
Looking for work	4.8	5.0	5.5	5.0	5.2
NILFET	1.0	1.1	2.6*	2.1*	2.8*

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

Socio-demographic differences[1]

Gender

Female Year 12 completers in 2016 are more likely than their male counterparts to have entered a Bachelor degree (see Table 2). The gap between the proportion of female and male Year 12 completers entering a Bachelor degree in 2016 remains higher than seen in earlier surveys (7.5 points in 2010, 6.2 points in 2013 and 4.4 points in 2014) and similar to the gap in 2015 (8.4 percentage points).

In comparison, male Year 12 completers continue to be much more likely to have entered an apprenticeship and a little more likely to be looking for work (although the latter difference was not statistically significant). Further, in contrast to previous surveys, male and female Year 12 completers did not differ in terms of having entered full-time employment.

Table 2 Main post-school destination in 2016 of Year 12 completers by gender

Main destination	Gender	
	Male %	Female %
Base (n): All Year 12 completers	1,534	1,753
Bachelor degree	46.9	55.1*
VET Cert IV+	6.3	6.6
VET Cert I-III	2.1	3.3
Apprenticeship	9.6	1.7*
Traineeship	3.7	4.9
F/T Work	8.8	8.4
P/T Work	13.1	13.4
Looking for work	6.4	4.1
NILFET	3.1	2.4

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

Parental socio-economic status

There continues to be a strong relationship between parental SES (presented as quartiles)[2] and post-school destinations among Year 12 completers, especially relating to students entering a Bachelor degree (see Table 3 overleaf).

The proportion of Year 12 completers who entered a Bachelor degree in 2016 increased substantially with SES quartile. Entering a Bachelor degree was highest among Year 12 completers from the highest SES quartile (63.9%) and lowest among those from the lowest SES quartile (37.1%). However, the proportion of Year 12 completers who in 2016 entered a Certificate IV, Diploma or Advanced Diploma (and Certificate I-III to a lesser extent) or employment (full- or part-time) increased as SES decreased. Further, the proportion of Year 12 completers entering into an apprenticeship tended to be higher among those from the middle SES quartiles than either the highest or lowest quartiles.

[1] Socio-demographic differences are determined using bivariate analysis, a form of statistical analysis that examines the relationship between two variables. It should be noted that a relationship between variables does not imply the existence of a causal relationship.
[2] See Appendix 2 for a summary of how this measure was constructed.

Table 3 Main post-school destination in 2016 of Year 12 completers by socio-economic status quartile

Main destination	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All Year 12 completers	1,101	814	722	617
Bachelor degree	63.9	50.3*	42.8*	37.1*
VET Cert IV+	4.3	6.6	8.1	9.2*
VET Cert I-III	2.4	2.1	3.0	3.5
Apprenticeship	2.3	7.1*	7.7*	5.5
Traineeship	3.6	4.9	4.2	5.2
F/T Work	6.1	7.2	11.9*	12.4*
P/T Work	9.7	13.2	15.5	18.0*
Looking for work	4.0	6.7	6.4	4.3
NILFET	3.7	1.9	0.5	4.8

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

School sector

Year 12 completers who attended a government school (45.0%) were less likely to have entered a Bachelor degree in 2016 than their Catholic (53.9%) or Independent (68.7%) school peers. Year 12 completers who attended a Catholic school were also less likely to have entered a Bachelor degree than those who had attended an independent school (68.7%, see Table 4).

By comparison, Year 12 completers from government schools were more likely than those from other school sectors to be engaged in part-time work or looking for work. Further, Year 12 completers from government and Catholic schools were more likely than those from the Independent sector to have entered a Certificate IV, Diploma or Advanced Diploma or traineeship.

Table 4 Main post-school destination in 2016 of Year 12 completers by school sector

Main destination	School sector		
	Government	Catholic	Independent
	%	%	%
Base (n): All Year 12 completers	1,474	935	878
Bachelor degree	45.0	53.9*	68.7*
VET Cert IV+	7.0	7.0	3.7*
VET Cert I-III	2.9	2.8	1.7
Apprenticeship	5.3	7.5	3.1
Traineeship	4.9	4.5	1.6*
F/T Work	9.0	8.9	6.9
P/T Work	16	10.3*	8.0*
Looking for work	6.8	3.2*	2.7*
NILFET	3.0	1.9	3.6

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

As has been noted in previous post-school destination reports (Polesel et al., 2013 and Myers et al., 2015a and 2015b), these results do not account for the influence of other factors, such as parental SES. More specifically, 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 among school sectors (see Table 5).

Table 5 Parental SES quartile by school sector among Year 12 completers (2016)

Parental SES quartile	School sector		
	Government	Catholic	Independent
	%	%	%
Base (n): All Year 12 completers	1,474	935	878
Highest	30.8	34.0	57.7*
Upper middle	23.7	28.4	21.7
Lower middle	22.3	21.9	12.6*
Lowest	22.1	14.5*	7.2*

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

Participation in VET while at school

Year 12 completers who undertook at least one VET course while at school continue to be less likely than those who had not undertaken a VET course to enter a Bachelor degree (24.5% vs. 65.5%; see Table 6). However, they were more likely to have entered all other post-school destinations, except not being in the labour force, education or training. This is broadly consistent with results reported in 2015, with the exception of the greater proportion of participants of VET while at school undertaking traineeships compared with students who did not participate in VET.

Table 6 Main post-school destination in 2016 of Year 12 completers by participation in VET while at school

Main destination	Participated in VET	Did not participate in VET
	%	%
Base (n): All Year 12 completers	1,140	2,147
Bachelor degree	24.5	65.5*
VET Cert IV+	9.3	4.9*
VET Cert I-III	4.5	1.7*
Apprenticeship	12.0	2.0*
Traineeship	7.3	2.7*
F/T Work	13.6	5.9*
P/T Work	17.7	10.8*
Looking for work	8.3	3.5*
NILFET	2.8	2.8

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

Cultural and linguistic background

Year 12 completers identified as Aboriginal and Torres Strait Islander peoples were less likely than others to have entered a Bachelor degree (26.5% vs. 51.9%). These young people were however, more likely to have entered a VET Certificate I-III course, a traineeship, employment (full or part-time) or be looking for work. In contrast to results from the 2015 survey, Year 12 completers identified as Aboriginal and Torres Strait Islander peoples were no more or less likely to be not in the labour force, education or training than other year 12 completers.

Year 12 completers who spoke a language other than English at home were more likely than others to have entered a Bachelor degree in 2016 (65.8% vs. 45.7%). They were, however, less likely to have entered full-time or part-time employment (see Table 7).

Table 7 Main post-school destination in 2016 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	769	2,518	603	2,684
Bachelor degree	26.5	51.9*	65.8	45.7*
VET Cert IV+	7.3	6.4	6.0	6.7
VET Cert I-III	6.9	2.6*	1.8	3.0
Apprenticeship	5.3	5.5	3.8	6.2
Traineeship	7.6	4.2*	2.7	4.9
F/T Work	12.5	8.5*	5.0	10.0*
P/T Work	18.0	13.1*	8.0	15.2*
Looking for work	12.7	5.0*	3.9	5.7
NILFET	3.3	2.8	3.1	2.7

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

Region (SA4 cluster)

Consistent with trends seen in previous iterations of the post-school destination survey, Year 12 completers from the Greater Sydney area – and especially those from Inner Sydney, Sydney North and Sydney South – were more likely to have entered a Bachelor degree than those from regional or rural areas of NSW (62.0% vs. 32.5%) (see Table 8).

By comparison, Year 12 completers from regional or rural areas of NSW were more likely to have entered a VET Certificate I-III course, traineeship or full-time or part-time employment (see Table 8).

Table 8 Main post-school destination in 2016 of Year 12 school 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	3,287	1606	272	230	284	250	295	275	1681	369	359	321	320	312
Bachelor degree	51.2	62.0	66.4*	68.3*	59.8	65.1*	53.8	56.2	32.5*	33.9*	35.7*	28.3*	30.8*	30.5*
VET Cert IV+	6.5	6.0	4.3	2.0	6.5	9.0	9.2	6.7	7.3	6.1	9.1	8.0	9.0	4.5
VET Cert I-III	2.7	1.4	0.7	0.9	0.5	0.6	1.7	4.3	4.9*	6.9	4.1	3.6	3.7	4.1
Apprenticeship	5.5	5.1	2.4*	5.6	6.4	5.7	7.3	3.7	6.2	7.0	4.0	10.1	6.4	5.1
Traineeship	4.3	2.9	0.9	1.2	4.7	1.7	4.4	5.0	6.8*	4.3	7.3	5.7	8.4	9.4
F/T Work	8.6	5.9	5.3	6.3	6.7	4.0*	6.9	6.1	13.4*	13.5	10.0	15.2	9.1	21.4*
P/T Work	13.2	9.0	9.6	11.2	7.7	7.7*	10.8	5.9*	20.5*	20.7	22.1	21.4	20.5	18.1
Looking for work	5.2	4.8	5.0	1.4	6.1	4.9	4.9	7.5	6.0	5.3	6.8	7.0	7.6	3.6
NILFET	2.8	2.9	5.4	3.2	1.6	1.3	0.9*	4.6	2.5	2.4	0.9	0.7*	4.6	3.3

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

2.1.2. Early school leavers

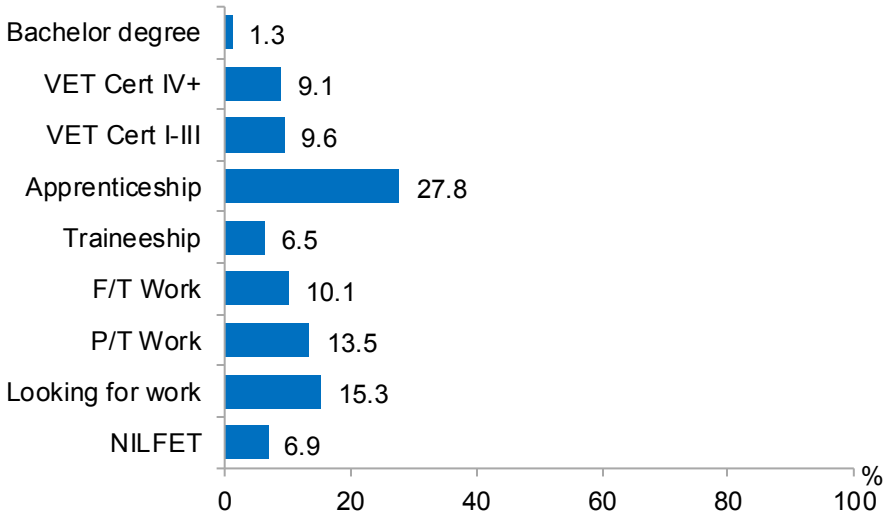
Main survey findings

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 (54.3%) of early school leavers surveyed in 2016 were undertaking some form of education and training in 2016, while approximately two-fifths (38.9%) were employed or looking for work. The most common form of further education and training among early school leavers in 2016 was an apprenticeship, with slightly less than three-in-ten (27.8%) training at this level. Further, 9.6% had entered a Certificate I-III, 9.1% a Certificate IV, Diploma or Advanced Diploma and 6.5% had entered a traineeship.

Most of those not undertaking further education were employed in part-time (13.5% of all early school leavers) or full-time work (10.1%), while 15.3% were looking for work and 6.9% were not in the labour force, education or training.

Figure 2 Main post-school destination in 2016 of early school leavers



Base: All early school leavers (n=3,700).

Comparison with previous surveys

Table 9 summarises the main post-school destination of early school leavers from the past five waves of post-school destination surveys in NSW. The number of early school leavers surveyed in 2010 and 2013 was very low and used a different sampling method (clustered by school), which limits the potential for meaningful comparison with these years; however, these data are presented for completeness.

Overall, the main post-school destination of early school leavers in 2016 was very similar to earlier years of the post-school destination survey. The only notable trend is a continued decline in the proportion of early school leavers participating in Certificate I-III courses (down 9.8 percentage points since 2010). In addition, the proportion of early school leavers whose main post-school destination was not in the labour force, education or training remained higher than that recorded in 2010 and 2013.

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 significant decrease in participation in Certificate I-III courses (down 3.3 points in 2015 and 5.0 percentage points from 2014 to 2016).

Table 9 Main post-school destination of early school leavers by year (2010 – 2016)

Main destination	2010 %	2013 %	2014 %	2015 %	2016 %
Base (n): All early school leavers	311	193	7,000	3,135	3,700
Some form of education and training	55.1	64.9	56.0	53.8	54.3
Bachelor degree	0.4	0.0	0.9	1.1	1.3
VET Cert IV+	6.7	7.7	7.8	9.6	9.1
VET Cert I-III	19.4	22.8	14.6	11.3*	9.6*
Apprenticeship	25.7	28.6	26.2	26.0	27.8
Traineeship	3.0	5.8	6.5*	5.8	6.5*
Employed	29.7	22.4	20.5	22.3	23.6
F/T Work	13.6	10.4	8.3*	9.7	10.1
P/T Work	16.0	12.0	12.2	12.6	13.5
Looking for work	11.8	11.5	17.2*	16.4	15.3
NILFET	3.5	1.2	6.4*	7.6*	6.9*

* Indicates result is significantly different to 2010 (p<.01).
NOTE: Diploma and Advanced Diploma are grouped with VET Cert IV+

Socio-demographic differences

Gender and age

Consistent with results from previous surveys, gender differences associated with post-school destinations continue to be more pronounced among early school leavers than among Year 12 completers. Female early school leavers were more likely to have entered a Certificate IV, Diploma or Advanced Diploma, Certificate I-III, part-time employment or not be in the labour force, education, or training (see Table 10). By comparison, male early school leavers were more likely to have entered an apprenticeship (41.8% vs. 6.6%) or full-time employment (11.7% vs. 7.8%).

The main post-school destination of early school leavers also varied by age (defined as age at the end of 2015). Survey results indicated having entered an employment-related destination (particularly full-time employment and looking for work) tended to increase with age, while having entered an apprenticeship tended to decrease with age.

Table 10 Main post-school destination in 2016 of early school leavers by gender and age

Main destination	Gender		Age at the end of 2015			
	Male	Female	15	16	17	18+
	%	%	%	%	%	%
Base (n): All early school leavers	2,360	1,340	298	1,805	1,272	325
Bachelor degree	1.2	1.4	0.2	0.8	1.2	2.9
VET Cert IV+	4.8	15.7*	10.9	9.2	8.2	10.6
VET Cert I-III	6.0	15.1*	13.2	9.5	8.9	10.2
Apprenticeship	41.8	6.6*	37.6	34.8	26.5*	12.2*
Traineeship	5.5	8.0	8.9	7.1	6.8	3.5
F/T Work	11.7	7.8*	4.5	9.2*	10.0*	14.7*
P/T Work	9.9	18.8*	12.0	11.6	14.0	16.7
Looking for work	14.0	17.1	8.9	12.6	16.4*	20.7*
NILFET	5.0	9.6*	3.8	5.3	8.0*	8.5

* Indicates result is significantly different to males (for gender) or 15 year olds (for age at the end of 2015) (p<.01).
NOTE: Diploma and Advanced Diploma are grouped with VET Cert IV+

Parental 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 2016 survey results indicated that the relationship between SES and entering an apprenticeship was less pronounced than in previous surveys. Early school leavers from the lowest SES quartile tended to be least likely to have entered an apprenticeship. However, only the difference to the lower middle SES quartiles was statistically significant. Results also indicated that entering employment (either full- or part-time) and looking for work tended to increase as SES decreased. Further, unlike Year 12 completers, the percentage of early leavers entering a higher-level VET course tended to increase with SES quartile.

Table 11 Main post-school destination in 2016 of early school leavers by socio-economic status quartile

Main destination	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All early school leavers	526	885	1,075	1,141
Bachelor degree	3.0	1.1	0.8	1.1
VET Cert IV+	13.2*	11.2	8.7	6.3*
VET Cert I-III	12.0*	10.2	6.8*	10.1
Apprenticeship	28.0	29.4	31.6	23.6
Traineeship	5.9	7.1	7.6	5.7
F/T Work	7.5*	8.8	10.2	12.6*
P/T Work	10.4	12.3	14.3	15.6
Looking for work	12.5	15.0	13.6	17.2
NILFET	7.4	5.0	6.4	7.8

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

School sector

Compared to earlier survey results, there were limited differences in early school leavers' post-school destinations by school sector.

Early school leavers from the Independent school sector continue to be 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 (see Table 12). 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 and were the least likely to be looking for work or not in the labour force, education or training.

Table 12 Main post-school destination in 2016 of early school leavers by school sector

Main destination	School sector		
	Government	Catholic	Independent
	%	%	%
Base (n): All early school leavers	2,783	617	300
Bachelor degree	1.1	1.3	2.5
VET Cert IV+	7.7	13.9*	16.7*
VET Cert I-III	9.6	8.6	11.3
Apprenticeship	25.6	41.6*	27.0
Traineeship	6.7	6.2	4.7
F/T Work	10.6	8.4	7.9
P/T Work	14.1	10.8	11.8
Looking for work	17.0	7.1*	11.4
NILFET	7.6	2.1*	6.8

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

Participation in VET while at school

The main post-school destinations of early school leavers in 2016 were not strongly associated with whether an early school leaver had participated in a VET course while still at school.

Consistent with previous years, results indicated that early school leavers who had participated in a VET course while at school were less likely to have entered a Certificate IV, Diploma or Advanced Diploma course than those who had not (see Table 13). No other significant differences were noted.

Table 13 Main post-school destination in 2016 of early school leavers by participation in VET while at school

Main destination	Participated in VET	Did not participate in VET
	%	%
Base (n): All early school leavers	1,514	2,186
Bachelor degree	1.0	1.5
VET Cert IV+	6.0	11.7*
VET Cert I-III	8.0	10.9
Apprenticeship	28.0	27.6
Traineeship	7.1	6.0
F/T Work	11.6	8.9
P/T Work	14.8	12.4
Looking for work	17.3	13.6
NILFET	6.2	7.4

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

Cultural and linguistic background

Early school leavers identified as Aboriginal and Torres Strait Islander peoples were more likely than others to be looking for work or not in the labour force, education or training. Although not statistically significant, but consistent with trends noted in previous years, early school leavers identified as Aboriginal and Torres Strait Islander peoples tended to be more likely to have entered a Certificate I-III course. Further, early school leavers identified as Aboriginal and Torres Strait Islander peoples were

less likely than others to have entered a Certificate IV, Diploma or Advanced Diploma course or an apprenticeship.

Early school leavers who spoke a language other than English at home were more likely than those who spoke English only to have entered a Certificate IV, Diploma or Advanced Diploma course (see Table 14). Similar to results from the 2015 survey, no other significant differences were noted by language spoken at home.

Table 14 Main post-school destination in 2016 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	432	3,268	383	3,317
Bachelor degree	0.6	1.3	2.6	1.1
VET Cert IV+	1.9	10.0*	15.0	8.4*
VET Cert I-III	13.0	9.2	9.7	9.6
Apprenticeship	14.9	29.3*	25.1	28.1
Traineeship	7.1	6.4	4.4	6.8
F/T Work	7.8	10.4	11.1	10.0
P/T Work	11.7	13.7	9.1	14.1
Looking for work	30.9	13.4*	14.4	15.4
NILFET	12.0	6.2*	8.5	6.6

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

Region (SA4 cluster)

Consistent with patterns seen in previous years of the post-school destination survey, the early school leavers in Greater Sydney were more likely than those in regional or rural areas of NSW to have entered a Certificate IV, Diploma or Advanced Diploma course or an apprenticeship (see Table 15). There was a high degree of variability in the proportion of early school leavers entering an apprenticeship within the Greater Sydney region and the rest of NSW overall. For example, entering an apprenticeship was higher among early school leavers who attended a secondary school in Sydney South (39.9%) and South West NSW (36.3%), but lower among early school leavers who attended a secondary school in Sydney Inner (16.5%) and North East NSW (18.2%).

The 2016 results also indicated that those who lived in regional or rural areas of NSW were more likely to have entered a Certificate I-III course.

Table 15 Main post-school destination in 2016 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	3,700	1,558	163	169	340	263	362	261	2,142	677	381	253	448	383
Bachelor degree	1.3	1.8	2.8	1.5	0.7	0.5	2.0	3.0	0.9	1.6	0.2	1.2	-	0.9
VET Cert IV+	9.1	11.2	14.9	10.9	11.3	9.1	11.1	10.7	7.6*	10.0	4.2	6.5	10.7	3.7
VET Cert I-III	9.6	7.3	10.6	12.1	8.8	4.6	4.3	6.8	11.3*	8.3	16.3*	12.0	10.9	11.5
Apprenticeship	27.8	30.4	16.5*	27.6	34.1	39.9*	33.1	27.2	25.8*	24.4	18.2*	24.5	28.2	36.3*
Traineeship	6.5	6.0	2.4	5.7	8.4	5.4	6.2	6.7	6.9	5.5	9.7	4.3	6.1	8.7
F/T Work	10.1	10.5	8.0	13.3	8.5	13.1	10.0	10.7	9.8	9.7	8.4	10.3	11.9	9.0*
P/T Work	13.5	12.0	13.6	9.5	14.2	10.8	11.9	11.3	14.6	16.9	16.7	15.2	12.8	9.0
Looking for work	15.3.	13.4	21.7	12.5	8.2*	10.4	13.9	14.7	16.7	16.4	16.9	19.9	16.4	15.0
NILFET	6.9	7.5	9.4	6.9	5.7	6.2	7.5	8.9	6.4	7.1	9.3	6.0	3.0	5.9

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

2.2. Educational status

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

Slightly less than three-quarters (70.2%) of Year 12 completers were currently participating in some form of further education or training, while another 6.1% were enrolled but had not yet commenced. The proportion of Year 12 completers currently participating in some form of further education and training was significantly lower than in 2015 (down 5.0 percentage points to 70.2%), but comparable with 2014. This decrease was offset by an increase in Year 12 completers not enrolled to study (up 4.9 percentage points to 23.7%).

By comparison, approximately half (51.2%) of early school leavers were currently participating in some form of further education or training, while 2.8% were enrolled but had not yet commenced. Since 2014, there has been a slight increase in the proportion of early school leavers not studying and a slight decrease in those enrolled to study but not yet commenced.

Table 16 Education status among Year 12 completers and early school leavers (2014 – 2016)

Education status	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): All respondents	3,581	3,490	3,287	7,000	3,135	3,700
Currently studying	72.0	75.2	70.2	53.3	53.1	51.2
Enrolled, but not yet started	7.8	6.0	6.1	4.8	2.3*	2.8*
Not studying	20.2	18.8	23.7	42.0	44.7	46.1*

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

2.2.1. Areas of study

The areas of study in further education and training being undertaken by Year 12 completers and early school leavers (excluding those undertaking an apprenticeship and traineeship) are summarised in Table 17.

The main areas of study among Year 12 completers in 2016 were society and culture (23.6%), management and commerce (21.3%), health (15.1%), creative arts (11.8%) and natural and physical sciences (10.6%). This is consistent with previous survey years.

As in previous surveys, the profile of main areas of study among early school leavers differs from that of Year 12 completers. In 2016, the most common area of study for early school leavers was society and culture (15.4%), but this was followed by creative arts (15.0%), management and commerce (14.4%), food, hospitality and personal services (12.8%), and agriculture and environment (8.8%). Since 2014 there has been an increase in early school leavers' participation in further education relating to agriculture and environment, as well as creative arts, and a decrease in mixed field programmes.

However, when the area of study undertaken by Year 12 completers and early school leavers is compared at the equivalent level of study (e.g. Certificate IV+ and Certificate I-III), no statistically significant differences are seen between the cohorts (see Table 18).

Table 17 Area of study for those currently in further education (2014 – 2016)

Area of study	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	1,998	2,106	1,886	1,569	727	697
Natural and physical sciences	12.0	11.7	10.6	0.7	2.5	0.8
Information technology	5.8	4.7	4.7	4.7	5.2	4.5
Engineering and related technologies	9.1	8.1	7.7	4.2	3.9	2.7
Architecture and building	2.2	2.4	4.2	5.7	2.6	4.5
Agriculture, environment and related	1.0	0.7	1.5	3.9	4.0	8.8*
Health	15.1	16.8	15.1	7.3	11.7	7.5
Education	8.2	7.5	6.4	6.2	6.6	6.4
Management and commerce	22.1	21.2	21.3	18.6	17.4	14.4
Society and culture	23.5	23.9	23.6	12.3	12.5	15.4
Creative arts	9.3	10.5	11.8	9.1	10.9	15.0*
Food, hospitality and personal services	1.7	2.3	1.1	15.2	14.7	12.8
Mixed field programmes	1.6	1.9	1.9	12.2	8.5	4.7*
Other	0.0	0.2	1.9	0.2	0.4	0.7
Don't know/Refused	0.0	0.0	0.0	0.1	0.0	0.0

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

Table 18 Area of study for Year 12 completers and early school leavers by selected education-based post-school destinations in 2016

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 Bachelor degree, VET Cert IV+ or VET Cert I-III	1,565	204	117	41	310	346
Natural and physical sciences	11.8	4.7	0.2	1.8	0.0	1.4
Information technology	4.0	11.4	3.5	19.7	4.7	2.4
Engineering and related technologies	8.1	5.5	6.6	1.8	0.3	5.0
Architecture and building	3.6	8.9	3.9	1.6	4.8	4.6
Agriculture, environment and related	1.3	0.6	7.6	1.4	4.2	14.3
Health	16.4	8.4	6.1	20.6	7.6	5.8
Education	6.4	5.9	7.8	3.9	9.5	3.8
Management and commerce	22.6	13.3	16.7	2.2	13.5	16.8
Society and culture	25.1	13.6	18.8	21.2	17.7	12.5
Creative arts	11.5	16.9	5.7	22.7	22.2	7.2
Food, hospitality and Personal services	0.2	8.0	1.3	2.6	14.4	12.6
Mixed field programmes	0.8	4.0	17.5	0.0	2.1	7.7
Other	2.0	0.1	4.0	1.9	0.4	0.8
Don't know/Refused	0.0	0.0	0.0	0.0	0.0	0.0

Note: No significant differences are noted in the above table

2.2.2. Likelihood of undertaking further education

Year 12 completers and early school leavers not currently studying or enrolled in further education or training were asked an additional question about intentions. Specifically, they were asked how likely it is that they would start some study or training in the next two years that would lead to a qualification.

The majority of Year 12 completers (85.4%) and early school leavers (80.5%) who were not currently studying or enrolled in any form of further education or training believed it was 'extremely' or 'somewhat' likely they would start some study or training in the next two years (see Table 19). About one-in-ten said it was 'not very likely' they would start some study or training, while about one in twenty or fewer stated it was 'not at all likely'.

Self-reported likelihood to undertake further study or training was comparable between Year 12 completers and early school leavers. Results were consistent with those seen in previous surveys.

Table 19 Likelihood of undertaking further education in the next two years among Year 12 completers and early school leavers (2014 – 2016)

Likelihood of undertaking further education	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Not currently studying or enrolled in further education and non-proxy interview	807	761	782	2,613	1,173	1,337
NET: Likely	85.3	86.8	85.4	81.4	81.0	80.5
Extremely likely	48.2	48.8	43.0	44.2	40.2	40.9
Somewhat likely	37.1	37.9	42.5	37.2	40.8	39.6
Not very likely	8.9	9.4	7.9	10.3	11.4	12.1
Not at all likely	3.8	2.7	5.5	5.3	4.4	5.8
Don't know / Refused	2.0	1.1	1.2	3.1	3.2	1.6*

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

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 why they held that intention.

The main reasons given by early school leavers related to being disengaged with education (21.6%), employment (15.9%) and beliefs they do not need a qualification (14.9%, see Table 20). Although not statistically significant, there appears to have been an increase in the proportion of survey participants who mentioned that they did not like studying and a decrease in employment-related reasons.

Results for Year 12 completers not planning to undertake further study are not presented due to the very small base (n<50).

Table 20 Reason for planning to not undertake further study among early school leavers (2014 – 2016)

Main reason	2014 %	2015 %	2016 %
Base (n): No intention to undertake further study	137	53	71
Disengaged with education	24.0	24.6	21.6
Don't like studying	12.9	11.1	20.2
Never planned or intended to study	11.1	13.5	1.4
Employment related	23.0	28.5	15.9
Wanted to start career right away	12.1	10.2	7.6
Wanted to start earning own money	11.0	18.4	8.3
Too busy or caring for family member	10.4	3.0	4.9
Don't need a qualification	7.1	4.8	14.9
Didn't know what to do	5.7	3.0	11.3
Already completed a qualification	4.8	-	1.8
Unable to study due to health issues	2.5	7.9	1.1
Courses not available locally	2.2	4.3	-
Planning on studying / Waiting for course to start	1.9	1.4	2.1
Would have had to travel too much	1.4	-	0.6
Wanted to take a gap year	1.3	-	-
Planning on joining the army / navy	1.2	2.3	5.1
Other	8.1	9.0	14.9

Note: No significant differences are noted in the above table.

2.3. Employment status

2.3.1. Labour force participation

Approximately two-thirds of Year 12 completers (68.3%) and early school leavers (66.8%) were working in some capacity at the time of the 2016 survey (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. Specifically, employment among Year 12 completers was more likely to be part-time employment, while among early school leavers it was more likely to be full-time employment.

Labour force participation among Year 12 completers in the 2016 survey was broadly comparable to that seen in 2014 and 2015. The only notable change since 2014 has been a slight decrease in the proportion of Year 12 completers looking for work.

Among early school leavers, there has been a 5.0 percentage point decrease since 2014 (and 2.8 points since 2015) in the proportion currently looking for work and a corresponding increase in the proportion currently in employment, especially full-time employment.

Table 21 Employment status of Year 12 completers and early school leavers (2014 – 2016)

Employment status	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): All	3,581	3,490	3,287	7,000	3,135	3,700
Working	64.6	65.4	68.3	62.1	63.1	66.8*
35+ hours	15.6	15.8	18.0	37.5	38.8	41.5*
Under 35 hours	49.0	49.6	50.4	24.6	24.3	25.2
Looking for work	22.3	18.5*	18.5*	26.6	24.4	21.6*
Not looking for work	13.1	16.1*	13.2	11.3	12.6	11.6

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

Table 22 (overleaf) shows employment status by post-school destination for Year 12 completers and early school leavers.

Table 22 Employment status of Year 12 completers and early school leavers by Destination

Employment status	Year 12 completers					Early school leavers				
	Bachelor degree %	VET Cert IV+ %	VET Cert I-III %	Apprentice ship %	Traineeship %	Bachelor degree %	VET Cert IV+ %	VET Cert I-III %	Apprentice ship %	Traineeship %
Base (n): All	1565	204	117	173	159	41	310	346	1225	265
Working	62.7	56.1	47.0	97.9	95.1	58.4	50.0	38.8	99.9	98.4
35+ hours	2.0	4.0	6.1	90.5	67.2	7.1	4.1	6.5	92.8	70.3
Under 35 hours	60.7	52.2	40.9	7.4	27.8	51.3	45.9	32.3	7.1	28.1
Looking for work	20.9	21.6	33.8	2.0	3.5	21.9	30.8	33.00	0.1	0.4
Not looking for work	16.3	22.3	19.1	0.1	1.4	19.6	19.2	28.2	-	1.2

Note: Only education post-school destinations are shown as results for each employment based post-school destination align with employment status outcomes

2.3.2. Preference to work more hours

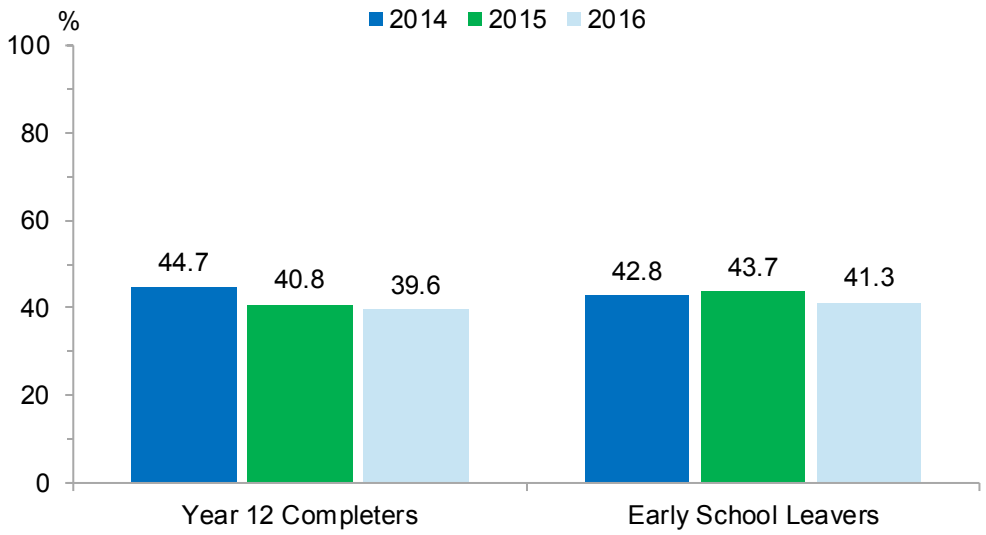
Year 12 completers and early school leavers who currently had a paid job, were asked if they would prefer to be working more hours than they currently do.

Overall, approximately two-fifths of Year 12 completers (39.6%) and early school leavers (41.3%) currently employed said they would prefer to be working more hours (see Figure 3). These results were consistent with those seen in previous surveys.

Further, also consistent with results from previous post-school destinations surveys, there were no significant differences between Year 12 completers and early school leavers in relation to their preference to work more hours. However, when preferences are examined by average weekly hours worked, early school leavers are more likely than Year 12 completers to report having a preference to work more hours, especially when working 11-25 hours per week (see

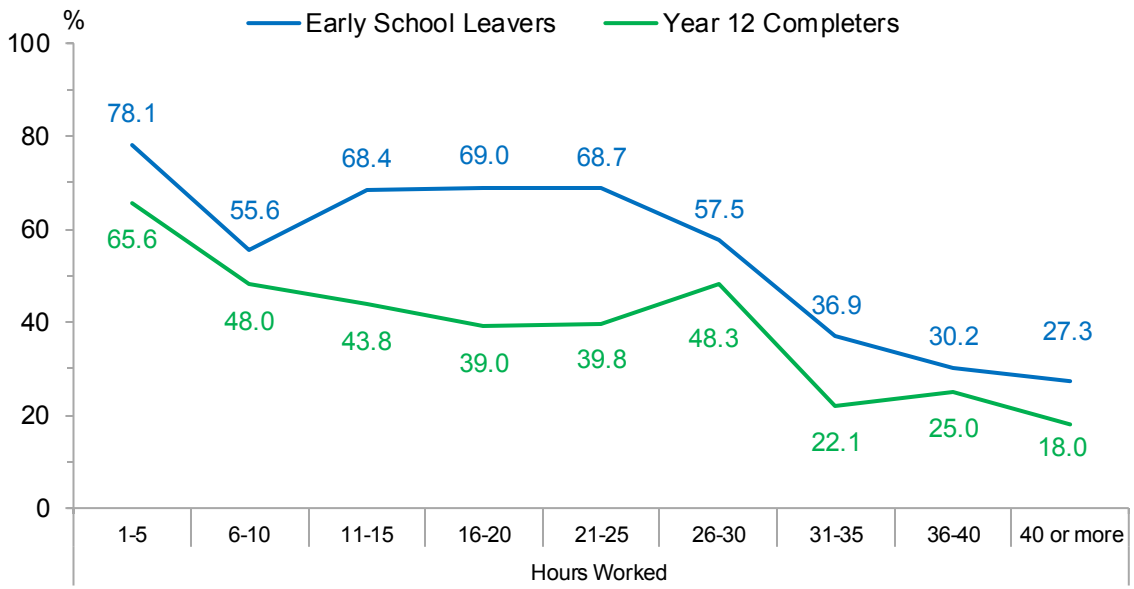
Figure 4). This trend is likely to reflect the prominence of employment as the main post-school destination among early school leavers.

Figure 3 Preference to work more hours among early school leavers and Year 12 completers (2014 – 2016)



Base: Currently employed (Early school leavers: 2014, n=4,225; 2015, n=1,870; 2016, n=2,390; Year 12 completers: 2014, n=2,182; 2015, n=2,150; 2016, n=2,106).

Figure 4 Preference to work more hours among early school leavers and Year 12 completers by average hours worked each week (2016)



Base: Currently employed (Early school leavers, n=2,390; Year 12 completers, n=2,106). 2016 survey data.

2.3.3. Employment satisfaction

Satisfaction with their current job continues to be very high among Year 12 completers and early school leavers. Nearly all Year 12 completers and early school leavers reported liking their current job, with the majority liking it 'a lot' and between one-fifth and one-third liking it 'somewhat' (see Table 23). Job satisfaction tended to be slightly higher among early school leavers than Year 12 completers and results were comparable to previous surveys in the time series.

Consistent with results from previous post-school destinations surveys, satisfaction tended to be higher among Year 12 completers and early school leavers whose main post-school destination was an apprenticeship (76.1% of Year 12 completers and 87.3% of early school leavers liking it 'a lot'). Job satisfaction was also higher for Year 12 completers in a traineeship (77.4%) than Year 12 completers in general (57.3%), but among early school leavers job satisfaction for those who were in traineeships (69.0%) was similar to (or a little lower than) early school leavers overall (72.3%). Satisfaction tended to be lowest among those whose 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 23 Extent to which Year 12 completers and early school leavers 'liked' their job (2014 – 2016)

Liked current job	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Currently employed	2,303	2,262	2,242	4,493	2,011	2,613
NET: A lot / Somewhat	90.9	89.9	91.8	92.9	93.8	93.4
A lot	54.1	54.3	57.3	69.8	70.5	72.3
Somewhat	36.9	35.6	34.5	23.1	23.3	21.1
Not very much	6.6	7.1	5.9	4.4	4.2	4.4
Not at all	1.1	2.6*	1.6	1.8	1.5	1.3
Don't know/Refused	1.3	0.4	0.7	0.9	0.5	0.9

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

2.3.4. Occupational classification

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

Table 24 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 area among Year 12 completers surveyed in 2016 was electrician (21.2%), followed by bricklaying, carpentry and joinery (19.5%) and plumber (16.3%). The proportion of Year 12 completers undertaking apprenticeships in plumbing has increased substantially since 2014 and 2015 and is associated with a decline in the proportion undertaking apprenticeships as automotive electricians and mechanics.

The distribution of apprenticeship areas among early school leavers differs from that of Year 12 completers. The most common areas among early school leavers were bricklaying, carpentry and joinery (23.8%) followed by automotive electrician and mechanic (14.6%), electrician (11.4%), plumber (11.2%), food trades (8.7%) and hairdresser (5.8%). There has been little change in the distribution of apprenticeship areas among early school leavers since 2014, except for a small increase in bricklayers and a small decrease in fabrication and mechanical engineers.

Table 24 Apprenticeship area among Year 12 completers and early school leavers (2014 – 2016)

Occupation	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Doing apprenticeship	180	173	168	1,952	846	1,222
Bricklayers, and Carpenters and Joiners	22.4	16.0	19.5	18.5	23.0	23.8*
Automotive Electricians and Mechanics	13.3	13.4	4.9	15.0	12.2	14.6
Food Trades Workers	10.8	11.1	9.1	9.7	7.9	8.7
Plumbers	4.6	7.0	16.3*	9.5	10.0	11.2
Electricians	16.3	17.9	21.2	9.3	9.0	11.4
Hairdressers	5.5	2.9	5.8	8.2	7.5	5.8
Fabrication Engineering Trades Workers	1.6	-	2.7	4.8	1.2*	2.9*
Mechanical Engineering Trades Workers	5.4	4.1	6.1	4.0	6.2	2.4*
Glaziers, Plasterers and Tilers	1.0	3.3	0.4	3.0	3.2	3.0
Horticultural Trades Workers	3.6	5.5	3.9	2.7	3.9	3.1
Electronics and Telecommunications Trades Workers	2.4	2.0	0.4	2.1	2.6	2.8
Wood Trades Workers	1.7	1.5	0.4	2.0	1.7	1.0
Other occupation	11.4	13.7	9.3	10.7	11.6	8.6
Don't know / Refused	-	1.4	-	0.4	-	0.9

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

Table 25 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 in 2016 among Year 12 completers were roles as a child carer (20.9%), general clerk (13.8%) and sales person or assistant (9.6%). Among early school leavers, the most common traineeships were roles as a sales person or assistant (23.1%) and child carer (13.4%). Some differences in traineeship areas are noted between Year 12 completers and early school leavers, however it should be noted that relative standard errors between survey years were too large (typically greater than 50 percentage points) to reliably report any differences.

Table 25 Traineeship area among Year 12 completers and early school leavers (2014 – 2016)

Occupation	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Doing traineeship	195	161	152	443	181	259
Managers	3.9	1.9	3.6	0.6	3.2	4.2
Professionals	12.9	8.2	13.8	2.1	4.7	2.7
Accountants, Auditors and Company Secretaries	4.3	0.1	1.3	0.2	0.4	-
School Teachers	2.6	1.1	2.2	0.2	-	-
Business, Human Resource and Marketing Professionals	2.4	-	0.1	0.2	-	-
Technicians and Trades Workers	6.1	11.4	4.2	16.9	22.5	16.9
Food Trades Workers	0.1	2.1	1.3	2.2	4.9	2.7
Bricklayers, and Carpenters and Joiners	-	1.2	-	1.8	3.6	0.8
Automotive Electricians and Mechanics	1.1	0.1	-	1.8	-	1.7
Construction Trades Workers	-	2.1	0.4	1.7	4.3	0.3
Building and Engineering Technicians	2.8	0.1	-	0.2	0.9	0.5
Community and Personal Service Workers	33.0	34.1	29.8	28.3	27.0	21.3
Child Carers	16.9	15.2	20.9	15.2	15.4	13.4
Hospitality Workers	10.2	11.8	4.4	6.0	7.1	4.3
Personal Service and Travel Workers	0.7	-	-	3.1	0.5	0.6
Personal Carers and Assistants	1.2	0.1	0.3	2.4	2.9	1.2
Clerical and Administration Workers	12.7	16.5	26.0	11.1	6.9	13.2
General Clerks	9.3	10.3	13.8	8.1	3.7	10.0
Sales Workers	24.6	23.3	15.6	26.6	24.6	24.0
Sales Assistants and Salespersons	24.6	20.0	9.6	24.9	21.7	23.1
Machinery Operators and Drivers	0.1	0.6	1.5	2.0	1.1	1.7
Labourers	5.8	2.2	4.3	9.0	7.8	13.2
Farm, Forestry and Garden Workers	1.2	2.1	-	4.9	2.4	5.5
Construction and Mining Labourers	1.6	0.1	2.7	1.2	2.0	3.1
Factory Process Workers	2.9	-	-	0.2	-	0.4
Not enough information provided	0.9	1.7	0.9	0.9	1.0	0.5
Don't know / Refused	0.1	-	0.3	2.5	1.2	2.3

Note: No significant differences are noted in the above table.

Table 26 summarises the main occupation classifications among Year 12 completers and early school leavers not in an apprenticeship or traineeship.

The most common occupation categories among Year 12 completers in 2016 were sales workers (32.6%) and community and personal services (26.0%). The profile of occupations among early school leavers was similar to that seen among Year 12 completers. The most common occupation categories among early school leavers included sales (30.7%), labourers (26.8%) and community and personal services (18.4%).

The profile of occupations among Year 12 completers and early school leavers in the 2016 results was broadly consistent with previous surveys, although a trend towards decreasing employment as checkout operators and office cashiers was noted across both cohorts.

Table 26 Main occupation among Year 12 completers and early school leavers (2014 – 2016)

Occupation	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): Currently have paid job, not apprenticeship or traineeship	1,928	1,928	1,922	2,098	984	1132
Managers	2.4	1.7	0.9*	1.1	1.1	2.2
Professionals	7.3	7.3	7.7	2.0	1.1	3.3
Miscellaneous Education Professionals	5.5	4.6	5.6	0.3	0.1	1.0
Technicians and Trades Workers	3.2	3.2	3.7	8.2	6.9	7.1
Community and Personal Service Workers	28.0	26.7	26.0	16.3	19.7	18.4
Hospitality Workers	17.1	16.8	16.3	10.6	12.8	11.6
Clerical and Administration Workers	4.8	6.5	8.8*	4.3	5.5	3.0
Receptionists	1.3	1.6	2.6	1.6	2.2	1.2
Sales Workers	32.9	35.2	32.6	31.7	27.4	30.7
Sales Assistants and Salespersons	20.9	25.3	25.0	17.0	16.1	20.9
Checkout Operators and Office Cashiers	11.6	8.2*	6.5*	14.1	10.6*	8.8*
Machinery Operators and Drivers	5.5	5.2	6.9	7.5	6.9	6.7
Storepersons	4.6	3.9	5.8	5.3	4.6	4.3
Labourers	14.9	13.8	12.5	27.6	29.6	26.8
Food Preparation Assistants	7.3	7.0	6.1	10.9	10.8	8.5
Construction and Mining Labourers	1.6	1.2	1.2	4.7	6.3	6.9
Farm, Forestry and Garden Workers	1.4	0.9	1.0	3.8	4.1	3.7
Not enough information provided	0.5	0.2	0.3	0.3	1.1	0.5
Don't know/Refused	0.4	0.2	0.5	1.0	0.8	1.4

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

2.4. Not in the labour force, education or training

A relatively small proportion of Year 12 completers (2.8%) and early school leavers (6.9%) reported being neither in the labour force, nor engaged in further education or training in 2016. The following section provides a summary profile of this group and reports their current main activity.

2.4.1. Socio-demographic profile

There were no socio-demographic differences related to Year 12 completers being classified as not in the labour force, education or training in 2016 (see Section 2.1).

Among early school leavers however, a small number of socio-demographic differences were noted in 2016. These differences indicated that early school leavers who were not in the labour force, education or training were more likely to have left school at an older age (17-18 years), be female, have attended an Independent or government school and have identified as an Aboriginal and Torres Strait Islander person.

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.

The most common main activity for Year 12 completers not in the labour force, education or training in 2016 continued to be recreation (41.3%), typically in the context of having a 'gap' year (25.4%). One-quarter (28.2%) were undertaking some form of informal study 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.

Main activities among early school leavers not in the labour force, education or training in 2016 were more diverse than those seen among Year 12 completers. The most common main activities included undertaking some form of informal study or training (17.0%), recreation (16.3%-typically framed as doing 'nothing',14.0%), being unable to work due to illness (14.1%), performing home duties (13.7%) and looking after children / preparing for birth (13.2%). The latter was primarily mentioned by female early school leavers (21.6% vs. 2.2% males).

Table 27 Main activity of Year 12 completers and early school leavers not in the labour force, education or training (2014 – 2016)

Main activity	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): NILFET	109	86	90	393	223	196
Recreation / nothing	45.5	51.7	41.3	28.4	29.6	16.3
Nothing	1.8	7.8	9.0	15.2	21.4	14.0
Recreational activities	10.5	10.8	6.8	10.7	5.9	-
Travel / gap year	33.2	33.2	25.4	2.6	2.3	2.4
Looking after children / preparing for birth	1.9	1.9	0.3	19.0	15.1	13.2
Undertaking informal study or training	21.0	23.4	28.2	15.3	11.2	17.0
Unable to work due to illness	10.2	6.3	2.9	9.0	16.2	14.1
Performing home duties	5.8	5.4	4.0	8.7	7.9	13.7
Waiting for course to start / looking to enrol	-	2.7	2.4	3.7	4.6	2.0
Unpaid work	12.7	1.9	4.9	2.9	5.4	0.9
Carer for another person	0.3	4.6	0.1	2.4	2.0	1.8
Other	2.7	2.1	12.8	7.0	2.8	4.1
Don't know / Refused	-	-	0.8	3.6	3.2	13.2

Note: No significant differences are noted in the above table.

2.4.3. Deferring further education

Approximately one-quarter (27.4%) of Year 12 completers who were not in the labour force, education or training indicated they were enrolled in a course of study, but had deferred it. This proportion was similar to 2015 (28.2%), but lower (albeit not statistically significantly different from) than 2014 (43.0%). It is also comparable with rates of deferred further education among other non-education destinations. For example, 23.7% of those in full-time employment, 17.8% of those in part-time employment and 11.7% of those looking for work had deferred a place in further education.

Rates of deferred further education among early school leavers who were not currently in the labour force, education or training in 2016 were very low (3.8%). This proportion was comparable to 2015 (2.8%), but lower than 2014 (9.3%).

3. Reasons for leaving school early

This section of the report explores early school leavers' self-reported reasons for leaving school in 2015 before completing Year 12. It also reports on 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 leaving school.

The most common self-reported reasons for leaving school early in 2016 related to wanting to pursue employment and career opportunities and not liking school or teachers (see Table 28). Other less frequently cited reasons for leaving school 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.

Self-reported reasons for leaving school have remained reasonably consistent since the 2014 survey. The only significant changes noted were slight decreases in the proportion of early school leavers wanting to pursue employment and career opportunities, or not liking school / teachers, as well as slight increases in the proportion looking for or transitioning to other educational opportunities and school "not being for them".

Relative to results from the 2014 survey, there was a slight but significant decrease in the proportion of early school leavers reporting being bullied as a reason for leaving school.

Table 28 Self-reported reasons for leaving school early (2014 – 2016)

Reason for leaving	Main reason			Other reason			Total mention		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
	%	%	%	%	%		%	%	%
Base (n): All early school leavers	7,000	3,135	3,700	7,000	3,135	3,700	7,000	3,135	3,700
Disillusioned	37.4	34.9	39.9	17.2	16.0	16.4	48.9	45.8*	50.8
Didn't like school / teachers	20.5	16.9*	17.2*	8.5	6.9	6.0*	28.2	23.5*	23.2*
School not for me	10.3	10.6	14.8*	5.3	6.1	7.0*	15.5	16.5	21.8*
Was not interested in going / bored	6.6	7.4	7.9	3.9	3.6	4.6	10.5	11.0	12.5
Academic or behavioural difficulties	14.5	15.4	13.7	6.5	6.7	6.5	20.4	21.3	19.9
Not coping well at school	10.7	11.1	10.1	5.3	5.9	5.9	15.8	16.8	16.1
Asked to leave / expelled / got in trouble	3.8	4.3	3.6	1.3	0.8	0.5*	5.0	5.0	4.1
I was bullied	4.3	3.3	3.2	2.8	2.3	2.1	6.9	5.6	5.3*
Work reasons / Career reasons	24.8	24.8	22.0*	12.5	12.1	11.1	36.9	36.5	33.1*
Looking / went to other educational opportunities	5.3	6.3	6.9*	3.6	3.3	5.0	8.6	9.4	11.6
Study elsewhere / TAFE / different course	3.8	4.7	5.5*	2.4	2.4	3.5*	6.2	7.0	9.0*
Other external factors	9.5	10.8	9.9	5.4	5.7	4.5	13.9	15.4	13.9
Ill health / sickness	4.5	5.4	5.5	2.0	1.6	1.6	6.4	6.8	7.1
Family commitments	1.5	2.0	1.2	1.1	0.8	0.9	2.6	2.8	2.1
Pregnancy	1.4	0.7*	0.8	0.1	0.2	0.1	1.5	0.9*	0.9
Other	2.0	2.0	2.5	2.2	2.2	2.8	4.1	4.1	5.1
No main/other reason	0.5	0.2	-	53.3	54.9	56.4	0.5	0.2	-
Don't know/Refused	1.7	2.3	0.0	0.7	0.5	0.7	1.7	2.3	1.9

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

3.2. Socio-demographic differences

The 2016 survey results continue to illustrate that early school leavers' self-reported reasons for leaving school are associated with a range of socio-demographic factors, as well as post-school destination (see Tables 28-30 overleaf).

The following section outlines the profile of seven main reasons for leaving early in 2016: being disillusioned with school (n=1,475); experiencing academic or behaviour difficulties (n=507); experiencing bullying (n=120); wanting to pursue employment opportunities or advance a career (n=812); seeking other education opportunities (n=254); external factors or pressures (n=367); and residual 'other' reasons (including no reason and being unable to give a reason; n =165). Some findings presented in this section should be interpreted with caution due low prevalence of some reported main reasons for leaving school early.

3.2.1. Disillusioned with school

The proportion reporting this reason for leaving school was reasonably uniform across socio-demographic factors, such as gender, cultural background, SES and school sector. The only notable difference was that mentioning disillusionment with school as a main reason for leaving tended to decrease with age. In terms of their post-school destinations, those who mentioned disillusionment with school as a reason for leaving were more likely than others to have entered an apprenticeship (31.3%), as well as less likely to be looking for work (11.8%) or not in the labour force, education or training (4.5%).

3.2.2. Academic or behavioural difficulties

Early school leavers identified as Aboriginal and Torres Strait Islander peoples (18.8%) were more likely than others to cite academic or behavioural difficulties as their main reason for leaving school. Mention of this reason for leaving school also tended to increase with age. In terms of their post-school destinations, early school leavers who cited academic or behavioural difficulties as a reason for leaving were more likely than others to be looking for work (27.4%) and were less likely to have entered an apprenticeship (16.2%) or Certificate IV+ (5.7%).

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 (5.0%) and less likely to have attended a Catholic school (1.6%). Mention of this reason for leaving school also tended to increase as SES decreased. This group of early school leavers were the most likely to be looking for work (36.0%). They were also less likely than others to have entered an apprenticeship (5.0%).

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 (28.8%), have attended a Catholic school (28.2%), have not identified as an Aboriginal and Torres Strait Islander person (22.7%), and not speak a language other than English (22.7%). They were also substantially more likely than others to have entered an apprenticeship (49.3%). They were less likely to have entered a VET course (not associated with an apprenticeship or traineeship), be looking for work or not be in the labour force, education or training.

3.2.5. Looking for other education opportunities

Early school leavers who stated they had left school to seek other education opportunities in 2016 were more likely to be female (9.2%) and have attended a Catholic school (10.0%), but less likely to have identified as an Aboriginal and Torres Strait Islander person (3.5%). Mention of this reason for leaving school also tended to increase with SES. In terms of their post-school destinations, these early school leavers were the group most likely to have entered a Certificate IV, Diploma or Advanced Diploma (27.5%). They were also less likely than others to be working full-time (4.2%).

3.2.6. External factors or pressures

This reason for leaving school early represents a collection of circumstances relating to personal illness, caring for and having children. Early school leavers who stated they had left high school due to these reasons were more frequently females (16.2%) and identified as an Aboriginal and Torres Strait Islander person (15.6%). Mention of this reason for leaving school substantially increased with age. This group of early school leavers were also less likely to have attended a Catholic school.

In terms of their post-school destinations, these early school leavers were the group most likely to be classified as not being in the labour force, education or training (24.4%), while many were looking for work (20.3%). Conversely, they were least likely to have entered an apprenticeship (3.6%) or traineeship (1.8%).

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 female (6.1%) and aged 18 years (8.4%). They were less likely to have attended a Catholic school (2.2%). This group of early school leavers was less likely than others to have entered an apprenticeship (5.0%), while over one-quarter were looking for work (28.4%).

Table 29 Self-reported main reasons for leaving school early by gender, school sector and SES (2016)

Reason for leaving	Gender		Sector			SES			
	Male %	Female %	Government %	Catholic %	Independent %	Highest %	Upper Middle %	Lower Middle %	Lowest %
Base (n): All early school leavers	2,360	1,340	2,783	617	300	526	885	1075	1141
Disillusioned	41.1	38.1	39.5	41.0	41.7	36.1	38.7	44.4*	38.3
Academic or behavioural difficulties	13.7	13.8	14.6	10.9	9.5*	13.4	12.2	13.3	15.4
I was bullied	2.1	5.0*	3.6	1.6*	2.6	1.6	3.1	2.9	4.0
Work reasons	28.8	11.7*	21.0	28.2*	20.8	20.5	20.8	25.2	21.3
Looking for other educational opportunities	5.3	9.2*	6.2	10.0*	7.9	10.9*	8.7	4.7*	5.4*
Other external factors	5.8	16.2*	10.3	6.2*	12.8	12.6	12.1	6.6*	9.9
Other/No reason/Don't know/Refused	3.3	6.1*	4.8	2.2*	4.8	4.9	4.4	2.8	5.5

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

Table 30 Self-reported main reasons for leaving school early by cultural background, participation in VET and age (2016)

Reason for leaving	Aboriginal and Torres Strait Islander		Language background other than English		VET in school		Age			
	Yes %	No %	Yes %	No %	Yes %	No %	15 %	16 %	17 %	18+ %
Base (n): All early school leavers	432	3,268	383	3,317	1,514	2,186	298	1,805	1,272	325
Disillusioned	35.5	40.4	35.4	40.5	39.4	40.3	48.6	46.0	37.5*	29.3*
Academic or behavioural difficulties	18.8	13.1*	19.5	12.9	15.1	12.6	10.5	9.4	15.9	18.3
I was bullied	5.9	2.9	2.3	3.4	2.4	3.9	4.4	3.9	2.8	2.3
Work reasons	15.6	22.7*	16.3	22.7*	23.7	20.5	22.8	22.4	23.2	17.3
Looking for other educational opportunities	3.5	7.3*	10.9	6.3	6.0	7.6	7.8	6.8	6.7	6.9
Other external factors	15.6	9.3*	9.5	10.0	9.4	10.4	3.8	7.5*	10.0*	17.5*
Other/No reason/Don't know/Refused	5.0	4.4	6.1	4.2	4.1	4.7	2.1	3.9	3.8	8.4*

* Indicates result is significantly different to comparison group, namely Aboriginal and Torres Strait Islander peoples, having a language background other than English, having undertaken a VET course while at school and 15 year olds (p<.01).

Table 31 Main post-school destination by self-reported main reasons for leaving school early (2016)

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	1,593	438	118	854	242	327	128
Bachelor degree	1.2	1.3	2.5	0.4	4.4	1.0	1.0
VET Cert IV+	8.7	5.7*	4.6	5.4*	27.5*	12.6	10.0
VET Cert I-III	9.0	7.9	15.3	5.9*	12.3	16.1*	16.1
Apprenticeship	31.3*	16.2*	5.0*	49.3*	21.8	3.6*	5.0*
Traineeship	8.4*	5.5	5.5	6.9	5.3	1.8*	3.9
F/T Work	10.5	10.5	12.7	12.0	4.2*	6.2	11.6
P/T Work	14.6	15.9	12.9	11.0	10.7	14.0	11.6
Looking for work	11.8*	27.4*	36.0*	7.9*	9.2	20.3	28.4
NILFET	4.5*	9.6	5.4	1.3*	4.5	24.4*	12.4

* Indicates result is significantly different to the average of other self-reported reasons ($p<.01$). DK = Don't know . REF = Refused to provide reason.

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 about the extent to which the aspect of school they enjoyed the least had influenced their decision to leave school early.

4.1. Aspects most enjoyed about school

The majority of Year 12 completers (92.9%) and early school leavers (86.1%) were able to identify at least one thing they liked about school (see Table 32).

Consistent with patterns seen in previous iterations of the post-school destination survey, this typically was socialising or friends and specific subjects (most commonly sports or physical education). Other aspects were mentioned by only small percentages of respondents. The only notable changes evident in the 2016 survey have been a slight increase since 2014 in mentioning socialising or friends among early school leavers and a corresponding decrease in mentioning specific subjects generally (and sports or physical education specifically).

Further, the distribution of aspects liked most about school was similar for Year 12 completers and early school leavers, although the proportion citing each factor did vary a little. Year 12 completers were more likely than early school leavers to mention socialising or friends, and good teachers as the aspect they enjoyed most about school. By comparison, early school leavers were more likely to mention specific subjects, especially sports or physical education, as well as that there was nothing about school they had liked.

Table 32 Aspects most enjoyed about school among Year 12 completers and early school leavers (2014 – 2016)

Most enjoyed about school	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): All	3,581	3,490	3,287	7,000	3,135	3,700
Total	91.9	94.5*	92.9	83.1	85.1	86.1*
Socialising / friends	52.0	53.6	55.0	42.6	44.4	48.0*
Specific classroom subjects	14.5	16.6	14.3	28.3	26.2	23.8*
Sport / Physical Education	3.7	4.4	4.6	10.4	9.8	8.5*
Engineering / Metalwork / Woodwork	0.8	0.8	0.2	3.7	3.1	2.7*
Visual Art subjects	1.9	1.6	1.6	2.7	2.2	2.7
English subjects	0.9	1.4	1.0	2.0	2.1	1.6
Maths subjects	1.5	0.9	1.0	1.7	1.6	1.6
School in general / learning	8.5	6.0*	8.5	4.0	4.3	3.8
Good teachers	5.7	7.4	5.1	3.2	4.3	4.3
Lunch / Breaks	0.8	0.8	0.8	1.5	2.1	1.6
Other	10.5	10.1	9.1	3.5	3.8	4.5
Nothing	3.5	3.3	3.2	12.3	10.9	9.8*
Don't know / Refused	4.6	2.2*	3.9	4.6	4.0	4.1

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

4.2. Aspects least enjoyed about school

The majority of Year 12 completers (83.0%) and early school leavers (83.9%) surveyed could identify at least one thing they did not like about school (see Table 33).

Among Year 12 completers, the most frequently mentioned aspect was the assessable components of subjects, such as exams and homework (29.9%), followed by specific subjects (10.4%), school structure (10.3%) and teachers (6.2%).

These aspects of school were also mentioned by early school leavers, although the rank order varied to some extent between the two groups. Consistent with Year 12 completers, early school leavers most frequently mentioned school work or the assessment process as the least enjoyed aspect of school (30.8%). This was followed by issues to do with teachers (14.1%), specific subjects (13.0%), other students (8.7%) and school structure (6.3%).

There has been little change between surveys in terms of the aspects Year 12 completers and early school leavers enjoyed least about school. The only notable change has been an increase in mention of stress / anxiety / pressure among Year 12 completers (up 5.1 percentage points since 2014 and 3.6 percentage points since 2015).

Table 33 Aspects least enjoyed about school among Year 12 completers and early school leavers (2014 – 2016)

	Year 12 completers			Early school leavers		
Least enjoyed about school	**2014**	**2015**	**2016**	**2014**	**2015**	**2016**
	%	%	%	%	%	%
Base (n): All	3,581	3,490	3,287	7,000	3,135	3,700
Total	81.1	81.7	83.0	81.9	83.7	83.9
School work / Exams	31.3	31.8	29.9	26.1	26.0	30.8*
Specific subjects	11.9	13.4	10.4	15.9	13.9	13.0*
Maths subjects	5.7	4.8	3.7*	7.9	7.0	7.0
English subjects	3.6	5.7*	4.3	4.3	4.1	3.2
Teachers	8.0	7.5	6.2	15.6	15.1	14.1
Other students / Bullied	6.8	5.0	5.8	10.0	10.3	8.7
School structure	9.6	10.5	10.3	6.6	8.4*	6.3
Daily routine	6.6	7.5	7.2	4.7	5.5	4.2
Discipline / rules	2.9	3.0	3.1	1.9	2.9	2.1
Everything / School in general	0.7	0.5	0.8	2.9	3.1	3.8
Other	12.9	12.9	19.7*	4.7	6.8*	7.3*
Stress / Anxiety / Pressure	5.5	7.0	10.6*	0.7	2.0*	2.0*
Nothing	10.8	14.1*	9.0	8.2	9.0	6.8
Don't know / Refused	8.1	4.2*	7.9	9.8	7.3*	9.2

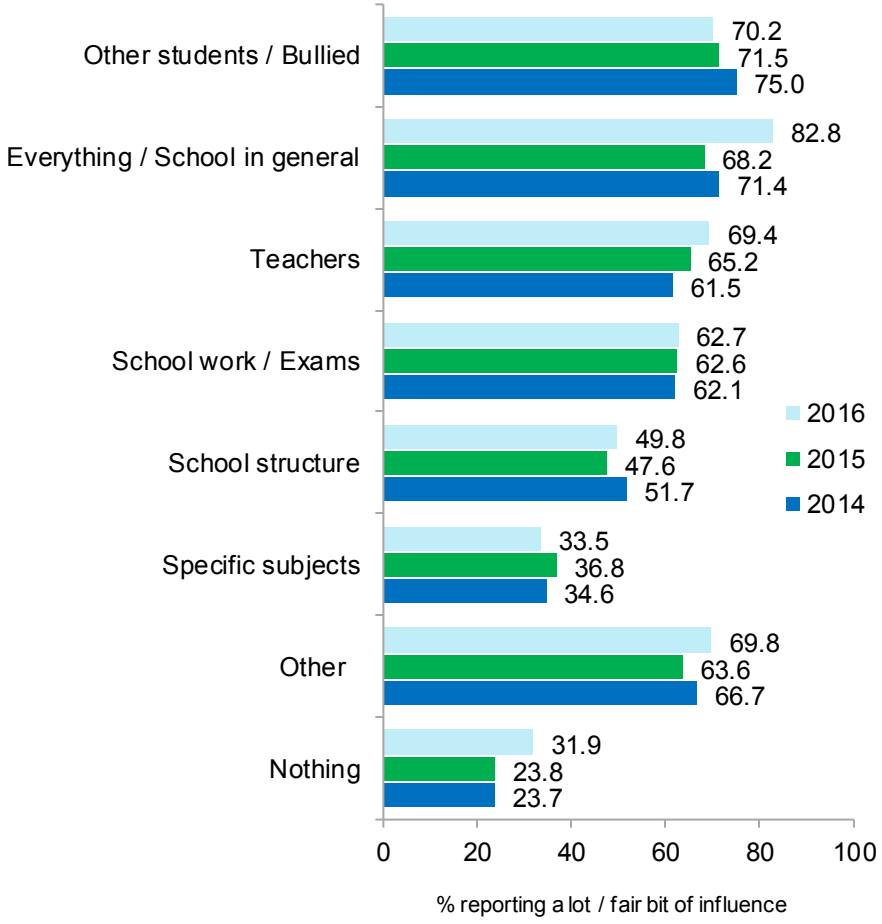
* Indicates result is significantly different to 2014 (p<.01).

The majority (58.5%) 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.

The extent to which the least enjoyed things about school influenced a student's decision to leave school early varied greatly. The aspects rated as having the greatest influence on the decision to leave early continue to be 'expressing a general dislike for school' and having 'problems with other students or their peer group', including being bullied (see Figure 5). These were followed by issues with 'teachers and school work' or 'the assessment processes. Issues that appear to have the least influence were those relating to 'school structure' and 'not enjoying specific subjects'.

Overall, these results were comparable with previous years. The level of influence of school in general appeared to have increased in 2016, but the increase was not statistically significant.

Figure 5 Influence of the least enjoyed aspects of school on the decision to leave (2014 – 2016)



Base: Gave response for what they enjoyed least about school (2014, n=6,322; 2015, n=2,916; 2016, n=3,353).
The figure shows the proportion of students indicating a particular aspect had 'a lot' or a 'fair bit' of influence on their decision to leave school.

5. Career expectations

The following section outlines the career expectations of Year 12 completers and early school leavers. Career expectations were defined by the kind of job respondents expected to have by age 30. Table 34 summarises the main expected careers (at the ANZSCO minor level) among Year 12 completers and early school leavers over the past three years.

The profile of expected careers among Year 12 completers in 2016 was comparable to that of previous cycle's surveys. A little more than half (56.4%) of Year 12 completers expected they would be working in a professional role by age 30.

The most common professional careers that Year 12 completers expected to have at age 30 included:

- School Teachers (6.7%)
- Engineering (4.8%)
- Social and Welfare (4.2%)
- Legal Professionals (3.7%)
- Midwifery and Nursing (3.6%)
- Natural and Physical Science (3.6%), and
- Architects, Designers, Planners and Surveyors (3.4%)

Fewer than one-in-ten Year 12 completers surveyed in 2016 expected to be working in other occupational categories. Further, approximately one-fifth (18.6%) did not know (or were unable to say) what career they expected to have at age 30. The only notable change in Year 12 completers' career expectations since 2015 has been a decrease in community and personal service workers roles.

Consistent with previous post-school destination surveys, the profile of expected careers at age 30 among early school leavers was very different to Year 12 completers. Early school leavers were more likely to expect they would be working in a technical or trade role (35.1%), or community or personal service role (12.9%) at age 30, but were much less likely to expect to be working in a professional role (17.9%). They were also more likely than Year 12 completers to not know what career they expected to have at age 30 (22.7%).

The specific expected careers at age 30 mentioned by early school leavers were quite diverse. The most common were:

- Bricklayers, and Carpenters and Joiners (7.3%)
- Automotive Electricians and Mechanics (6.2%)
- Personal Service and Travel (3.9%)
- Electricians (3.4%)
- Plumbers (3.3%)
- Defence Force Members, Fire Fighters and Police (3.0%)
- Food Trades (2.7%), and
- Midwifery and Nursing (2.3%)

The only notable change in early school leavers' career expectations since 2015 has been a decrease in the very small percentage expecting to be in labourer roles.

Approximately three-quarters (75.7%) 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 (41.8%). The percentage who perceived benefit in the courses offered at their school was comparable to the figures in 2014 (73.3% among Year 12 completers and 45.0% among early school leavers) and 2015 (74.9% and 45.6%).

Table 34 Expected career at age 30 among Year 12 completers and early school leavers (2014 – 2016)

Career	Year 12 completers			Early school leavers		
	2014	2015	2016	2014	2015	2016
	%	%	%	%	%	%
Base (n): All	3,581	3,490	3,287	7,000	3,135	3,700
Managers	6.2	5.6	7.0	5.0	5.0	6.2
Professionals	53.9	56.2	56.4	15.8	18.6*	17.9
School Teachers	8.8	8.3	6.7	3.9	2.5*	2.1*
Engineering	4.2	3.9	4.8	0.5	1.0	1.0
Legal Professionals	3.6	4.1	3.7	0.4	0.3	0.2
Architects, Designers, Planners and Surveyors	3.5	3.4	3.4	1.5	1.4	1.7
Health Therapy	3.4	3.0	2.8	0.2	0.3	0.3
Midwifery and Nursing	3.3	4.0	3.6	1.6	2.3	2.3
Medical Practitioners	3.3	3.2	2.9	0.3	0.3	0.1
Natural and Physical Science	3.0	3.4	3.6	0.8	1.6	1.1
Social and Welfare	2.3	4.1*	4.2*	1.1	1.5	1.2
Arts Professionals	2.1	2.4	2.5	1.8	2.2	2.2
Health Diagnostics and Promotion	1.5	1.9	1.8	0.1	0.3	0.2
Media Professionals	2.0	2.2	1.7	0.7	1.2	0.9
Accountants, Auditors and Company Secretaries	2.3	2.8	2.0	0.3	0.3	0.7
Technicians and Trades Workers	8.3	7.8	8.2	34.6	33.5	35.1
Bricklayers, and Carpenters and Joiners	1.7	0.8	0.6*	6.2	6.7	7.3
Automotive Electricians and Mechanics	1.0	1.1	0.3	5.8	6.0	6.2
Electricians	1.1	0.9	1.5	3.2	2.8	3.4
Food Trades	0.8	0.9	1.1	3.0	2.6	2.7
Hairdressers	0.3	0.1	0.1	2.9	2.2	2.2
Plumbers	0.2	0.2	0.7	2.7	2.7	3.3
Animal Attendant and Trainers, and Shearers	0.9	0.7	0.9	1.7	2.1	2.1
Community and Personal Service Workers	8.2	8.6	5.8*	13.2	14.2	12.9
Health and Welfare Support	1.9	1.3	0.9	1.6	1.4	1.3
Defence Force Members, Fire Fighters and Police	3.1	3.8	1.8	3.4	3.2	3.0
Personal Service and Travel	0.6	0.7	1.0	3.0	3.3	3.9
Sports and Fitness	1.7	0.9	0.9	1.9	1.6	1.1*
Child Carers	0.3	1.2*	0.6	1.7	2.8*	2.1
Clerical and Administration Workers	1.5	1.5	1.1	1.7	1.4	1.1
Sales Workers	1.0	1.2	1.3	1.9	1.5	1.6
Machinery Operators and Drivers	0.1	0.2	0.3	1.5	1.3	1.0
Labourers	0.4	0.4	0.2	1.9	1.8	0.7*
Not enough information provided	1.0	0.4	0.7	0.5	1.0	0.4
None	0.3	0.5	0.3	0.5	0.3	0.4
Don't know/Refused	18.9	17.5	18.6	23.5	21.3	22.7

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

6. Destination three years after leaving school

The following section provides a brief overview of the main post-school destinations of Year 12 completers, early school leavers who left school in 2013 before completing Year 12 and former Year 10 students, who participated in the 2014 survey and agreed to be re-interviewed in 2015 and 2016. More specifically, the section compares the main post-school destination in 2014 of these longitudinal cohorts to the main post-school destination in 2015.

A total of 1,343 Year 12 completers, 1,523 early school leavers and 1,564 Year 10 students completed the follow-up survey in 2016. Retention rates since the 2015 survey were 72.6%, 58.1% and 83.7%, respectively. Retention rates since the 2014 survey were 49.1%, 29.9% and 61.3%, respectively.

6.1. Year 12 completers

Table 34 summarises the main post-school destinations of the Year 12 completer longitudinal cohort (now consisting of 1,343 former Year 12 completers) in 2014, 2015 and 2016.

As can be seen, there have been changes in the main post-school destination of this cohort since 2014. Of note, there has been a significant decrease in VET course participation at all levels (Certificate IV, Diploma or Advanced Diploma down 4.0 percentage points and Certificate I-III courses down 3.1 percentage points), possibly reflecting the typical length of these types of courses. There has also been a non-significant decrease in the proportion actively looking for work (down 2.9 percentage points).

The noted decrease in VET course participation and the proportion of those looking for work was associated with an increase in the proportion of the Year 12 completer longitudinal cohort entering full-time employment (up 6.3 percentage points).

Table 35 Main post-school destination among Year 12 completer cohort by year (2014 – 2016)

	2014 %	2015 %	2016 %
Base (n): All respondents	1,343	1,343	1,343
Some form of education and training	78.1	79.5	77.3
Bachelor degree	56.3	62.1	61.8
VET Cert IV+	8.2	5.4	4.2*
VET Cert I-III	4.1	2.1	1.0*
Apprenticeship	4.7	6.1	6.2
Traineeship	4.7	3.8	4.1
Employed	15.0	15.5	18.6
F/T Work	4.6	7.6	10.9*
P/T Work	10.4	7.8	7.7
Looking for work	5.8	4.1	2.9
NILFET	1.2	0.9	1.2

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

Among the Year 12 completer longitudinal cohort in 2016, around three-fifths (60.2%) were participating in the same post-school destination as in 2014. Continuity in post-school destination varied considerably by 2014 post-school destination (Table 36). 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 (89.9%) or apprenticeship (60.0%).

In contrast, fewer than one-in-three Year 12 completers who had been classified in other post-school destinations in 2014 were still undertaking the same activity in 2016. In terms of what these Year 12 completers were doing in 2016, the following were noted:

- The majority of Year 12 completers who entered full-time (55.8%) or part-time (60.7%) employment in 2014 had transitioned to some form of education or training by 2016.
- Year 12 completers who entered a Certificate I-III course in 2014 had the highest rate of transition to other activities. Half (48.7%) had entered some other form of education or training by 2016; typically, a Bachelor degree (18.1%) or Certificate IV+ (14.0%) or traineeship (13.4%). Further, nearly one-sixth (17.2%) of this group were looking for work and 18.6% were employed.
- Year 12 completers who entered a traineeship in 2014 appeared to be split in 2016 between continuing their traineeship (26.0%), entering some other form of education or training (33.8%) and entering employment (40.1%).
- Slightly fewer than half (45.4%) of Year 12 completers who entered a Certificate IV, Diploma or Advanced Diploma in 2014 were employed in 2016, while about two-fifths (37.0%) had transitioned to some other form of education or training (typically a Bachelor degree, 25.1%).
- Two-fifths of Year 12 completers who in 2014 were classified as looking for work were employed (41.8%) in 2016, or in some form of education or training (39.7%). Further, those who had been classified as not in the labour force, education or training in 2014 were either employed (54.4%) or have entered a Bachelor degree (31.7%) in 2016.

Table 36 Transitions in main post-school destination among Year 12 completers by main post-school destination from 2014 to 2016

	Total	Bache-lor	VET IV+	VET I-III	Appren-ticeship	Trainee-ship	F/T work	P/T work	Looking for work	NILFET
		%	%	%	%	%	%	%	%	%
Base (n): All	1,343	706	98	66	56	69	97	157	78	16
No change in destination	60.2	89.9	13.4	11.6	60.0	26.0	33.2	15.6	13.1	6.2
Some form of education and training	21.1	4.0	37.0	48.7	12.9	33.8	55.8	60.7	39.7	33.7
Bachelor degree	11.2	-	25.1	18.1	11.4	21.6	36.3	38.0	14.7	31.7
VET Cert IV+	3.1	0.6	-	14.0	1.4	7.4	5.3	11.7	4.8	2.0
VET Cert I-III	0.5	-	0.7	-	-	0.8	4.8	0.1	2.6	-
Apprenticeship	3.4	1.0	9.5	3.4	-	4.0	5.9	6.5	14.0	-
Traineeship	2.9	2.4	1.7	13.4	-	-	3.5	4.4	3.6	-
Employed	15.5	4.9	45.4	18.6	21.1	40.1	7.4	18.9	41.8	54.4
Looking for work	2.1	1.0	3.8	17.2	-	0.1	3.6	3.2	-	5.6
NILFET	1.1	0.3	0.4	3.9	6.1	-	-	1.6	5.4	-

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

Table 36 summarises the main post-school destination of the early school leaver longitudinal cohort (now consisting of 1,523 former early school leavers) in 2014, 2015 and 2016.

Overall, the trends noted in 2015 have largely continued. Since the 2014 survey, there has been a significant decrease in participation in Certificate I-III courses (down 11.6 percentage points) and those looking for work (down 7.2 points), and a significant increase in participation in Bachelor degrees (up 3.9 points) and full-time employment (up 11.3 points).

Table 37 Main post-school destination among early school leaver cohort by year (2014 – 2016)

	2014 %	2015 %	2016 %
Base (n): All respondents	1,523	1,523	1,523
Some form of education and training	57.9	52.0	49.2
Bachelor degree	0.9	3.6*	4.8*
VET Cert IV+	8.7	7.8	6.2
VET Cert I-III	16.2	7.4*	4.6*
Apprenticeship	25.5	28.8	28.8
Traineeship	6.6	4.4	4.9
Employed	20.0	28.3	34.2
F/T Work	8.5	15.3*	19.8*
P/T Work	11.5	13.0	14.5
Looking for work	17.2	15.0	10.0*
NILFET	4.9	4.7	6.5

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

The early school leaver cohort continues to be much less likely than the Year 12 completer cohort to remain in the same post-school destination (38.1% vs. 60.2%).

Apprenticeships continue to be the most stable post-school destination among early school leavers, with 81.6% of those who had entered an apprenticeship in 2014 still undertaking an apprenticeship in 2016 (see Table 37). In terms of other post-school destinations:

- Early school leavers who entered a Certificate I-III course in 2014 continue to have the highest rate of transition. In 2016, almost two-fifths (38.1%) of this group had entered employment, while around one-third (35.4%) were in some other form of education or training, typically an apprenticeship (11.0%), Certificate IV+ (10.0%) or traineeship (7.9%).
- Approximately half of early school leavers who entered a Certificate IV, Diploma or Advanced Diploma course (45.6%) or a traineeship (52.2%) in 2014 have transitioned to employment by 2016. Although a similar proportion of these groups have continued to some other form of education or training, the nature of the education or training was different. Among those who had entered a Certificate IV, Diploma or Advanced Diploma course, one-fifth (20.5%) have entered a Bachelor degree, while among those who had entered a traineeship, 14.1% have entered an apprenticeship.
- Early school leavers whose main destination in 2014 had been looking for work appeared to be evenly split in 2016 between still looking for work (27.0%), entering some form of education or training (30.5%) and entering employment (28.0%). Further, being categorised as NILFET in 2016

continued to be more common among those who had been looking for work or had not been in the labour force, education or training in 2014.

Table 38 Transitions in main post-school destination among early school leavers by main post-school destination from 2014 to 2016

	Total	Bache-lor	VET IV+	VET I-III	Appren-ticeship	Trainee-ship	F/T work	P/T work	Looking for work	NILFET
	%	%	%	%	%	%	%	%	%	%
Base (n): All	1,523	15	132	227	520	107	119	173	175	55
No change in destination	38.1	55.1	10.9	7.6	81.6	18.9	48.4	28.1	27.0	27.6
Some form of education and training	24.5	16.6	34.0	35.4	2.9	23.4	36.8	29.2	30.5	34.1
Bachelor degree	4.3	-	20.5	6.6	0.4	2.0	1.1	4.2	2.1	5.6
VET Cert IV+	5.2	5.0	-	10.0	0.8	6.4	7.4	6.4	6.6	8.6
VET Cert I-III	3.4	7.1	6.1	-	1.3	0.9	-	4.4	7.7	11.8
Apprenticeship	8.0	-	3.9	11.0	-	14.1	22.0	10.0	9.1	8.1
Traineeship	3.6	4.4	3.4	7.9	0.4	-	6.3	4.3	5.0	-
Employed	26.9	23.3	45.6	38.1	13.0	52.2	8.4	27.0	28.0	22.8
Looking for work	5.3	5.0	5.2	12.6	1.7	2.1	2.2	11.3	-	15.5
NILFET	5.2	-	4.3	6.3	0.9	3.3	4.2	4.3	14.5	-

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 1,564 of the Year 10 student cohort in 2014 completed a follow-up interview in 2016. While the majority were still enrolled in secondary school (90.1%) and undertaking Year 12 (89.7%), approximately one-in-ten had left school early (9.9%).

Members of the Year 10 student cohort who had left school before completing Year 12 were more likely to be male (11.3%), have attended a government school (12.4%), have been aged 17 years at the end of 2013 (39.5%), be from the lowest SES quartile (22.0%), have identified as an Aboriginal and Torres Strait Islander person (22.2%) and reside in regional or rural parts of NSW (16.1%). The reasons these students reported leaving school early were broadly consistent with results presented in Section 3. The most common reason related to not liking school or teachers (47.3%), followed by work or career reasons (35.1%), not coping at school or failing subjects (18.8%), looking for other educational opportunities (16.1%) and external factors (12.0%). A further 6.1% mentioned other reasons and 5.3% said they had left due to being bullied.

Approximately half (51.5%) of the Year 10 student cohort who had left school before completing Year 12 were undertaking some form of further study in 2016, while 4.1% were enrolled but had not yet started. Among those currently studying (n=73), most were full-time (59.3%) and were undertaking a Certificate I-III course (57.3%) or Certificate IV, Diploma or Advanced Diploma (30.2%). Approximately half of those undertaking some form of further study in 2016 were doing so as part of an apprenticeship (48.3%) or traineeship (3.8%).

The majority (68.6%) of the Year 10 student cohort who left school before completing Year 12 were working in some capacity. Approximately half (47.7%) were in full-time employment, one-fifth (20.9%) were in part-time employment and one-quarter (25.3%) were looking for work. Further, a minority (6.1%) were not looking for work.

7. Summary and conclusions

The key findings of the 2016 NSW Secondary Students' Post-School Destinations Survey are summarised in the following section. 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

Entering a Bachelor degree continued to be the most common main post-school destination for Year 12 completers, with 51.2% reporting this destination. The main universities attended were Western Sydney University (15.7% of those studying a Bachelor degree), University of New South Wales (13.3%), University of Sydney (13.3%) and Macquarie University (10.4%).

Commencing a Bachelor degree in the year after leaving school continues to vary between sub-populations of Year 12 completers. In 2016, those who entered a Bachelor degree were more likely to be female, from higher parental SES backgrounds, have attended a non-government school (although it should be noted that SES and school sector are highly correlated), have not undertaken a VET course while at school, speak a language other than English at home and have attended a school in Greater Sydney – especially Inner Sydney, Sydney North or Sydney South. Year 12 completers identified as Aboriginal and Torres Strait Islander peoples were less likely than others to have entered a Bachelor degree.

In terms of other post-school destinations, 6.5% of Year 12 completers were enrolled in a Certificate IV, Diploma or Advanced Diploma, 2.7% in a Certificate I, II or III, 5.5% in an apprenticeship and 4.3% in a traineeship. In total, around two-thirds (70.2%) of Year 12 completers were in some form of education and training. The proportion of Year 12 completers in some form of education and training is now at its lowest point in the time series. This trend is associated with a significant decrease in the proportion of Year 12 completers entering a Certificate IV, Diploma or Advanced Diploma, or Certificate I, II or III course. Further, the trend of small annual increases (while not statistically significant) in Year 12 completers entering a Bachelor degree seen since the 2010 survey did not continue, with the 2016 result 2.0 percentage points lower than that of 2015.

Among those not currently undertaking further education or training, most were employed in full-time (8.6% of all Year 12 completers) or part-time work (13.2%), while 5.2% were looking for work and 2.8% were not in the labour force, education or training.

7.2. Early school leavers

The initial post-school destinations of those who leave the school system prior to completing Year 12 continue to be very different to those who complete Year 12.

Early school leavers are significantly less likely than Year 12 completers to have entered any form of further education (54.3% vs. 70.2%). This is despite early school leavers being more likely to have entered an apprenticeship (27.8%), Certificate IV, Diploma or Advanced Diploma (9.1%), VET Certificate I-III course (9.6%) or traineeship (6.5%). The difference in further education participation between the two cohorts primarily reflects the finding that very few early school leavers enter a Bachelor degree (1.3%) in the year after leaving school.

Early school leavers were no more likely than Year 12 completers to have entered full-time (10.1%) or part-time (13.5%) employment, but were more likely to be looking for work (15.3%) or not in the labour force, education or training (6.9%).

This profile of main post-school destination among early school leavers is comparable to previous surveys in the time series. The only notable trend has been a continued decline in participation in Certificate I-III courses (now down 9.8 percentage points since 2010). 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 and 2013. However, some caution should be taken when interpreting the later results, as the apparent increase may reflect changes in the survey design in 2014, which saw the introduction of proxy interviewing with parents/carers and used a different sampling methodology (clustered by school in 2010 and 2013).

7.3. Not in the labour force, education or training

The life circumstances of Year 12 completers and early school leavers who were not in the labour force, education or training continue to be quite different. Results for each cohort were broadly consistent with findings from previous years of the survey.

The main activity of Year 12 completers not in the labour force, education or training was recreation-related (41.3%); typically framed as travelling or having a 'gap' year (25.4%) – or undertaking informal studying or training (28.2%). Other main activities were infrequently mentioned. Reinforcing the finding that many were having a 'gap year', around one-quarter (27.4%) were enrolled in some form of education or training but had deferred it.

The main activities of early school leavers not in the labour force, education or training in 2016 were more diverse than seen among Year 12 completers. The most common main activities included undertaking some form of informal studying or training (17.0%), recreation (16.3%), being unable to work due to illness (14.1%), performing home duties (13.7%) and looking after children / preparing for birth (13.2%). Consistent with general trends noted in previous surveys, female early school leavers were much more likely to say they were looking after children or preparing for birth (21.6% vs. 2.2%). A further difference between the cohorts was that few early school leavers (3.8%) not in the labour force, further education or training were enrolled in, but had deferred, further study.

7.4. Reasons for leaving school early

The most common self-reported reasons for leaving school early in 2016 continued to relate 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.

Self-reported reasons for leaving school were largely comparable to previous surveys in the time series. The only significant changes noted were slight decreases in mention of wanting to pursue employment and career opportunities and not liking school / teachers, as well as slight increases in mention of looking for or transitioning to other educational opportunities and school 'not being for them'.

The following outlines the socio-demographic and post-school destination profile of seven main reasons for leaving school early in 2016.

Disillusioned with school	• Decreases with age • Higher participation in apprenticeships • Lower looking for work or NILFET
Academic or behavioural difficulties	• Increases with age • Higher among Aboriginal and Torres Strait Islander peoples • Lower participation in apprenticeships or Certificate IV+ and higher looking for work
Bullying	• Increases as SES decreased • Higher among females and lower among Catholic sector • Lower participation in apprenticeships and higher looking for work
Employment or career related	• Higher among males and not identified as Aboriginal and Torres Strait Islander peoples • Highest participation in apprenticeships • Lower in VET courses, looking for work or NILFET
Other education opportunities	• Increases with SES • Higher among females, Catholic sector and not identified as Aboriginal and Torres Strait Islander peoples • Higher participation in Certificate IV+ and lower working full-time
External factors or pressures	• Increases with age • Higher among females, Aboriginal and Torres Strait Islander peoples, lower among Catholic sector • Highest NILFET and lower participation in apprenticeships or traineeships
Other reasons	• Higher among females and 18 year olds • Lower among Catholic sector • Lower participation in apprenticeships and higher looking for work

7.5. School engagement

Consistent with patterns seen in previous post-school destination surveys, socialising or friends and specific subjects (typically sports or physical education) continue to be the aspects most liked about school among Year 12 completers (55.0% and 14.3%) and early school leavers (48.0% and 23.8%). Year 12 completers were more likely than early school leavers to cite socialising or friends, but less likely to mention specific subjects, especially sports or physical education. Since the 2014 survey there has been a slight increase among early school leavers who report socialising or friends and a decrease mentioning specific subjects (sports or physical education specifically).

School work and exams were the aspects liked least about school among Year 12 completers (29.9%) and early school leavers (30.8%). However, there were differences between the cohorts in the general profile of aspects mentioned. Year 12 completers were more likely to mention the stress or pressure of schooling, as well as the daily school routine. By comparison, early school leavers were more likely to mention issues with teachers or other students and school in general.

The impact of the different least liked aspects of school on early school leavers' decision to leave school varied greatly, but was generally consistent with previous surveys. Aspects rated as having the greatest influence were problems with other students (including being bullied) and expressing a general dislike for school.

7.6. Career expectations

School leavers' expectations about their future paths continue to be reasonably well aligned with their current post-school pathways and broadly consistent with previous years in the time series.

Year 12 completers typically expected to be working in professional roles by age 30 (56.4%). Less than one-in-ten expected to be working in non-professional occupations and one-fifth (18.6%) 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 (35.1%), or community or personal service role (12.9%) at age 30. One-fifth (17.9%) expected to be working in a professional role or did not know what career they expected to have (22.7%).

7.7. Destination three years after leaving school

The 2016 post-school destinations survey included a longitudinal follow-up of Year 12 completers and early school leavers who left school in 2013 and Year 10 students who had taken part in the 2014 cross-sectional survey.

Among the Year 12 completer cohort, around two-thirds (60.2%) were participating in the same post-school destination as in 2014. The main changes seen among the cohort related to an overall decrease in participation in Certificate IV, Diploma or Advanced Diploma courses (down 4.0 percentage points), Certificate I-III courses (down 3.1 points) and those looking for work (down 2.9 points; albeit not statistically significant) since 2014. These decreases were associated with an increase in the proportion in full-time employment (up 6.3 points). Further, the majority of those who had entered a Bachelor degree (89.9%) or apprenticeship (60.0%) in 2014 were still involved in this type of further education or training.

The early school leaver cohort continued to be much less likely than the Year 12 completer cohort to have remained in the same post-school destination (38.1%). Since the 2014 survey, there has been a significant decrease in participation in Certificate I-III courses (down 11.6 percentage points) and those looking for work (down 7.2 points), but a significant increase in participation in Bachelor degrees (up 3.9 points) and full-time employment (up 11.3 points). The most stable post-school destination among early school leavers was an apprenticeship, with 81.6% of those who had entered an apprenticeship in 2014 still undertaking one in 2016.

The majority of the Year 10 student cohort was still enrolled in secondary school (90.1%) and undertaking Year 12 (89.7%) in 2016. Members of the Year 10 student cohort who had left school before completing Year 12 were more likely to be male (11.3%), have attended a government school (12.4%), have been aged 17 years at the end of 2013 (39.5%), be from the lowest SES quartile (22.0%), have identified as an Aboriginal and Torres Strait Islander person (22.2%) and reside in regional or rural parts of NSW (16.1%). The reasons they had left school early were broadly consistent with results from the cross-sectional early school leaver survey.

List of abbreviations and terms

ABS – Australian Bureau of Statistics

ANZSCO – Australian and New Zealand Standard Classification of Occupations

ASGS – Australian Statistical Geography Standard

BOSTES – Board of Studies, Teaching and Educational Standards NSW

CC – Connected Community

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

NESA – NSW Education Standards Authority

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

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Appendix 1 Methodology

Overview

The 2016 NSW Secondary Students' Post-School Destination Survey consisted of three components:

- Cross-sectional telephone interviews with students who completed Year 12 in 2015 (hereafter called Year 12 completers),
- Cross-sectional telephone interviews with students who left secondary school before completing Year 12 in 2015 (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 were first interviewed in 2014.

Information collected by the NSW Education Standards Authority (NESA) 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 2015. In addition, some enrolment information collected by the DoE for government school administration purposes was used to supplement NESA records.

Prior to surveys commencing, letters jointly signed by NESA and DoE were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out. Letters were sent to students from all school sectors (Government, Catholic and Independent).

Longitudinal follow-up interviews were undertaken with Year 12 completers, early school leavers and Year 10 students who were first interviewed in the 2014 NSW Post-Secondary School Destination and Expectations Survey, completed a follow-up interview in 2015 and gave permission to be re-contacted. 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 2016 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 previous surveys.

A brief summary of each component of the 2016 NSW Secondary Students' Post-School Destinations Survey is outlined below. More detailed information is provided in a separate technical report.

Cross-sectional

Year 12 completers

The in-scope population for this component of the 2016 NSW Secondary Students' Post-School Destination and Expectations Survey was students in government and non-government schools who had completed requirements for the HSC in 2015.

The sampling frame consisted of 64,392 students from 776 schools. Sampling involved two stages:

- Selection of all Year 12 completers identified as Aboriginal and Torres Strait Islander peoples (1,930) and all non-Aboriginal and Torres Strait Islander Year 12 completers who attended a Connected Communities school (129). Students were identified as Aboriginal and Torres Strait Islander peoples based on their status in NESA student registration forms. Further, Government school records were updated using Departmental records; and
- 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 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.

Year 12 completers from the Catholic and Independent school sectors missing telephone information were not considered in-scope for selection. All DoE students were considered eligible for selection, regardless of phone status, as additional contact information could be sourced from DoE enrolment data. The sample for the main cohort of Year 12 completers 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.

Table 39 (overlead) 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 Summary of total, eligible and selected students by stratum for the 2016 Year 12 completers sample (non-Aboriginal and Torres Strait Islander/CC)

Stratum	Population (n)	Eligible (n)	Selected (n)	Expected respondents (n)	Actual respondents (n)	Margin of error (%)
Independent						
Central Coast Hunter	1,009	952	150	75	80	10.5
North East NSW	519	491	140	70	69	11.0
North West NSW	281	264	127	63	60	11.2
South East NSW	526	482	139	69	75	10.5
South West NSW	546	522	142	71	79	10.2
Sydney-Inner	2,078	2,000	158	79	81	10.7
Sydney-North	2,144	1,860	156	78	68	11.7
Sydney-North West	786	761	148	74	91	9.7
Sydney-South	647	632	144	72	74	10.7
Sydney-South West	772	719	146	73	74	10.8
Sydney-West	977	887	150	75	85	10.2
Catholic						
Central Coast Hunter	1,423	1,402	155	77	63	12.1
North East NSW	1,285	1,004	152	76	77	10.8
North West NSW	319	311	130	65	70	10.4
South East NSW	1,169	976	152	76	73	11.1
South West NSW	911	869	149	74	74	10.9
Sydney-Inner	2,198	2,007	156	78	76	11
Sydney-North	2,483	2,144	159	79	73	11.3
Sydney-North West	1,305	1,171	153	76	73	11.1
Sydney-South	1,614	1,480	155	77	83	10.5
Sydney-South West	1,640	1,555	155	77	79	10.8
Sydney-West	2,240	1,962	157	78	75	11.1
Government						
Central Coast Hunter	4,715	4,715	160	80	69	11.7
North East NSW	2,656	2,656	157	78	72	11.4
North West NSW	1,283	1,283	152	76	66	11.8
South East NSW	3,065	3,065	158	79	76	11.1
South West NSW	2,360	2,360	158	79	72	11.4
Sydney-Inner	2,794	2,794	158	79	78	10.9
Sydney-North	4,006	4,006	157	78	76	11.1
Sydney-North West	3,217	3,217	158	79	74	11.3
Sydney-South	3,874	3,874	159	79	70	11.6
Sydney-South West	4,188	4,188	161	80	74	11.3
Sydney-West	3,303	3,303	158	79	78	11
Total	62,333	59,912	5,009	2,498	2,457	1.9

Early school leavers

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 were aged between 15 and 18 years at the end of 2015) and left school in NSW before completing Year 12. The specific criteria were students who had:

- Completed one or more courses in 2015 but were not eligible for the HSC, and had no enrolment in 2016, or
- A valid enrolment in 2015, but their enrolment was withdrawn after 1 May 2015 – which was the first day of Term 2 – and did not have an enrolment in 2016.

It is possible that not all students thus identified were early school leavers. For example, students who had moved to a school outside NSW or who were still at school in NSW, but were following an alternative curriculum.

The sampling frame consisted of 21,875 students from 843 schools. Sampling involved three stages:

- Selection of all early leavers identified as Aboriginal and Torres Strait Islander peoples (2,161) and all non-Aboriginal and Torres Strait Islander early leavers from Connected Communities (CC) schools (72). This population includes students studying their HSC at a TAFE. Students were identified as Aboriginal and Torres Strait Islander peoples based on their status in NESA student registration forms. Further, Government school records were updated using Departmental records;
- Selection of all early school leavers aged under 17 years (those who did not meet the minimum school leaving age; 9,038); and
- A stratified random sample of early school leavers aged 17 years or older, balanced on auxiliary information included on the sampling frame. The stratification variable 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, together with indicators of participation in VET and Life Skills courses and their final year of schooling.

Early school leavers from the Catholic and Independent school sectors missing telephone information were not considered in-scope for selection. All DoE students were considered eligible for selection, regardless of phone status, as additional contact information could be sourced from DoE enrolment data.

The sample of early school leavers aged 17 years or older 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).

It will be noted in the body of the main report that the annual sample size of early school leavers differs dramatically between years. This difference is a function of sample design for the early school leavers component of the NSW Secondary Students' Post-School Destination Survey. In 2014 for example, all early leavers were selected to take part in the research, while 2015 survey implemented a stratified random sample design similar to the approach adopted for Year 12 completers. Further detail about the methodology of previous waves in the time series can be found the 2014 (Myers et al., 2015a) and 2014 annual reports (Myers et al., 2015b).

Table 40 shows the population and sample size for each of the 33 strata for the early school leavers sample, along with the target and actual number of interviews achieved.

Table 40 Summary of total, eligible and selected students by stratum for the 2016 early school leavers sample aged 17 years and over

Stratum	Population (n)	Eligible (n)	Selected (n)	Expected respondents (n)	Actual respondents (n)	Margin of error (%)
AIS						
Central Coast Hunter	184	141	141	46	45	12.7
North East NSW	57	42	42	14	11	26.8
North West NSW	23	18	18	6	6	35.2
South East NSW	37	30	30	10	3	55.0
South West NSW	55	37	37	12	13	24.0
Sydney-Inner	72	49	49	16	11	27.4
Sydney-North	46	31	31	10	11	26.1
Sydney-North West	60	44	44	14	11	26.9
Sydney-South	17	12	12	4	6	33.2
Sydney-South West	58	46	46	15	11	26.8
Sydney-West	66	52	52	17	16	21.5
CEC						
Central Coast Hunter	200	180	180	59	62	10.4
North East NSW	134	77	77	25	23	18.7
North West NSW	39	34	34	11	14	21.2
South East NSW	158	127	127	42	37	14.1
South West NSW	124	97	97	32	29	16.0
Sydney-Inner	104	63	63	21	21	19.2
Sydney-North	64	37	37	12	13	24.5
Sydney-North West	94	75	75	25	22	18.4
Sydney-South	60	31	31	10	12	25.5
Sydney-South West	106	78	78	26	25	17.2
Sydney-West	131	82	82	27	21	19.7
DoE						
Central Coast Hunter	1,752	1,752	263	86	75	11.1
North East NSW	1,008	1,008	254	83	60	12.3
North West NSW	397	397	227	74	53	12.5
South East NSW	1,039	1,039	257	84	71	11.2
South West NSW	705	705	247	81	79	10.4
Sydney-Inner	433	433	230	75	43	14.2
Sydney-North	451	451	232	76	62	11.6
Sydney-North West	511	511	236	77	52	12.9
Sydney-South	594	594	241	79	54	12.7
Sydney-South West	885	885	250	82	40	15.1
Sydney-West	670	670	244	80	46	14.0
Total	10,334	9,828	4,064	1,331	1,058	1.6

Longitudinal follow-up

The longitudinal component of the 2016 NSW Secondary Students Post-School Destinations Survey consisted of follow-up interviews with Year 12 completers, early school leavers and Year 10 students who were first interviewed in the 2014 NSW Post-Secondary School Destinations and Expectations Survey, completed a follow-up interview in 2015 and gave permission to be re-contacted. Re-contact permission had not been sought in cases where the 2014 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 1,868 Year 10 students and 4,469 school leavers (2,620 early school leavers and 1,849 Year 12 completers) were eligible for follow-up in 2016. Table 41 summarises contact outcomes for each cohort.

Table 41 Key longitudinal project statistics for longitudinal cohorts (2014 – 2016)

	Year 12 completers	Early school leavers	Year 10 students
Available sample in 2016 (n)	1,849	2,620	1,868
Total completed interview (n)	1,343	1,523	1,564
via online (n)	*691*	*402*	*897*
via telephone (n)	*652*	*1121*	*667*
Retention since 2015 (%)	72.6	58.1	83.7
Retention since 2014 (%)	49.1	29.9	61.3

Weighting

The weighting process for the 2016 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 (post-stratification). The end result was a weight for each respondent that was used in any estimates made from the dataset, to ensure that results are as representative as possible of the corresponding population.

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 students in fully enumerated sub-groups and for all persons in the longitudinal surveys, the selection probabilities were set to 1 by default.
2. For persons in the longitudinal surveys, 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, as appropriate for each of the cohorts:

$$wt_{base} = \frac{1}{p_{selection}} \times \frac{1}{p_{response}}$$

4. Adjust the base weights so that they sum to the population totals for key variables. The population benchmarks generally included stratum, age, gender, enrolment in VET subjects, and enrolment in Life Skills subjects.

This is a very common approach to weighting sample surveys. The additional probability calculation for the longitudinal surveys allows for non-response across a range of different characteristics (such as destination in the previous wave) which are not available or applicable to the cross-sectional surveys. All weighting was carried out in R using the *survey* package (Lumley, 2012)[3].

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.

[3] Lumley, T. (2012). survey: analysis of complex survey samples. R package version 3.30. http://CRAN.R-project.org/package=survey.

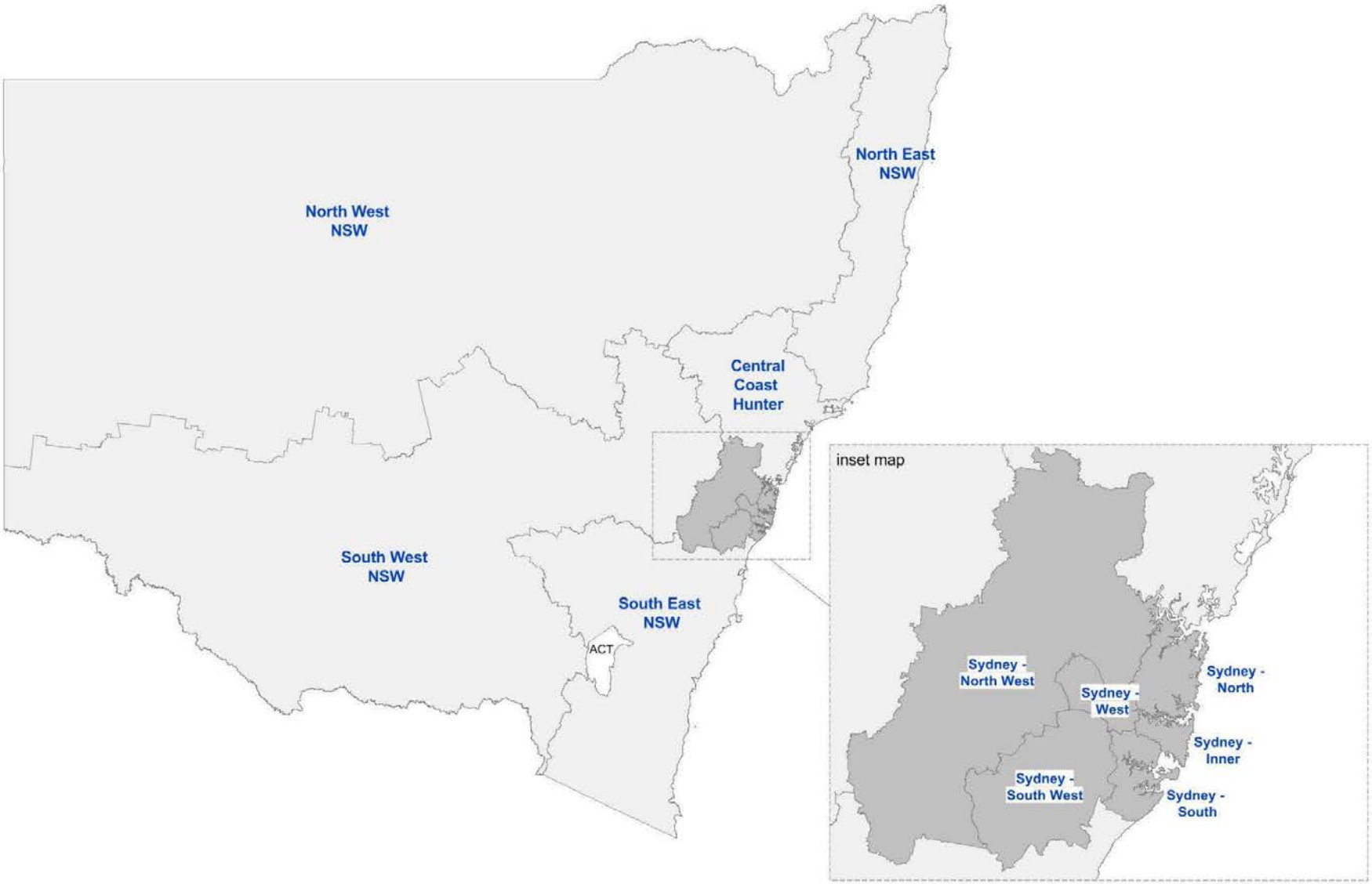
Appendix 2 Derived items

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 students' recollections 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; and 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, 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 years.

To account for these differences, the following revised process was undertaken in 2015 (and continued in 2016) 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.
4. 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 all survey waves (2014, 2015 and 2016).

Main Post-school Destination Categorisation

Cat. #	Main Destination	Syntax definition	Descriptive definition
1	Bachelor degree[1]	(((A6 = 1 & (D2 = 1, 2 OR 3)) & C1 ≠ 1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Bachelor+; and are not apprentice or trainee
2	VET Cert IV+[1]	(((A6 = 1 & (D2 = 4 OR 5)) & C1≠1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Cert IV+ (but below Bachelor) ; and are not apprentice or trainee
3	VET Cert I-III[1]	(((A6 = 1 & (D2 = 6, 7, 8)) & C1≠1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Cert I-III, or equivalent; and are not apprentice or trainee
4	Apprenticeship	(C1 = 1 OR (A6 = 1 & L5 = 1 & C1 ≠2))	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)
5	Traineeship	(C1 = 2 OR (A6 = 1 & L5 = 2 & C1 ≠1))	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)
6	F/T Work	(((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)) & (C1 ≠ 1 OR 2) & C2 = 35 hours or more)	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
7	P/T Work	(((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)) & (C1 ≠ 1 OR 2) & C2 = 34 hours or less, or DK, REF)	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
8	Looking for work	(A5b = 1 & ((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)))	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)
9	NILFET	((A5b = 2, 3 OR 4) & (A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11))	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer)

[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

NSW Department of Education and Industries
Secondary Students' Post-School Destinations Survey –
Early Leaver Component
July 2016
FINAL

*(ALL)
INTRODUCTION

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 to 15 minutes.

*(ALL)
INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

IF NAMED RESPONDENT: 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 to 15 minutes. Is now a good time? I'll be as quick as I can.

IF 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. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)

*(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 GENDER 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 10-15 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)

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

*(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 DO NOT ASK
INTERVIEWER CHECK: 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 (MAKE APPOINTMENT)
2. Home phone (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)

*(RDUM=1 AND (INTRO1=3 OR INTRO2=2 OR S1=3 OR S2=3), RESPONDENT REFUSAL)

NRF1 Just before I go, part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

You might be eligible for the Transition to Work Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

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

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1a Could I please confirm the best number for the Transition to Work Program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

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

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1b Are there other numbers or a mobile for the Transition to Work Program to contact?

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

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1c And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS (GO TO TERM2)
2. No (GO TERM2)

*(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.

*(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.

*(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?

IF NO PROBE TO FRAME

1. Yes
2. No
3. No - I am doing the International Baccalaureate (IB) (GO TO TERM1)
4. No – completed Year 12 and was awarded a Higher School Certificate/HSC (GO TO TERM1)
5. No – completed Year 12 but was not awarded a Higher School Certificate/HSC (GO TO TERM1)
6. (Don't know) (GO TO TERM1)
7. (Refused) (GO TO TERM1)

*(ALL)
A4 Have you / Has <FNAME> returned to secondary school studies 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

*(RDUM=1, NAMED RESPONDENT)
A8 All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. Enter response (0 – 10)
2. (Don't know)
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)

*(A5=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/ <FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
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)

*(ALL)

B18 Did you / <FNAME> leave school before turning 17 years of age?

IF NECESSARY: Did you / they leave before your/their 17th birthday last year?

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

4. (Refused)

*(B18=1, LEFT BEFORE 17)
B19 What did you / <FNAME> do immediately after leaving school?
IF NECESSARY: This could be within weeks or a couple of months of leaving school (ie. waiting for a course to start)
(READ OUT)

1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Specify)
5. (Don't know)
6. (Refused)

*(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)^

*(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.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

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.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

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

7. VET subjects that provided a work placement or industry experience
8. Being able to do an apprenticeship or traineeship 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) (SINGLE RESPONSE)
14. (Refused) (SINGLE RESPONSE)

*(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?

(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. Defence force members – Other ranks (4411)
11. Police (4413)
12. None
13. Flippant / not serious answer
14. Other
15. (Don't know)
16. (Refused)

*(OTHER SPECIFY, B11=14)

B11a Can you please describe the title of the job you / <FNAME> expect/s to have and the main tasks and duties you /<FNAME> would have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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 (SINGLE RESPONSE)
13. Other (specify)
14. (Don't know) (SINGLE RESPONSE)
15. (Refused) (SINGLE RESPONSE)

*(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?

INTERVIEW NOTE (if necessary) "courses" means "classes" or "subjects".

(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)

B13a And do you think the courses you / <FNAME> **did** at school prepared you/ him/her well for your/ his/her future career path?

INTERVIEW NOTE (if necessary) "courses" means "classes" or "subjects".

(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 LEAVE SCHOOL EARLY. THEY HELP 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) Your/ <FNAME>'s school career advisers
e) Your/ <FNAME>'s Transition adviser
f) Other relatives or adults e.g. family friend
g) Your/ <FNAME>'s 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)

*MOVED QUESTION C1 AFTER A5

*(A5=1, CURRENTLY HAVE A PAID JOB)
C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. 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 (6311)
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. Other
10. (Don't know)

11. (Refused)

*(OTHER SPECIFY, C4=9)
C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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. Other
13. (Don't know)
14. (Refused)

*(OTHER SPECIFY, C5=12)
C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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. Other
9. (Don't know)
10. (Refused)

*(OTHER SPECIFY, C6=8)
C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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, recognition of prior learning (RPL) or advanced standing in your/their current course for the VET competencies 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/RPL FOR VET IN SCHOOL)
D2c Why did you/<FNAME> not receive any credit/RPL for the VET competencies you/they completed in school?

(READ OUT)

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. Did not finish VET studies
6. (Don't know) (AVOID)
7. (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
36. TAFE OTEN (Open Training and Education Network – online)
37. TAFE – Not Specified
13. Other – VET provider (specify)
14. Other – Private Training College or Adult & Community Education Provider (specify)
39. Other – Online (not specified)
16. Charles Sturt University
17. Macquarie University
18. Southern Cross University
19. The University of Sydney
20. University of New England
21. University of New South Wales
22. University of Newcastle
23. University of Notre Dame (Sydney campus)
24. University of Technology, Sydney
25. University of Western Sydney
26. University of Wollongong
27. Australian Catholic University
28. Other – VIC University
29. Other – QLD University
30. Other – SA University
31. Other – TAS University
32. Other – WA University
33. Other – ACT University
34. Other – NT University
35. Other – University (specify)
36. Other (specify)
37. (Don't know)
38. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D4 What field of education is your/<FNAME>'s study?

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

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

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)

10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes
13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

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

1. Yes
2. No

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

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

(READ OUT IF NECESSARY)

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

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

(PROMPT IF NECESSARY)

1. There would have been too much financial pressure on your family
2. You wanted to start earning your own money
3. You would have had to travel too much
4. You would have had to move away
5. The courses you were interested in were not available locally
6. You never planned or intended to study
7. You don't like studying
8. You wanted to start your career right away
9. You wanted to take a gap year
10. Didn't get an ATAR/ATAR wasn't high enough
11. Didn't know what to do/not sure what I wanted
12. Planning on studying/waiting for course to start

13. Began course but didn't like it/dropped out/deferred
14. Unable to study due to health issues
15. Planning on joining the army/navy/
16. No time to study/busy with other commitments/caring for family member/child
17. Other reason (Specify)
18. (Don't know) (AVOID)
19. (Refused) (AVOID)

*(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 The next few questions are about your / <FNAME>'s parents or guardians.

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
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Mother / female guardian never had a job
6. (Don't know)
7. (Refused)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a Can you please describe the title of your / <FNAME>'s mother's (or female caregivers) job and the main tasks and duties they have in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Don't know)
3. (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
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Father / male guardian never had a job
6. (Don't know)
7. (Refused)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a Can you please describe the title of your / <FNAME>'s father's (or male caregivers) job and the main tasks and duties they have in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Don't know)
3. (Refused)

*(ALL)

PREE11 I'd now like to ask a few quick questions about the home you / <FNAME> (were / was) living in during the last year (you / they) attended school

1. Continue

*(ALL)

E11 Thinking about the home you lived in when you left school….

Which of the following were in your/ <FNAME>'s home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: 'Home' refers to their home at time of school
INTERVIEWER NOTE: If time was split between parents, ask about house where they spent the most time

(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) (includes physical books only)
f) A musical instrument of your / <FNAME>'s own (not including Recorders)
g) A dictionary (includes physical books only)
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 (excludes smart phones)
k) Espresso machine

(RESPONSE FRAME)

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

*(ALL)
E12 How many of these were at your/ <FNAME>'s home last year?

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

(STATEMENTS)

1. Mobile phones
2. Computers (desktop/laptop)
3. Rooms with a bath or shower (includes ensuites and bathrooms)

(RESPONSE FRAME)

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

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

INTERVIEWER NOTE: 'Home' refers to their home at time of school
INTERVIEWER NOTE: If time was split between parents, ask about house where they spent the most time

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)

*ALL
E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent HH or parent and step-parent HH).
(READ OUT) (SINGLE RESPONSE)

1. Two parents or guardians
2. One parent or guardian
3. Other people I'm not related to
4. A partner (married / not married)
5. A partner and our child or children
6. (Couched surfed with relatives / non-relatives)
7. Other (Specify)
8. (Don't know)
9. (Refused)

F. REFERRAL DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5 = 2 OR 3, AND A6 = 3, 5 OR 6)
F1 Part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

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

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)
F1a Could I please confirm the best number for the Transition to Work program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

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

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)
F1b Are there other numbers or a mobile for the Transition to Work program to contact?

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

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)
F1c And could I please collect your email?

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

*(NAMED RESPONDENT, RDUM=1)
F2 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)
*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

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.

TERM1 Thanks anyway, but for this survey we need to speak to people who left school last year before completing Year 12.

TERM2 Thanks for your time.

TERM3 I'm really sorry…. I will make sure we don't call again. Please accept our apologies.

IF RESPONDENT DECEASED:
Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Virginia
PHONE: 02 9561 1147

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

*(REFUSED)
RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Ten minutes is too long
11. Get too many calls for surveys / telemarketing
17 Objected to being called on mobile phone
18 Other (Specify)

*(REFUSED)
RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

NSW Department of Education and Communities
Secondary Students' Post-School Destinations Survey –
Year 12 Component
July 2016
FINAL

*(ALL)
INTRODUCTION

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 to 15 minutes.

*(ALL)
INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

IF NAMED RESPONDENT: 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 to 15 minutes. Is now a good time? I'll be as quick as I can.

IF 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. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)

*(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 GENDER 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 to 15 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)

*(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 to 15 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. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(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 DO NOT ASK
INTERVIEWER CHECK: 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 (MAKE APPOINTMENT)
2. Home phone (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)

*(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.

*(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.

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

1. Yes
2. No

*(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)

*(RDUM=1, NAMED RESPONDENT)
A8 All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. Enter response (0 – 10)
2. (Don't know)
3. (Refused)

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

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)

*(A5=1, CURRENTLY HAVE A PAID JOB)
C1 Is your/<FNAME>’s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
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)

*(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.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

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?

(DO NOT READ OUT)

1. Primary School Teachers (2412)
2. Registered Nurse (2544)
3. Lawyers / Barristers (2711)
4. Secondary School Teachers (2414)

5. Psychologists (2723)
6. Police (4413)
7. General Practitioners / Resident Medical Officers (2531)
8. Accountants (2211)
9. Graphic and Web Designers / Illustrators (2324)
10. Physiotherapists (2525)
11. Motor Mechanics (3212)
12. None
13. Flippant / not serious answer
14. Other
15. (Don't know)
16. (Refused)

*(OTHER SPECIFY, B11=14)

B11a Can you please describe the title of the job you / <FNAME> expect/s to have and the main tasks and duties you /<FNAME> would have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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 *(SINGLE RESPONSE)
13. Other (specify)
14. (Don't know) *(SINGLE RESPONSE)
15. (Refused) *(SINGLE RESPONSE)

*(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?

INSERT INTERVIEW NOTE (if necessary) "courses" means "classes" or "subjects".

(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)

B13a And do you think the courses you / <FNAME> **did** at school prepared you/ him/her well for your/ his/her future career path?

INSERT INTERVIEW NOTE (if necessary) “courses” means “classes” or “subjects”.

(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 LEAVE SCHOOL EARLY. THEY HELP 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) Your/<FNAME>’s school career advisers
e) Your/<FNAME>’s Transition adviser
f) Other relatives or adults e.g. family friend
g) Your/<FNAME>’s friends

(RESPONSE FRAME)

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

(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...

(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)

MATHDUM=1 IF (B17 =7 (NO MATH UNITS)
MATHDUM=2 IF (B17 =1 -5) (MATH UNITS)
MATHDUM=3 IF (B17 = 6, 8 OR 9) (LS MATHS / UNSURE / REFUSED)

*MATHDUM=1 OR 2, VALID RESPONSE AT B17
*TEXT SUB: IF MATHDUM=1 "not doing a maths unit" / IF MATHDUM=2 "maths unit of level"
BX3 Looking back now on your choice of <maths unit or level / not doing a maths unit> in HSC, would you have…

(SINGLE RESPONSE)

*PROGRAMMER NOTE:
*DISPLAY 1 – 4 IF MATH UNIT (MATHDUM=2)
*DISPLAY 5 & 6 IF NO MATH UNIT (MATHDUM=1)
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. Selected a maths unit
6. Still not selected a maths unit for my HSC
7. Not sure
8. Prefer not to say

*(IF BX3=2 - 5, PROVIDED A DIFFERENT MATHS CHOICE).
BX4.
i. *(IF BX3=2 OR 3) Why would you have selected a different maths course for your HSC?
ii. *(IF BX3=5) Why would you have selected a maths course for your HSC?
iii. *(IF BX3=4) Why would you not have selected a maths course for your HSC?

(MULTIPLE RESPONSE)
*DISPLAY 1 – 4 IF BX3 = 2, 3 OR 5
*DISPLAY 5 & 6 IF BX3=4
1. Maths is a prerequisite for my current / future studies
2. Maths is a requirement of my current / future job
3. It would be helpful in my current / future studies (not a prerequisite)
4. It would be helpful in my current job / future job (not a requirement)I
5. Maths is not a requirement for my current / future studies
6. Maths is not a requirement for my current / future job
7. Other (Specify)
8. Not sure
9. Prefer not to say

*C1 MOVED AFTER A5

*(A5=1, CURRENTLY HAVE A PAID JOB)
C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. 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. Other
9. (Don't know)
10. (Refused)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (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. Other
11. (Don't know)
12. (Refused)

*(OTHER SPECIFY, C5=12)
C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Don't know)
3. (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. Other
9. (Don't know)
10. (Refused)

*(OTHER SPECIFY, C6=8)
C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Don't know)

3. (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)

*(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, recognition of prior learning (RPL) or advanced standing in your/their current course for the VET competencies 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/RPL FOR VET IN SCHOOL)
D2c Why did you/<FNAME> not receive any credit/RPL for the VET competencies you/they completed in school?

(READ OUT)

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. Did not finish VET studies
6. (Don't know) (AVOID)
7. (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. TAFE OTEN (Open Training and Education Network – online)
12. TAFE – Not Specified
13. Other – VET provider (specify)
14. Other – Private Training College or Adult & Community Education Provider (specify)
15. Other – Online (not specified)
16. Charles Sturt University
17. Macquarie University
18. Southern Cross University
19. The University of Sydney
20. University of New England
21. University of New South Wales
22. University of Newcastle
23. University of Notre Dame (Sydney campus)
24. University of Technology, Sydney
25. University of Western Sydney
26. University of Wollongong
27. Australian Catholic University
28. Other – VIC University
29. Other – QLD University
30. Other – SA University
31. Other – TAS University
32. Other – WA University
33. Other – ACT University
34. Other – NT University
35. Other – University (specify)
36. Other (specify)
37. (Don't know)
38. (Refused)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D4 What field of education is your/<FNAME>'s study?

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

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

(READ OUT IF NECESSARY)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes

13. Other (Specify)
14. (Don't know) (AVOID)
15. (Refused)

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

1. Yes
2. No

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

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

(READ OUT IF NECESSARY)

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

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

(PROMPT IF NECESSARY)

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

17. Other reason (Specify)
18. (Don't know) (AVOID)
19. (Refused) (AVOID)

*(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 The next few questions are about your / <FNAME>'s parents or guardians.

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
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Mother / female guardian never had a job
6. (Don't know)
7. (Refused)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a Can you please describe the title of your / <FNAME>'s mother's (or female caregivers) job and the main tasks and duties they have in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Don't know)
3. (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
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Father / male guardian never had a job
6. (Don't know)
7. (Refused)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a Can you please describe the title of your / <FNAME>'s father's (or male caregivers) job and the main tasks and duties they have in that role?

1. (FULL TEXT BOX)
2. (Don't know)
3. (Refused)

*(ALL)

PREE11 I'd now like to ask a few quick questions about the home you / <FNAME> (were / was) living in during the last year (you / they) attended school

1. Continue

*(ALL)

E11 Thinking about the home you / <FNAME> lived in when you/they left school….

Which of the following were in your / <FNAME>'s home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: 'Home' refers to their home at time of school
INTERVIEWER NOTE: If time was split between parents, ask about house where they spent the most time

(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) (includes physical books only)
f) A musical instrument of your / <FNAME>'s own (not including Recorders)
g) A dictionary (includes physical books only)
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 (excludes smart phones)
k) Espresso machine

(RESPONSE FRAME)

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

*(ALL)

E12 How many of these were at your/ <FNAME>'s home last year?

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

(STATEMENTS)

1. Mobile phones
2. Computers (desktop/laptop)
3. Rooms with a bath or shower (includes ensuites)

(RESPONSE FRAME)

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

*(ALL)

E13 How many books were there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

INTERVIEWER NOTE: 'Home' refers to their home at time of school
INTERVIEWER NOTE: If time was split between parents, ask about house where they spent the most time

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)

*ALL

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (ie single parent HH or parent and step-parent HH).
(READ OUT) (SINGLE RESPONSE)

1. Two parents or guardians
2. One parent or guardian
3. Other people I'm/they're not related to
4. A partner (married / not married)
5. A partner and our/their child or children
6. (Couched surfed with relatives / non-relatives)
7. Other (Specify)
8. (Don't know)
9. (Refused)

F. Referral questions and contact details

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5 = 2 OR 3, AND A6 = 3, 5 OR 6)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

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

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)
F1a Could I please confirm the best number for the Transition to Work program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

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

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)
F1b Are there other numbers or a mobile for the Transition to Work program to contact?

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

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)
F1c And could I please collect your email?

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

*(NAMED RESPONDENT, RDUM=1)
F2 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)
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 2016 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

TERM1 Thanks anyway, but for this survey we need to speak to people who have completed Year 12.

TERM2 Thanks for your time.

TERM3 I'm really sorry…. I will make sure we don't call again. Please accept our apologies.

IF RESPONDENT DECEASED:
Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Virginia
PHONE: 02 9561 1147

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

Secondary Students' Post-School Destinations Survey
Longitudinal follow-up questions (Year 10 cohort)
July 2016
Final v3

WELCOME 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 <GIVENNAME> <SURNAME>?

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are following up on an email and letter recently sent to < GIVENNAME >. Last year they said it would be ok if we contacted them again in the future for a follow-up survey regarding their current work and study situation.

*(ANSWERING MACHINE SCRIPT – FOR BOTH LANDLINE AND MOBILE SAMPLE)
ANSM1. Good morning/afternoon/evening <GIVENNAME> I'm calling from the Social Research Centre for a short five minute survey to follow up the one you completed last year for the NSW Department of Education. We'll call back in the next week or so. If you would like to request a specific time you can call our hotline on 1800 023 040. Thank you.

*(ALL)
Intro2 REINTRODUCE IF NECESSARY: 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 <GIVENNAME> <SURNAME>?

Last year you participated in a survey for the NSW Department of Education, answering some questions about what you want to do when you finish school. At that time you said it would be ok if we contacted you again in the future for a follow-up survey. We'd like to ask you some more questions about your current study and work situation – it will only take about 5 minutes.

If you complete the survey you will be entered into a prize draw to win one of four $50 movie vouchers.

INTERVIEWER NOTE: IF QR REFUSES, ATTEMPT TO CONVERT BY GIVING THEM DETAILS TO COMPLETE ONLINE

IF NECESSARY: You may have received a letter and / or email about this recently.

1. Continue
2. Wants to self-complete online
3. Household Refusal (GO TO RR1)
4. Respondent Refusal (GO TO RR1)
5. Wants copy of letter before proceeding (GO TO RECON)
6. Wants information on how details were obtained (GO TO AINFO)
7. Wants prize draw info (GO TO PDINFO)
8. Denies interview 2015 (GO TO TERM1)

AINFO When we spoke with you last year we confirmed this number as a good number to contact you on. (SNAP BACK)

1. (Snap back to INTRO2)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 19 September. The names and State of residence of all winners will be published in 'The Australian' on September 26. Winners will be able to nominate their preferred cinema to receive the $50 voucher.

*(INTRO2=2, WANTS TO COMPLETE ONLINE)
ONLINE I can provide you with the login details over the phone or send you an email with a link.

*PROGRAMMER NOTE:
USERNAME: <<USERNAME>>
LINK: <<EMAILLINK>>

1. Would like email – enter email address (GO TO TERM3)
2. Provided details over the phone (GO TO TERM3)
3. Back to Intro1 or Intro2

*(INTRO2=1, NAMED RESPONDENT)
PRESAFE
INTERVIEWER: Are you calling a mobile number?

1. Yes
2. No (GO TO PMON)

*(PRESAFE=1, CALLING A MOBILE NUMBER)
SAFE1 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 the call
2. Not safe to take the call
3. Refused (RR1)

*(WANTS COPY OF LETTTER, Intro2 = 5)
RECON We can send that to an email address.

*(IF <CEMAIL> is empty)
i. Can I please have your email address?

*(IF <CEMAIL> exists)
ii. The email address we have for you is <CEMAIL>

1. Specify email
2. <CEMAIL> is correct (ONLY DISPLAY IF CEMAIL EXISTS)
3. (No email/Refused)

*(WANTS LETTTER VIA EMAIL, RECON = 1 OR 2)
RECON2 You should receive it in the next day or so. Can I arrange a time to call you back?

1. Arrange Callback (STOP INTERVIEW, ARRANGE CALLBACK)

*(WOULD NOT PROVIDE EMAIL, RECON=3)
RECON3 Unfortunately we need an email address to send the letter, would you be happy to continue anyway?

1. Yes
2. Respondent refusal (GO TO RR1)

*(INTRO2=1, NAMED RESPONDENT)
PMON This call may be monitored or recorded for quality assurance purposes. Is that OK?

1. Monitor
2. Do not monitor

ONLINE LANDING PAGE

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]

Y10 LANDING PAGE

*DISPLAY FOR SELF COMPLETE ONLY
Welcome <FNAME>,

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.

By completing the survey, you will be entered into a prize draw to win **1 of 4 movie vouchers to the value of $50**. If you complete the survey online before **22 August, 2016** you will be put into an additional prize draw to win **1 of 4 JB-Hifi vouchers valued at $200**.

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.

*TIMESTAMP1

CURRENT SCHOOLING

*(ALL)
A8 To start, just a general question about your current situation.
All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. Enter response (0 – 10)
2. Not sure
3. Prefer not to say

*(ALL)
L1 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)
BX18 Did you leave school before turning 17 years of age?

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

*(BX18=1, LEFT BEFORE 17)
BX19 What did you do immediately after leaving school?
This could be within weeks of leaving school.
1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Specify)
5. Not sure
6. 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. Other (Specify)
5. Prefer not say

*(2015 POTENTIAL EARLY LEAVER AND NOT LEFT YET, ((LEAVE2015 = 1) & (L1= 1 OR 3 OR 4))
L3 Last time we interviewed you on <2015 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

*(2015 POTENTIAL Y12 COMPLETER AND NOT LEFT YET, ((LEAVE2015=2) AND (L1= 1 OR 3 OR 4)) OR LEFT IN 2015 BUT HAVE RETURNED, ((LEAVE2015 =3) AND (L1 =1 OR 3 OR 4)),
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

*TIMESTAMP2

*(L1=2, LEFT SCHOOL)

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 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

*(A6 = 1 OR 2, CURRENTLY STUDYING OR ENROLLED TO STUDY)

LX5 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

*(A6 = 1 OR 2, CURRENTLY STUDYING OR ENROLLED TO STUDY)

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 (Specify)
10. Not sure
11. Prefer not to say

*TIMESTAMP3

*(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 ASPIRATION, B11 ≠ None, DK / REF)

B12 What level of qualification or education do you need to have for this type of work?

Please select all that apply

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 ASPIRATION, 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 ASPIRATION, 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

*TIMESTAMP4

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)

*TIMESTAMP5

REFERRAL QUESTIONS AND CONTACT DETAILS

F. REFERRAL DETAILS

*(NOT EMPLOYED AND NOT IN STUDY, A5a = 2 OR 3, AND A6 = 3, 4 OR 5)
F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment after leaving school.

We think you might be eligible for the Transition to Work Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

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

1. Yes, continue

2. No, would not like my details passed on.

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)
F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

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

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)
*PROGRAMMER NOTE: If email address is blank:
F1c Can we please have your email address?

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

*PROGRAMMER NOTE: If email address is not blank:
F1d The email address we have for you is:

<CEMAIL>

Is that still correct?

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

*(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 study and work 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:

<CEMAIL>

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: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

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

*(NO ALT NUMBER, cnewaltnum = 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: <CADDR1>
Suburb: <CSUBURB>
State: <CSTATE>
Postcode: <CPCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)
3. (Prefer not to confirm postal address)

*(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 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 2015 NSW Student Destinations Survey please click here - http://www.cese.nsw.gov.au/publications-filter/annual-report-nsw-secondary-students-post-school-destinations-and-expectations-2015

*(IF MODE=TELEPHONE) If you would like to view the results from the 2015 NSW Student Destinations Survey visit www.cese.nsw.gov.au and look under 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.

*TIMESTAMP6

SUB-SURVEY - PRIZE DRAW

*(MODE=1, ONLINE, INTDATE< 22/08/16)

SUB2 We'd like to know your thoughts about the prize draw. Your responses will not influence your chances in the draw. Do you have a moment to answer a couple of very quick questions?

1. Sure
2. No thank you – end survey

*SUB2=1, PROCEED WITH SUB-SURVEY
SX1 Do you recall the chance to win a prize being offered to you for taking part in the survey?

1. Yes
2. No (GO TO CLOSE1)
3. Not sure
4. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX2. Thinking about the chance to win a prize for completing this survey, did the prize draw …

1. Make you more likely to take part
2. Have no impact on your decision to take part in the survey
3. Make you less likely to take part
4. Not sure
5. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX3. If this survey had no prizes, do you think you would have taken part?

1. Yes, still would do the survey if there were no prizes
2. No, only did the survey because there were prizes
3. Not sure
4. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX4. In terms of the prizes offered, do you think the chance to win 1 of 4 $200 JB-Hi Vouchers was a good prize for you?

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

*SX4=1 OR 2, Prize would be good / not good
SX5. Why is that?

1. (Specify)
2. Not sure
3. Prefer not to say

*SUB1=1
CLOSE1 Thank you for taking that extra time to answer those questions for us today!

*SUB1=2
CLOSE2 Thanks for your time today.

TERMINATION SCRIPT

TERM1 Thanks for your time.

TERM2 I'm really sorry…. I will make sure we don't call again. Please accept our apologies.

TERM3 Thank you so much for being willing to take part in the survey.

***REASONS FOR REFUSAL**

*(REFUSED)
RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

Code #	Label
1	No comment / just hung up
2	Too busy
3	Not interested
4	Too personal / intrusive
5	Don't like subject matter
6	Don't believe surveys are confidential / privacy concerns
7	Don't trust surveys / government
8	Never do surveys
9	Survey is too long
10	Get too many calls for surveys / telemarketing
97	Other (SPECIFY)
11	Objected to being called on mobile phone

*(REFUSED)
RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

NSW Secondary Students' Post-School Destinations Survey
Longitudinal follow-up questionnaire (Early leavers & Year 12 completers)
July 2016

WELCOME 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 <GIVENNAME> <SNAME>?

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are following up on an email and letter recently sent to <GIVENNAME>. Last year they said it would be ok if we contacted them again in the future for a follow-up survey regarding their current work and study situation.

*(MODE=2, TELEPHONE AND AMFLG=0)
PREANS Are you leaving an answering machine message?

1. Yes
2. No

*(PREANS=1, LEAVING MESSAGE)
ANSM1 **LEAVE FOLLOWING MESSAGE**

Good morning/afternoon/evening <GIVENNAME> I'm calling from the Social Research Centre for a short five minute survey to follow up the one you completed last year for the NSW Department of Education. We'll call back in the next week or so. If you would like to request a specific time you can call our hotline on 1800 023 040. Thank you.

1. Left answering machine message

LEFTAM INTERVIEWER NOTE: Make appointment for 2 days +/- 2 hours within standard evening and weekend calling times and record LEFT AM in comments

*PROGRAMMER NOTE: IF ANSM1=1 FLAG RECORD WITH AMFLG=1.

*(ALL)
Intro2 REINTRODUCE IF NECESSARY: 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 <GIVENNAME> <SURNAME>?

Last year you participated in a survey for the NSW Department of Education, answering some questions about what you've been doing since leaving school. At that time you said it would be ok if we contacted you again in the future for a follow-up survey. We'd like to ask you some more questions about your current study and work situation – it will only take about 5 minutes.

If you complete the survey you will be entered into a prize draw to win one of five $100 movie vouchers.

INTERVIEWER NOTE: IF QR REFUSES, ATTEMPT TO CONVERT BY GIVING THEM DETAILS TO COMPLETE ONLINE

IF NECESSARY: You may have received a letter and / or email about this recently.

1. Continue
2. Wants to self-complete online
3. Household Refusal (GO TO RR1)
4. Respondent Refusal (GO TO RR1)

5. Wants copy of letter before proceeding (GO TO RECON)
6. Wants information on how details were obtained (GO TO AINFO)
7. Wants prize draw info (GO TO PDINFO)
8. Denies interview 2015 (GO TO TERM1)

AINFO When we spoke with you last year we confirmed this number as a good number to contact you on. (SNAP BACK)

1. (Snap back to INTRO2)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 19 September. The names and State of residence of all winners will be published in 'The Australian' on September 26. Winners will be able to nominate their preferred cinema to receive the $100 voucher.

*(INTRO2=2, WANTS TO COMPLETE ONLINE)
ONLINE I can provide you with the login details over the phone or send you an email with a link.

*PROGRAMMER NOTE:
USERNAME: <<USERNAME>>
LINK: <<EMAILLINK>>

1. Would like email – enter email address (GO TO TERM3)
2. Provided details over the phone (GO TO TERM3)
3. Back to Intro2

*(INTRO2=1, NAMED RESPONDENT)
PRESAFE
INTERVIEWER: Are you calling a mobile number?

1. Yes
2. No (GO TO PMON)

*(PRESAFE=1, CALLING A MOBILE NUMBER)
SAFE1 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 the call
2. Not safe to take the call
3. Refused (RR1)

*(WANTS COPY OF LETTTER, Intro2 = 5)
RECON We can send that to an email address.

*(IF <CEMAIL> is empty)
i. Can I please have your email address?

*(IF <CEMAIL> exists)
ii. The email address we have for you is <CEMAIL>

1. Specify email
2. <CEMAIL> is correct (ONLY DISPLAY IF CEMAIL EXISTS)
3. (No email/Refused)

*(WANTS LETTTER VIA EMAIL, RECON = 1 OR 2)
RECON2 You should receive it in the next day or so. Can I arrange a time to call you back?

1. Arrange Callback (STOP INTERVIEW, ARRANGE CALLBACK)

*(WOULD NOT PROVIDE EMAIL, RECON=3)

RECON3 Unfortunately we need an email address to send the letter, would you be happy to continue anyway?

1. Yes
2. Respondent refusal (GO TO RR1)

*(INTRO2=1, NAMED RESPONDENT)
PMON This call may be monitored or recorded for quality assurance purposes. Is that OK?

1. Yes
2. No

ONLINE LANDING PAGE

Hello and welcome to the 2016 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.
Please enter your username below, and click 'Next' to begin

[LOGIN]

ONLINE LANDING PAGE

*DISPLAY FOR SELF COMPLETE ONLY
Welcome <FNAME>,

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 **22 August 2016**, 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 were doing when you finished 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.
*TIMESTAMP 1

A. STUDY

*(ALL)
A8 To start, just a general question about your current situation.

All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. Enter response (0 – 10)
2. Not sure
3. Prefer not to say

*(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 (Specify)
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

*TIMESTAMP 2

*(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)

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
10. Not sure
11. Prefer not to say

*TIMESTAMP 3

C. ASPIRATIONS

*(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 ASPIRATION, B11 ≠ None, DK / REF)

B12 What level of qualification or education would you need to have for this type of work?

Please select all that apply

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 ASPIRATION, 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

*(EARLY LEAVER SAMPLE MEMBERS, COHORT = 1)

BX18 Did you leave school before turning 17 years of age?

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

*(B18=1, LEFT BEFORE 17)

BX19 What did you do immediately after leaving school?
This could be within weeks of leaving school

1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Specify)
5. Not sure
6. Prefer not to say

*(YR12 SAMPLE MEMBERS, COHORT = 2 AND 2015 B17 = 1 – 5 OR 7, GAVE VALID MATH RESPONSE IN 2015) IF B17=7, "you did not do maths for HSC / IF B17=1-5, "the highest level of math you completed in HSC was"

BX1 Last year you mentioned that <IF B17=7: you did not do maths for HSC / IF B17=1 - 5: the highest level of maths you completed in HSC was (INSERT FULL MATH COURSE FROM B17)>.

Is that correct?

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

*(BX1=2, 3 OR 4, MATH COURSE INCORRECT/ UNSURE / REFUSED)

BX2 What was the highest level of maths you did for your HSC?

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

*(YR12 SAMPLE MEMBERS, COHORT = 2)
MATHDUM=1 IF (2015 B17 = 7 AND 2016 BX1 =1) OR (BX2 = 7) (NO MATH UNITS)
MATHDUM=2 IF (2015 B17 = 1 – 5 AND 2016 BX1 = 1) OR (BX2=1 -5) (MATH UNITS)
MATHDUM=3 IF (2015 B17 = 6, 8 OR 9) OR (BX2 = 6, 8 OR 9) (LS MATHS / UNSURE / REFUSED)

*B18 and B19 REMOVED

*(MATHDUM=1 OR 2, VAILD MATH RESPONSE). IF MATHDUM=1, "not doing a maths unit" / IF MATHDUM=2, "math unit or level")
BX3 Looking back now on your choice of <maths unit or level / not doing a maths unit> in HSC, would you have…

(SINGLE RESPONSE)

*PROGRAMMER NOTE:
*DISPLAY 1 – 4 IF MATH UNIT (MATHDUM=2)
*DISPLAY 5 & 6 IF NO MATH UNIT (MATHDUM=1)
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. Selected a maths unit
6. Still not selected a maths unit for my HSC
7. Not sure
8. Prefer not to say

*(IF BX3=2, WOULD HAVE SELECTED A MORE CHALLENGING MATH UNIT)
BX4.i Why would you have selected a different maths course for your HSC?

1. Specify [TEXT BOX]
2. Not sure
3. Prefer not to say

*(IF BX3=3, WOULD HAVE SELECTED AN EASIER MATH UNIT)
BX4.ii Why would you have selected a different maths course for your HSC?

1. Specify [TEXT BOX]
2. Not sure
3. Prefer not to say

*(IF BX3=5, WOULD HAVE SELECTED A MATH UNIT)
BX4.iii Why would you have selected a maths course for your HSC?

1. Specify [TEXT BOX]
2. Not sure
3. Prefer not to say

*(IF BX3=4, WOULD NOT HAVE SELECTED A MATH UNIT)
BX4 iv Why would you not have selected a maths course for your HSC?

(MULTIPLE RESPONSE)

1. Specify [TEXT BOX]
2. Not sure
3. Prefer not to say

*TIMESTAMP 4

F. REFERRAL DETAILS

*(NOT EMPLOYED AND NOT IN STUDY, A5a = 2 OR 3, AND A6 = 3, 4 OR 5)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment after leaving school.

We think you might be eligible for the Transition to Work Program. It's funded by the Commonwealth Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

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

1. Yes, continue
2. No, would not like my details passed on.

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

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

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1c Can we please have your email address?

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

*PROGRAMMER NOTE: If email address is not blank:

F1d The email address we have for you is:

<CEMAIL>

Is that still correct?

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

F. 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:

<CEMAIL>

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: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

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

*(NO ALT NUMBER, cnewaltnum = 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: <CADDR1>
Suburb: <CSUBURB>
State: <CSTATE>
Postcode: <CPCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)
3. (Prefer not to confirm postal address)

*(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 2015 NSW Student Destinations Survey please click here - http://www.cese.nsw.gov.au/publications-filter/annual-report-nsw-secondary-students-post-school-destinations-and-expectations-2015

*(IF MODE=TELEPHONE) If you would like to view the results from the 2015 NSW Student Destinations Survey visit www.cese.nsw.gov.au and look under 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.

*TIMESTAMP 5

*(MODE=1, ONLINE, INTDATE< 22/08/16)
SUB2 We'd like to know your thoughts about the prize draw. Your responses will not influence your chances in the draw. Do you have a moment to answer a couple of very quick questions?

1. Sure
2. No thank you – end survey

*SUB2=1, PROCEED WITH SUB-SURVEY
SX1 Do you recall the chance to win a prize being offered to you for taking part in the survey?

1. Yes
2. No (GO TO CLOSE1)
3. Not sure
4. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX2. Thinking about the chance to win a prize for completing this survey, did the prize draw …

1. Have no impact on your decision to take part in the survey
2. Make you more likely to take part
3. Make you less likely to take part
4. Not sure
5. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX3. If this survey had no prizes, do you think you would have taken part?

1. Yes, still would do the survey if there were no prizes
2. No, only did the survey because there were prizes
3. Not sure
4. Prefer not to say

*SX1 NE 2, (RECALL PRIZE / DK / REF)
SX4. In terms of the prizes offered, do you think the chance to win 1 of 5 $300 JB-Hi Vouchers was a good prize for you?

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

*SX4=1 OR 2, Prize would be good / not good
SX5. Why is that?

1. (Specify)
2. Not sure
3. Prefer not to say

*SUB1=1
CLOSE1 Thank you for taking that extra time to answer those questions for us today!

*SUB1=2
CLOSE2 Thanks for your time today.

TERM1 Thanks for your time.

TERM2 I'm really sorry…. I will make sure we don't call again. Please accept our apologies.

TERM3 Thank you so much for being willing to take part in the survey.