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The *On Track* Survey 2008

The Destinations of School Leavers in Victoria

Statewide Report

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Acronyms and abbreviations

ABS Australian Bureau of Statistics
ACER Australian Council for Educational Research
AQF Australian Qualifications Framework
CD Collection District (as used by the ABS)
DEECD Department of Education and Early Childhood Development
GAT General Achievement Test
HECS Higher Education Contribution Scheme
IB International Baccalaureate
LLEN Local Learning and Employment Network
SES Socioeconomic status
SFO Student Family Occupation (Index)
SRC Social Research Centre
TAFE Technical and Further Education
VCAA Victorian Curriculum and Assessment Authority
VCAL Victorian Certificate of Applied Learning
VCE Victorian Certificate of Education
VET Vocational Education and Training
VTAC Victorian Tertiary Admissions Centre

Executive summary

Introduction

Data presented in this report is based on the *On Track* telephone survey of 33,250 Year 12 or equivalent completers and 4740 early leavers from the 2007 school year in Victoria.

Year 12 or equivalent completers are defined as those who completed a Victorian Certificate of Education (VCE), International Baccalaureate (IB) or Victorian Certificate of Applied Learning (VCAL, Senior or Intermediate). The sample includes those who completed these qualifications in schools (the large majority), Technical and Further Education (TAFE) institutes, or adult and community learning organisations.

Early leavers are defined as those students in Years 10, 11 and 12 who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in a VCE or VCAL unit and who left school before completing Year 10, 11 or 12.

Leavers were contacted in April–May 2008 and destination data was collected from them on two dimensions: education and training, and employment and occupation. In addition, respondents were asked about the reasons for their choices.

The first large-scale *On Track* survey was in 2003 and this is the sixth annual report in the series. The project is designed to provide a valuable database and tool for guiding policy and practice at government, school, regional and local levels. The program enables schools and other education providers to monitor how their students fare in a context of rapid labour market change and complex educational pathways.

On Track also collects background information on students so that the destinations of particular sub-groups can be considered, for example, those from different socioeconomic status (SES) backgrounds and those of Indigenous origins. Transition differences between regions in Victoria are also documented in this report. This information is valuable not only for schools but also for the Local Learning and Employment Networks (LLENs), regions and vocational education and training (VET) providers. An important feature of *On Track* is that it also offers a referral service for school leavers who appear to be experiencing difficulties in the transition process.

The 2008 data was collected by the Social Research Centre (SRC) and analysed by the Australian Council for Educational Research (ACER). This report was prepared by ACER for the Victorian Department of Education and Early Childhood

Development (DEECD). The data for Year 12 or equivalent completers, broken down by school, was published in the Victorian print media in June 2008 and reports were prepared for the LLENs in July 2008. Participants in the *On Track* survey are guaranteed confidentiality and it is not possible to identify individual school leavers in any reporting.

The 2008 sample of school leavers

Of the 48,781 Year 12 or equivalent completers in 2007, 43,715 (89.6%) allowed their contact details to be released and the names and telephone numbers of this group were supplied to the research team by the VCAA. Using this file, responses were achieved from 33,250 (68.2%) of all Year 12 or equivalent completers, or 75.9% of those who agreed to take part.

Almost all the completers achieved the VCE qualification (94.6%), followed by VCAL Senior (2.7%), VCAL Intermediate (1.9%) and IB (0.8%). The survey achieved a higher consent rate among VCE completers than among the other groups. However, as the qualifications other than the VCE enrol relatively small proportions of students this is unlikely to cause any marked bias in the results.

The gender make-up of the achieved sample was only marginally different to that of the target sample (males: 46.1% and 46.6% respectively; females: 53.9% and 53.4% respectively). School sector composition was also similar between the achieved and target samples (government sector: 54.0% and 53.8%; Catholic sector: 24.6% and 23.4%; independent sector: 20.2% and 20.8%; and adult education sector: 1.3% and 2.1%). The regional distribution of the schools attended by Year 12 or equivalent completers in the achieved sample also showed little deviation from those in the target sample (metropolitan localities: 73.0% and 73.1%; non-metropolitan localities: 27.0% and 26.7%).

The early school leaver sample from the VCAA comprised 11,092 individuals. Of these, 4740 early leavers were successfully contacted and surveyed, yielding a response rate of 42.7%.

A little over half (51.9%) of the achieved sample comprised leavers from Year 11. This was about 4 percentage points higher than the proportion of Year 11 leavers in the target sample. A little over one-fifth of the achieved sample (20.2%) were leavers from Year 10 or below, which was 2 percentage points higher than their share of the target sample. Correspondingly, early leavers from Year 12 were under-represented by about 6 percentage points in the achieved sample. This reflects the fact that Year 12 early leavers had a lower response rate to the survey (34.7%) than either Year 11 leavers (46.7%) or leavers from Year 10 or below (47.6%).

The early school leaver data needs to be treated cautiously due to the relatively low overall response rate and evidence of differing response rates among sub-

groups of early leavers. Nevertheless, the *On Track* sample of early leavers in Victoria is much larger than any other data collection and enables more detailed analyses than would otherwise be available.

Confidence intervals

The results presented in this report are based on interviews with 33 250 Year 12 or equivalent completers, from a total population of 48 780 young people (including some overseas students who were later declared ineligible). A total of 43 714 completers consented to participate in *On Track*. Among the early leavers group, there were 4740 respondents from a total population of 11 092. These population numbers were further reduced because of students who did not provide accurate contact details or were otherwise unable to be contacted. For the calculations of confidence intervals provided here, the largest population sizes were used, resulting in a larger interval than is likely the case.

Confidence intervals are not reported within the individual tables that appear in this report. As most results are reported as percentages of the sample, the general range of confidence intervals can be reported once, as the calculation of the standard deviation for proportions is affected by the sample size only. In addition, with a known population size and a sample larger than 10% of that population, the finite population correction (*fpc*), which is based on both the population size

Table 1 Confidence intervals

Year 12 or equivalent completers		Early leavers	
Range	**Confidence interval**	**Range**	**Confidence interval**
35-65%	±0.40%	34-66%	±1.60%
14-34% and 66-86%	±0.30%	27-33% and 67-73%	±1.50%
5-13% and 87-95%	±0.20%	22-26% and 74-78%	±1.40%
1-4% and 96-99%	±0.10%	18-21% and 79-82%	±1.30%
		15-17% and 83-85%	±1.20%
		12-14% and 86-88%	±1.10%
		10-11% and 89-90%	±1.00%
		‹10% and ›90%	‹1.00%

and sample size, is used to adjust the calculation of the standard deviation and, consequently, the confidence interval.

The confidence intervals for selected percentages are shown separately for Year 12 or equivalent completers and early leavers.

The largest confidence interval for Year 12 or equivalent completers data is ±0.4 percentage points for percentages of 35–65%. For early leavers data, the largest confidence interval is ±1.6 percentage points for percentages of 34–66%. For more extreme percentages, the confidence intervals are smaller. In the case of post-school destinations, for example, the 95% confidence interval for the percentage of Year 12 or equivalent completers who enrolled in university is 44.1% ±0.4%; that is, the rate of university enrolment is between 43.7% and 44.5%.

Overview of education and training destinations of Year 12 or equivalent completers

Main destinations in 2008

Destinations were categorised into education and training or labour market destinations. The focus was on main destination. *On Track's* emphasis is on documenting school leavers' education or training when they are combining study or training with employment. Year 12 or equivalent leavers who indicated that they have deferred taking up a university or TAFE place (11% of the sample in 2008) have been classified in terms of their activity as at April–May 2008 (90% were in employment).

Table 2 Main destinations of Year 12 or equivalent completers (including deferrers), April–May 2008

Destination	Number	%
University	14,510	44.1
VET Certificate IV and above	4,729	14.4
VET entry-level (Certificates I - III)	1,223	3.7
Apprentice/Trainee	3,249	9.9
Employed	7,898	24.0
Looking for work	1,261	3.8
Total (in analysis)	**32,870**	**100.0**
Not in education/training or the labour market	361	
Destination not known	19	
Total sample	**33,250**	

The destinations of Year 12 or equivalent completers are shown in Table 2. The majority of the group (72.1%) were enrolled in education or training in the year following their exit from school or other education provider. This proportion was slightly lower in 2008 than in any year since *On Track* started, largely due to a growth in those deferring tertiary places(up from 6.0% in 2004 to 11.0% in 2008), and a decline in the proportion entering VET courses (down from 26.1% in 2004 to 18.0% in 2008).

The proportion in employment in 2008 (24.0%) was the highest since 2003, and the proportion looking for work (3.8%) was the lowest. However, if economic growth declines in 2009 the school leaver job market could be adversely affected.

Gender differences in destinations

There are some marked gender differences in destinations among the Year 12 or equivalent completers group:

- Females were more frequently enrolled in university than males (46.6% compared to 41.3%) or higher-level VET programs (14.8% and 13.9%).
- Males were twice as frequently as females to be in an apprenticeship or traineeship (13.6% and 6.7%)
- Females were slightly more frequently employed (24.4% and 23.6%) and less frequently looking for work (3.6% and 4.1%).

Destinations by GAT achievement level

Using the General Achievement Test (GAT) as a measure of academic achievement, higher achievers were more frequently enrolled in university and lower achievers were more commonly enrolled in VET programs and in apprenticeships and traineeships. Academic achievement also had an impact in the labour market. Lower achievers in the GAT were more frequently employed or looking for work.

Destinations by senior certificate and study strand

On Track enables the destinations of the Year 12 or equivalent completers group to be examined in terms of the type of senior school certificate that they studied, and whether or not they undertook any nationally accredited vocational education and training in school (VET in Schools).

By far the largest proportion (70.2%) studied for the VCE and did not undertake any VET in Schools programs. Almost one-quarter (23.9%) included some VET in Schools programs in their VCE studies, while 5.7% of the sample had enrolled in the VCAL, mostly as part of the VCE. Compared to the previous year, the biggest change for the 2008 sample was evident in the growth of the VCAL and the decline in the proportion of those who had undertaken VET in Schools programs as part of the VCE..

- A little over one-half (52.5%) of the completers who studied the VCE without doing any VET in Schools programs were enrolled in university in April–May 2008. University was also the most common destination (30.1%) for those who included some VET in Schools programs in their VCE although almost as many of these leavers were in employment (29.5%).
- Apprenticeships and traineeships were the most common destination of former VCAL students, accounting for 35.5% of the VCE VCAL group and 39.4% of the VCAL-only group. Employment was the second most common destination: 31.2% of the VCE VCAL group and 26.2% of the VCAL-only group were employed.
- Study in VET is an important destination for leavers from all programs, particularly for those who had undertaken VET in Schools programs (22.4%), VCE VCAL (21.3%) and VCAL only (19.7%).
- Smaller proportions of those who had undertaken the VCE were looking for work in April–May 2008 than those who had undertaken the VCAL.

Destinations by Indigenous status

Only a small proportion (0.8%) of the Year 12 or equivalent completers identified as being either Aboriginal or Torres Strait Islander in the *On Track* survey.

In comparison with non-Indigenous respondents, Indigenous Year 12 or equivalent completers were much less frequently enrolled in university, but were more frequently engaged in VET programs at both entry-level and Certificate IV-level or higher. Indigenous completers were also slightly more commonly in a contract of training as an apprentice or trainee. They were also more frequentlyin the labour market either employed (31.4% as against 24.0% of non-Indigenous respondents) or looking for work (5.1% and 3.8%, respectively).

Socioeconomic status and student destinations

On Track uses a measure of SES based on students' home address when in Year 12. Student SES and post-school destinations are clearly related.

- Completers from the highest SES quartile were more frequently enrolled in university in April–May 2008 than students in the other three quartiles.
- Completers from the lower SES quartiles were more frequently enrolled in VET courses than those from higher quartiles and studying entry-level VET rather than Certificate IV and above.
- There were only small differences evident in the proportions entering an apprenticeship/traineeship from among the three lower SES quartiles, but the proportion from the highest SES group was about 4 to 7 percentage points lower.

- Completers from the lowest SES quartile were more frequently in the labour market either employed or looking for work than those from the highest quartile. The differences among the three lowest SES quartiles in terms of labour market status were only fairly small. The largest difference is evident with the highest SES group.

- In comparison with earlier years of *On Track*, the impact of SES on post-school destinations seems to have weakened slightly over time. Nevertheless, it is important to better understand the ways that SES influences educational pathways and how policies can be designed to reduce its impact. *On Track* confirms other data which suggests that there is a positive relationship between SES and academic achievement. In addition, differences in aspirations for tertiary study appear to be playing a role: students from schools with a high SES composition more frequently applied for tertiary study than students from relatively low SES schools.

Year 12 or equivalent completers entering university or TAFE/VET study

The largest single group of respondents were in university degree programs in April–May 2008 (43.6%) with VET diploma programs the next most popular study level (11.5%). Female respondents were more frequently

Table 3 Study award levels of Year 12 or equivalent completers in education or training, by gender (%)

Study award level	Males	Females	All
	%	%	%
University degree	40.8	46.1	43.6
Associate degree	0.4	0.2	0.3
VET Advanced diploma	4.5	2.9	3.7
VET Diploma	6.7	8.8	7.8
VET Certificate IV	5.1	3.9	4.4
VET Certificate III	6.9	6.0	6.4
VET Certificate II	1.9	1.3	1.6
VET Certificate I	1.2	0.3	0.7
VET Certificate (level unspecified)	3.4	1.5	2.4
Unknown study level	0.4	0.2	0.3
In study/training (sub-total)	**71.4**	**71.2**	**71.3**
Not studying	28.6	28.8	28.7
Total	**100.0**	**100.0**	**100.0**

Note: The unknown study level category includes all respondents in study or training who did not identify a level of study when interviewed. The denominator for the proportions in the table comprises those in education/training or the labour market; hence the proportions differ slightly from those where the denominator also includes those not in education/training or the labour market.

enrolled in university courses than male respondents and males generally had higher participation rates in VETcourses. Overall males and females had similar participation rates in education or training as a whole. The proportions of males and females by study level are shown in Table 3.

Year 12 GAT achievement and study destinations

The post-school destinations of Year 12 or equivalent completers are largely influenced by achievement in Year 12. As academic achievement as measured by the GAT increases, so too does the proportion of students commencing degree-level study. Conversely, as achievement level decreases, participation in degree-level study decreases and participation in programs other than degree study (advanced diplomas, diplomas and VET certificate courses) increases.

Socioeconomic status of Year 12 or equivalent completers in study

Although academic achievement exercises a strong influence over post-school destinations, there are other influences on the destinations of young people after their final year of secondary school. A much greater proportion of students in the highest SES quartile entered degree-level study compared with their peers in the lowest socioeconomic quartile (56.3% compared to 34.3%). Conversely, participation in award levels other than degree courses (including Certificates I–IV, diplomas and advanced diplomas) tended to be higher among those from lower SES backgrounds.

Differences by SES are also influenced by gender. Among Year 12 or equivalent completers, a higher proportion of females (58.6%) than males (53.6%) from the highest SES quartile were enrolled at university. At the lowest SES level, however, there was a greater difference, with 37.5% of females enrolled at university compared to 30.4% of males.

Overall, young people – both females and males – from the lowest SES quartile were least frequently engaged in *any form of tertiary education* after completing Year 12 or its equivalent.

Course of study

Young people who completed Year 12 or its equivalent in 2007 and made the transition to university or TAFE/VET study in 2008 enrolled in a wide range of courses. Arts was the most frequently cited course field, enrolling 9.9% of students, a decrease from 11.4% of students in 2007. Business and management (7.2%) and other management and commerce (6.7%) courses enrolled a combined total of 13.9% of students, a decrease from 14.8% in 2007. Medical studies, nursing and other health studies combined accounted for 9.6% of enrolments by Year 12 or equivalent completers in tertiary study.

Tertiary students' participation in the labour force

More than 60% of all university and TAFE/VET students were engaged in employment while in study, with 2.5% working full-time and 59.9% in part-time work. In general, those enrolled in TAFE/VET study were working more hours per week than those at university. An additional 23.5% were looking for work. A greater proportion of female tertiary students (67.3%) were working compared with male students (55.9%); a higher proportion of male students than female students were looking for work (27.9% and 20.1%, respectively).

Approximately one in seven (14.2%) tertiary students were neither employed nor looking for work (not in the labour force) while studying, a decrease from 17.1% in 2007.

Year 12 or equivalent completers entering apprenticeships and traineeships

Among those who completed Year 12 or its equivalent in 2007, 9.8% entered into a contract of training as an apprentice or trainee in 2008, an increase from 8.1% who had entered in 2007. More males (10.5%) entered an apprenticeship than females (1.7%). Females, on the other hand, more frequently entered traineeships (4.9% of females, 3.0% of males).

These gender-differentiated patterns of apprenticeships and traineeships reflect occupational differences in the two broad forms of training. Three occupational categories – building trades (32.9%), electrical and electronics trades (14.7%), and food, hospitality and tourism (10.8%) – account for 58.4% of all apprenticeships, and males are heavily represented in the larger fields. Traineeships are concentrated in four occupational categories: administration (20.3%), food, hospitality and tourism (19.7%), health and beauty (14.3%) and sales assistants and retail (11.3%). Traineeships recruited across a broader range of occupations, many of which have more balanced gender compositions.

Year 12 or equivalent completers not continuing in education or training

More than a quarter of all Year 12 or equivalent completers (27.8%) had entered the labour force but not further education or training by April–May 2008. This included most of the 11.0% of completers who had deferred taking up a tertiary place.

Labour force destinations

Of the respondents who entered the labour force, 53.4% were working full-time, 32.8% were engaged in part-time work, and 13.8% were unemployed and looking for work

Overall, the proportions of males and females who were not in education or training were very similar (27.8% of

males and 28.0% of females). However, in comparison to females, males were more frequently employed full-time (56.0% compared to 51.3%), or looking for work (14.9% compared to 12.8%). There is a tendency for females to be in part-time employment more frequently than males (35.9% compared to 29.1%).

Those who had done better at school (as measured by the GAT) were more frequently employed and less frequently unemployed and looking for work than those with relatively low academic achievement. As well, Year 12 or equivalent completers from lower SES backgrounds were more frequently unemployed and looking for work.

Jobs of respondents in the labour force

School leaver employment is concentrated in a limited range of fields. More than one-quarter were employed as sales assistants (26.8%) and over a fifth in food and hospitality (22.7%). Other significant groups are labourers (8.7%), administration (8.9%), marketing and sales (4.3%) and teaching and childcare-related fields (4.0%). Another 9.1% of employed Year 12 or equivalent completers were working in occupations ranging from gardening and farming (2.9%), building trades (3.4% each) and health and beauty related occupations (2.8%).

Respondents in study, training and the labour force

The influence of GAT achievement is even stronger when a comparison is made between Year 12 or equivalent completers who have entered the labour market with no further education or training, and those respondents in an education or training destination. About 60% of males who were the labour force (excluding apprenticeships or traineeships) were drawn from the lower two quartiles of GAT scores, in comparison to about 40% of respondents in study or training. The figures for females in the labour force are similar.

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

Wishing to obtain a job was the single most important reason for not continuing in education or training. It was cited as a reason by over two-thirds of males (68.6%) and slightly fewer females (64.1%). Not being ready for further education or training was identified by 52.5% of males and 60.2% of females. Taking a "gap year" was also a common reason, chosen by more females (70.7%) than males (60.1%).

Financial reasons were less commonly cited. The 'costs of study' was indicated by 29.4% of respondents who did not continue in education or training, and financial pressures on the family by 25.0%. Smaller proportions of Year 12 or equivalent completers also cited excessive travel and the associated costs of this travel (21.1% and 20.1%, respectively), and the need to move out of home in order to study (17.5%).

Deferring tertiary study

In April–May 2008, 11.0% of the Year 12 or equivalent completer group indicated that they had been offered a tertiary place but had deferred it until 2009. Deferral rates were much higher among those who attended school in non-metropolitan regions than in metropolitan regions. About 90% of the deferrers were employed in April–May 2008.

The reasons given by deferrers were different in important respects from those of other Year 12 or equivalent completers who did not undertake further study. Nearly 90% said they were taking a gap year and just over 60% indicated they were not ready to begin tertiary study. One-half (53.1%) indicated they wanted to get a job and only 15% thought they would not cope with further study.

The costs of study as a factor was chosen by about one-third of deferrers and one-quarter were concerned about the costs of travel. Academic factors were less relevant because deferrers had already accepted offered places. Only 7.5% of deferrers said they failed to get into the course of their choice and a small minority (15.5%) cited the uncertainty of coping with their workload.

Year 12 or equivalent completers neither in education or training nor in the labour force

Only a small proportion of Year 12 or equivalent completers (1.1%) were in neither education or training nor the labour force in April–May 2008. The major difference between this group and those who entered the labour force was that a lower proportion cited 'wanted to get a job' (45.0% compared to 66.6%). Lack of preparedness for study was also a less commonly cited reason (39.8% compared to 57.6%). A high proportion of both groups indicated that taking a gap year was an important factor and this was the most frequently chosen reason among those who were neither in education or training nor in the labour force.

VET in Schools and Year 12 or equivalent completers

Participation in VET in Schools

Overall, 27.9% of the Year 12 completer group undertook at least one VET in Schools subject. However, the participation rate differed widely among different groups of students.

- Participation in VET in Schools programs was higher on average in non-metropolitan regions (Grampians region was the highest at 41.0%) than in metropolitan regions (Eastern Metropolitan region was the lowest at 22.1%).
- Proportionally more male Year 12 or equivalent completers (31.6%) participated in a VET subject during their senior years of schooling than female students (24.8%).
- Participation was higher among those in government schools (31.0%) than those in other education sectors (24.7% averaged across those in non-

government schools and the adult education sector).

- The majority of those who were enrolled in the VCAL participated in a VET in Schools subject during senior secondary (79.0%), while only 25.4% of students not enrolled in the VCAL participated in a VET in Schools program.
- Participation in VET in Schools programs was more common among students from lower SES backgrounds (34.8% of those from the lowest SES quartile compared to 21.0% of those from the highest) and lower academic achievement levels (as measured by the GAT).

Post-school destinations and VET in schools

Participation in a VET in Schools program while at school is related to post-school destinations. More than one-half (55.5%) of Year 12 or equivalent completers who went into an apprenticeship had taken a VET subject during their senior years of schooling. In contrast, only one in six (16.4%) of students who went on to university had participated in a VET in Schools program.

Students who had done VET in Schools used their program to access a wide range of destinations, ranging from university and TAFE to apprenticeships and the labour market. As in past years, positive outcomes were apparent for the majority of these students. Over half of the former VET in Schools program participants entered tertiary education in 2008, with 22.3% enrolling in a VET qualification and 26.2% enrolling in university. Almost 16% entered an apprenticeship or traineeship.

The remaining former VET in Schools participants (35.6%) entered the labour market without further training. Of these, 19.0% were in full-time work, 11.2% were in part-time work and 5.4% were looking for work.

As in past years, there were gender differences in the destinations of former VET in Schools participants in that:

- proportionally more females enrolled in university
- proportionally more males entered apprenticeships
- proportionally more females entered into traineeships
- proportionally more females were in part-time work.

The proportion of former VET in Schools participants from non-metropolitan areas who deferred their study (14.1%) was almost twice that of their metropolitan peers (8.1%).

Regional differences in post-Year 12 destinations

There were major differences in the patterns of destinations among the labour force regions used in the study, particularly metropolitan and non-metropolitan regions. All non-metropolitan regions have lower rates of transition to tertiary study than do metropolitan regions.

The proportion of Year 12 or equivalent completers entering either university or TAFE/VET programs at Certificate IV level or above ranged from 35.2% in the Goulburn region to 78.1% in the Inner East region in Melbourne. Within Melbourne too, transition to tertiary study differs across regions. In inner Melbourne and the southern and inner-eastern suburbs, transition to tertiary study is comparatively higher, while in the outer-west, north-east, north-west, south-east and outer-east of Melbourne the rate of transition to university is below 50%. In the Mornington Peninsula region, transition rates are similar to those in country areas, with less than one-third of young people going on to study at university in the first year after graduation.

Young people exiting Year 12 in country Victoria were more frequently employed or seeking work, including employment-based training through apprenticeships or traineeships. Overall, there was a 15.4 percentage point gap in the proportion entering the labour market with no further education or training between country Victoria and metropolitan Melbourne.

These regional differences are even more marked when academic achievement is considered. In non-metropolitan Victoria, only the highest GAT achievers enter into some form of post-school education or training at rates broadly comparable to the state-wide average for all school leavers. Conversely, in most metropolitan regions, it is only the lowest GAT achievers who do not exceed this state-wide average.

Regional differences in reasons for not being in education or training

There are also regional differences in the reasons given by Year 12 or equivalent completers for not continuing in education or training. These seem to relate strongly to inequitable access to education and training institutions, but economic factors associated with isolation and the socioeconomic profile of different regions also have an impact.

Respondents who attended Year 12 or its equivalent in non-metropolitan regions and in the south-eastern suburbs of Melbourne and the Mornington Peninsula more commonly identified the costs of travel or the need to travel long distances in order to reach education providers as a reason for not being in post-secondary study or training. The need to move away from home was also more frequently nominated as a study barrier by school leavers living in all non-metropolitan areas and the Mornington Peninsula. When focusing on financial issues involved in pursuing further study or training, young people living in non-metropolitan regions as well as the Mornington Peninsula nominated the costs associated with study more frequently that other Year 12 or equivalent completers.

Early leavers

A total of 4740 early leavers participated in the 2008 *On Track* survey. Half of the respondents (51.9%) had attempted or completed Year 11, while 20.3% had left from Year 10 or below. Students who attempted but did not complete Year 12 make up the remaining 27.8% of the sample.

Early leaver destinations

The destinations of early leavers as of April–May 2008 are summarised in Table 4. Just over half of the early leavers undertook some form of education or training in their first year out from school (55.1%). The proportion of female early leavers who went on to some form of education or training was much smaller than the proportion of male early leavers who followed this pathway. More than half of all female early school leavers (54.9%) entered the labour force without undertaking further education or training, compared with 39.3% of males. While rates of full-time employment were similar for males and females (18.8% and 20.4%, respectively), female early leavers in employment were more than twice as frequently as males to be in part-time work.

Destinations by year level of exit

Destinations were strongly associated with the year level at which an early leaver exited from school. In general, greater proportions of those who left earlier, compared to those who left in senior secondary years, entered a basic VET course at a TAFE institute or community or private provider. In addition, of those who left school in Year 10 or below during 2007, 44.3% entered an apprenticeship. Among Year 11 leavers, 34.5% entered an apprenticeship, and among Year 12 leavers, 22.6% followed this pathway.

Table 4 Destinations of early leavers, by gender (%)

Destination	Males	Females	All
	%	%	%
VET	11.1	20.6	14.6
Apprentice	44.3	13.7	33.2
Trainee	5.3	10.8	7.3
Working full-time	18.8	20.4	19.3
Working part-time	8.2	17.4	11.6
Looking for work	12.3	17.1	14.0
Total	100.0	100.0	100.0

The higher the year-level of exit, the greater the proportion of early leavers who were working in either a full-time or part-time capacity. Across all exit points (Year 10, 11 and 12) the proportions of leavers experiencing a more problematic transition from school were similar, with approximately 14% of each group of early leavers looking for work.

Destinations and perceptions of academic achievement

Early leavers were asked to indicate their level of satisfaction with their school results. Almost two-thirds of early leavers who were 'very satisfied' with their results from the year before they exited school moved into further education or training, compared to just over one-third of those were 'very dissatisfied' with their results. Conversely, the proportion of early leavers who were employed was greater among those who were 'very dissatisfied' with their results.

Destinations by Indigenous status

Unlike in previous years, entry to VET programs was slightly lower amongst Indigenous early leavers than among non-Indigenous early leavers (13.0% compared to 14.6%). Fewer Indigenous early leavers were in apprenticeships (19.1% compared to 34.2%), but a higher proportion, compared to non-Indigenous early leavers, had entered traineeships (11.5% compared to 7.3%). Indigenous and non-Indigenous respondents had similar rates of transition to employment (31.3% and 30.3%), and rates of full-time versus part-time employment were also quite similar across the groups. In contrast, the proportion of Indigenous early leavers who were looking for work was almost twice that of non-Indigenous early leavers, at 25.3% and 13.6%, respectively.

Regional differences in early leaver destinations

There was considerable variation in the destinations of early leavers according to ABS labour force region.

While for Victoria as a whole, 60.7% of male early leavers entered some recognised form of education or training, this ranged from a low of 38.5% in the Inner Melbourne region to a high of 68.5% in the Gippsland region. Apprenticeships contributed significantly to the overall higher rate of transition to further education and training for males in country Victoria.

Enrolment in entry-level VET courses played a much larger role for female early leavers than for males. Apprenticeships, on the other hand, played a much smaller role for females, and the proportion of females in traineeships was usually not high enough to bring participation in all employment-based training to a level of equality. In some regions, such as the north-western and inner northern,

outer-western and south-eastern suburbs, the proportion of females either working or looking for work was very high, with approximately six in every ten female early leavers in the labour force without further education or training.

The jobs of early leavers

Early leavers are concentrated in a narrower range of jobs than Year 12 or equivalent completers. The jobs most frequently found by early leavers who do not enter further education or training highlight the difficulties of early leaving. For males the three most common jobs were in labouring (12.1%), retail (10.3%) and hospitality (8.8%). Female early leavers are even more heavily concentrated, with 29.0% of those employed working in retail and 18.1% in hospitality. In general, these are jobs with a high proportion of part-time employment and generally low wages and skill requirements.

More than one-half of males in employment (55.0%) work in the three occupational areas of retail sales (21.4%), labouring (19.0%) and hospitality (14.7%). For females, retail sales (42.5%) and hospitality (27.4%) were the most common jobs, accounting for almost seven in every ten workers (69.9%). With the exception of labouring (where males are employed at far higher rates than females), these are the occupational groups with a preponderance of part-time work, and where wages and skill requirements are generally low.

Reasons for early leavers not continuing in education and training

Early school leavers indicated multiple reasons for not continuing in study. Wanting to get a job was the reason cited most often by early leavers (nominated by 75.0% of females and 82.9% of males), followed by not feeling ready for further study or training (41.2% of females and 39.6% of males) and wanting to take some time off (43.3% of female and 33.3% of males).

Reasons for leaving school early

An early departure from school is often due to a combination of reasons rather than a single factor. The vast majority of males (84.7%) and females (67.4%) indicated that they left school because they 'wanted to get an apprenticeship or traineeship'. The second most frequently nominated reason was 'no longer wanted to be a school student'; males reported this as a reason slightly more frequently than females (62.9% compared with 57.1%, respectively).

Already having a job, apprenticeship or traineeship to go to was cited as reason for leaving school by more than four in every ten early leavers (51.7% of males and 34.3% of females). Similar proportions of male and female leavers cited a desire to attend TAFE as a factor in their decision to leave school (43.5% and 46.0%, respectively).

Greater proportions of those who left in Year 12 cited having a job or training to go to or wanting to access an apprenticeship or traineeship as a factor in their decision compared to those who leave in Year 10 or earlier. No longer wanting to be a student was similarly more commonly reported as a factor in the decision of later leavers than those who left prior to senior secondary school. Early leavers who exited at Year 10 or below more frequently cited poor performance or inability to cope with the schoolwork as reasons for their decision.

Factors in staying at school

Early school leavers were asked about the factors that would have influenced their decision to stay on at school.

More than half of all respondents (54.0%) indicated that if they could have studied part-time while working they would have been less likely to leave school. Similar proportions of respondents indicated they would have stayed on at school had they had access to a wider range of subjects (48.1%) or if scheduling of classes had been more flexible (47.5%). The availability of vocational programs was nominated as a reason to stay at school by 46.1% of early leavers, while being treated in a more adult-like manner was an important consideration for 45.7% of the group.

Respondents requesting referrals

At the time of the survey, respondents who had not continued in education or training and were either working in a part-time capacity or were looking for work, were asked whether they wished to be contacted in order to be advised about study and employment opportunities. The responses generated by this question allowed an intervention to be made for individuals who requested it. Such referrals were managed by the relevant LLEN.

Year 12 or equivalent completers

In all, 3928 respondents who were not in education or training, and were either working part-time or looking for work (a total of 11.8%) were invited to receive further assistance or advice. This group was then further divided into those requesting a referral (3.6%) and those refusing it (8.2%). There were only minor differences between male and female respondents in their response behaviours. The proportions offered a referral were generally lower in metropolitan than in non-metropolitan LLENs.

The number of completers who were offered a referral in 2008 was 1340 lower than in 2007. This was essentially because the proportion of the sample who were not in education or training, and were either working part-time or looking for work, had declined.

Early school leavers

In the 2008 sample of early leavers there were 1133 respondents who were offered a referral, which represented 23.9% of the group. (This was twice the proportion of offers in the Year 12 or equivalent group.) Among the early leavers 10.0% accepted a referral and 13.9% declined.

The number of early leavers who were offered a referral in 2008 was 540 higher than in 2007. This essentially was because the early leaver sample was much larger in 2008 (mainly due to a higher response rate). The proportion of the early leaver sample who were not in education or training, and were either working part-time or looking for work (the 'target' group for referrals) in fact declined slightly from 2007 to 2008.

There were some marked gender differences in the early leaver group. A much higher proportion of females were offered a referral than males. This was essentially because more female early leavers were employed part-time or looking for work. Female early leavers accepted the offer of a referral at twice the rate (14.7%) of males (7.3%).

A slightly lower proportion of those who left school at Year 10 or below were offered referrals than those who left at either Year 11 or Year 12. In terms of the initial transition from school, a lower proportion of the very early leavers were not in education or training, or were either working part-time or looking for work, than those who left from Year 11 or 12 before completing school.

As was found for the Year 12 or equivalent completer group, referrals were generally higher in non-metropolitan areas than among the metropolitan LLENs.

Chapter 1 Introduction

Aims of *On Track*

The *On Track* project was initiated by the Victorian Government as part of its response to the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby, 2000). Since the first large-scale survey in 2003, almost 230,000 school leavers have participated in the *On Track* surveys, providing valuable insights into their post-schooling destinations and pathways. Through their participation, respondents have facilitated understanding of the factors that assist young people in making successful transitions to education, training and employment.

The *On Track* survey:

- offers a consistent and comprehensive approach to monitoring the transitions of school leavers following their exit from schooling or its equivalent
- reports the survey information to schools, TAFE colleges and other education providers, organisations concerned with assisting young people, policymakers, and the wider public, including parents and students
- provides a detailed analysis of the destinations of school leavers in order to address issues for particular subgroups in relation to their success in specific pathways
- provides a referral service for school leavers who appear to be experiencing difficulties in the transition process
- enables education providers to use the data and analyses as part of the process of monitoring and improving their programs.

Focus of this report

Data presented in this report is based on the *On Track* telephone survey of 33,250 Year 12 or equivalent completers and 4740 early leavers from the 2007 school year in Victoria. The information was collected in April–May 2008.

Year 12 or equivalent completers are defined as those who completed a Victorian Certificate of Education (VCE), International Baccalaureate (IB) or Victorian Certificate of Applied Learning (VCAL, Senior or Intermediate). The sample includes those who completed such qualifications in schools (the large majority), TAFE colleges, or adult and community learning organisations.

Early school leavers are defined for the survey's purposes as those students in Years 10, 11 and 12 who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in a VCE or VCAL unit, and who left school before completing Year 10, 11 or 12.

This report follows a similar structure and presentation to the report on the 2007 survey.[1] The major structural change is that this report includes a chapter on Year 12 or equivalent completers who had participated in VET in Schools programs. In previous years VET in Schools was the subject of a separate *On Track* report.[2]

The report focuses on analyses at the statewide and regional levels. Results for individual schools were published in June 2008, and are reproduced in Appendix 1.

Survey administration

The survey was conducted in April–May 2008 by the Social Research Centre (SRC) in collaboration with the Australian Council for Educational Research (ACER). It involved a short telephone survey of school leavers who agreed to participate in the *On Track* survey. At the commencement of the 2007 school year, eligible students were asked to consent to be surveyed after leaving school and relevant contact information was obtained.

Separate questionnaires were used for Year 12 or equivalent completers and early school leavers. As part of the adaptation of the survey to changing circumstances, the questionnaires were revised in some matters of detail from those used in the 2007 survey. The questionnaires are included in Appendix 2.

Data collected by the SRC was subsequently analysed by the research team at ACER and this report was prepared by ACER for the Victorian Department of Education and Early Childhood Development (DEECD).

Reporting

The *On Track* survey enables several levels of analysis and reporting of destination data. Data is presented in a number of formats, including charts and tables for schools and other education providers, charts and tables for the education system as a whole (including by DEECD region, LLENs and TAFE study areas), and tables for the purpose of public reporting.

Data is presented in terms of school-leaver characteristics such as gender, year level of leaving school, academic achievement and social background. The school-level data is presented in a form that allows schools to compare themselves with the region in which they are located and with the state.

[1] See Teese, Clarke & Polesel (2007). All the On Track reports, including those from the longitudinal component of the program, are available from http://www.education.vic.gov.au/ontrack/.

[2] See, for example, Polesel and Teese (2007).

The data for Year 12 and equivalent completers, disaggregated by school and education provider, was published in the Victorian print media in June 2008 and reproduced here in Appendix 1.

Participants in the *On Track* survey are guaranteed confidentiality and it is not possible to identify individual school leavers in any reporting.

Overall sample of school leavers

In keeping with the requirements of privacy legislation, permission to obtain names and contact details of Years 10, 11 and 12 students enrolled in the VCE, VCAL or IB was sought through a question on each student's VCAA enrolment form in early 2007.

The 2008 survey targeted all those who agreed to have their contact details released. Additionally, those who did not complete the relevant question were sent a letter giving them the opportunity to be added to the sample. Those who did not wish to be added to the sample were asked to provide basic destination data. The contact details of the target sample were released to ACER and SRC after this process had been completed.

The 2008 survey collected information from 37,990 school leavers, comprising 33,250 in the Year 12 or equivalent completers group and 4740 in the Early school leavers group. *On Track* provides by far the largest database on Victorian school leavers.

Year 12 or equivalent sample

Of the 48,781 Year 12 or equivalent completers in 2007, 43,715 (89.6%) allowed their contact details to be released and the names and telephone numbers of this group were supplied to the research team by the VCAA. Using this file, responses were achieved from 33,250 (68.2%) of all Year 12 or equivalent completers, or 76.1% of those who agreed to take part.[3]

There are two categories of non-response among students in the contact list. The first comprised those individuals who declined to participate. A total of 5066 Year 12 or equivalent completers declined to release their contact details at the time of completing their VCAA enrolment form (10.4%) and were excluded immediately. A further 1902 individuals who had supplied their contact details (3.9% of all Year

[3] The eligible population and sample were slightly smaller than in the 2007 survey. There were 49,443 Year 12 or equivalent completers in 2006. Of these students 43,246 (87.5%) allowed their contact details to be released, and responses were received from 34,395. The 2007 response rate represented 69.6% of Year 12 completers or 79.5% of those who agreed to take part. After excluding those who were inactive in the labour market and not studying (n=420) the 2007 report was based on 68.7% of all Year 12 or equivalent completers or 78.5% of the sample supplied.

Figure 1.1 Year 12 or equivalent completers: target population and achieved sample

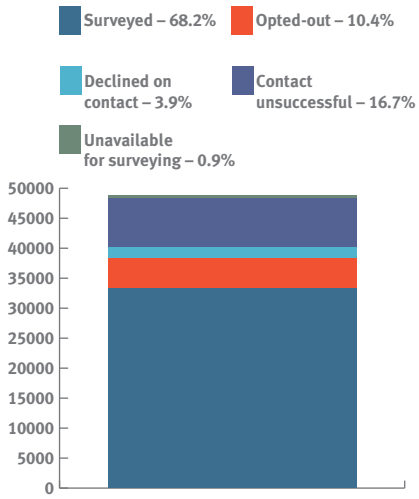

Table 1.1 Year 12 or equivalent completers: target population and achieved sample

Category	Number	Proportion (%)
Surveyed	33,250	68.2
Opted-out	5,066	10.4
Declined on contact	1,902	3.9
Contact unsuccessful	8,135	16.7
Unavailable for surveying	428	0.9
Total population	**48,781**	**100.0**

12 or equivalent completers) declined to participate when contacted by the SRC in April–May 2008. In combination, those who declined to participate amounted to 14.3% of all Year 12 or equivalent completers.

The second category of non-response comprised those Year 12 or equivalent completers who, for one reason or another, could not be successfully contacted. Most of these unsuccessful contacts were due to missing, incomplete or obsolete contact details on the source VCAA file, disconnected or invalid phone numbers or the individual not being known at the number provided. A small number also experienced language difficulties when contacted and were unable to participate. In total, 8135 individuals (16.7% of all Year 12 or equivalent completers) could not be contacted. The other main reason for non-contact related to a lack of availability for interview, resulting in unsuccessful contacts with 428 respondents. All of these former students had correct contact details but were unavailable at the time of surveying due to being overseas, ill or otherwise inaccessible. This group represented 0.9% of all Year 12 or equivalent completers.

Table 1.1 and Figure 1.1 provide summaries of the excluded population and losses due to opting-out and non-contact for Year 12 or equivalent completers.

On Track achieves a high participation rate relative to other surveys of school leavers, which provides confidence that the results are broadly representative of the target population. This section examines this further by analysing three important elements of the sample structure: gender balance, school sector composition and regional distribution.

The target sample for the *On Track* survey comprised thosYear 12 or equivalent completers who had released details for contact (n=43,715 or 89.6% of the defined population). The gender make-up of the achieved sample (n=33,250) was only marginally different to that of the target

Table 1.2 Year 12 or equivalent completers: qualifications achieved by survey respondents

Qualification	Number*	Proportion (%)
VCE	31,453	94.6
VCAL Senior	894	2.7
VCAL Intermediate	645	1.9
IB	258	0.8
Total	33,250	100.0

*** Some of the VCE students also received a VCAL qualification; to avoid double-counting they are included only in the VCE group.**

sample (males: 46.1% and 46.6% respectively; females: 53.9% and 53.4% respectively).

Sector composition was also similar between the achieved and target samples (government sector: 54.0% and 53.8% respectively; Catholic sector: 24.6% and 23.4%; independent sector: 20.2% and 20.8%; adult education sector: 1.3% and 2.1%). The regional distribution of the schools attended by Year 12 or equivalent completers in the achieved sample was also similar to target sample (metropolitan localities: 73.0% and 73.1% respectively; non-metropolitan localities: 27.0% and 26.7%).

Although the possibility of non-response bias is always present in any survey, the fact that the achieved sample and target sample of Year 12 or equivalent completers had a very similar composition in terms of gender, school sector and geographic location provides further confidence in the broad representativeness of the results.

Table 1.2 reports on the qualifications achieved by respondents among the Year 12 or equivalent completers group. Almost all the respondents achieved the VCE qualification (94.6%), followed by VCAL Senior (2.7%), VCAL Intermediate (1.9%) and IB (0.8%). The survey achieved a higher consent rate among VCE completers than among other the other groups (the VCAL consent rates were 4 to 5 percentage points lower than the VCE rate and the IB consent rate 12 percentage points lower). However, as the qualifications other than the VCE enrol relatively small proportions of students, this is unlikely to cause any marked bias in the results.

Early school leaver sample

The early leavers sample in *On Track* comprises those students in Years 10, 11 and 12 who had registered their details with VCAA by enrolling in a VCE or VCAL unit, and who left school before completing Year 10, 11 or 12. As such, the sample does not represent the full spectrum of early leavers from Victorian schools.

Table 1.3 Early school leavers: target sample and achieved sample, by year level of exit

Year level of exit	Target sample		Achieved sample	
	Number	%	Number	%
Year 10 or lower	2,021	18.2	962	20.3
Year 11	5,273	47.5	2,461	51.9
Year 12 (before completion)	3,798	34.2	1,317	27.8
Total	**11,092**	**100.0**	**4,740**	**100.0**

For the 2008 survey, the early school leaver file provided from the VCAA comprised 11,092 individuals. This was slightly more than the early school leaver sample in the 2007 survey (10,291). Of the 2008 group, a total of 4740 early leavers were successfully contacted and surveyed through *On Track*, yielding a response rate of 42.7% from the initial contact sample.[4]

Table 1.3 records the composition of the target and achieved samples of early leavers in relation to the year level at which they left school. A little over one-half (51.9%) of the achieved sample comprised leavers from Year 11. This was about 4 percentage points higher than the proportion of Year 11 leavers in the target sample. A little over one-fifth of the achieved sample (20.3%) were leavers from Year 10 or below, which was 2 percentage points higher than their share of the target sample. Correspondingly, early leavers from Year 12 were under-represented by about 6 percentage points from their proportion in the target sample. This reflects the fact that Year 12 early leavers had a lower response rate to the survey (34.7%) than either Year 11 leavers (46.7%) or leavers from Year 10 or below (47.6%).

The early leaver data needs to be treated cautiously due to the relatively low overall response rate among the sample and evidence of differing response rates among sub-groups of early leavers. Nevertheless, the *On Track* sample of early leavers in Victoria is much larger than any other early school leaver data collection and enables more detailed analyses than would otherwise be available.

[4] In the 2007 survey responses were received from 4074 early leavers, a response rate of 39.6%.


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Chapter 2
Overview of the education and training destinations of Year 12 or equivalent completers

This chapter provides an overview of the education and training destinations of the 2007 group of Year 12 or equivalent completers as of April–May 2008. Following this overview, Chapters 3 to 7 then provide detailed analyses of different aspects of the post-school experiences of the group.

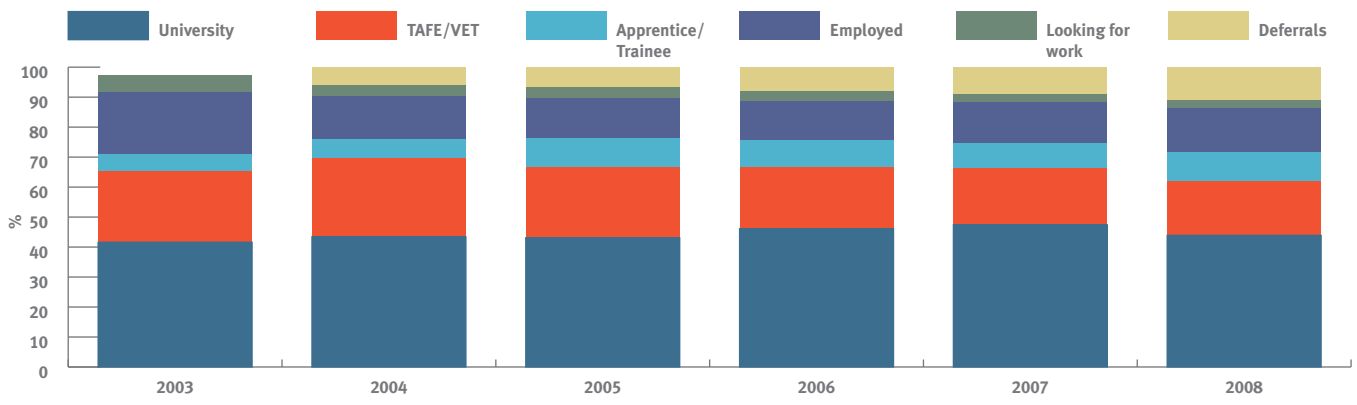
To provide a context the chapter commences by examining broad trends in the destinations of Year 12 or equivalent completers from 2003 to 2008, the period that *On Track* has been in operation.

Trends in destinations 2003 to 2008

Figure 2.1 uses *On Track* data to summarise the destinations of Year 12 or equivalent leavers in the period 2003 to 2008. The data relates to the experiences of the cohort from the year before, so that the 2003 column refers to the situation of the Year 12 or equivalent cohort of 2002 as at April–May 2003, and so on.

Two other presentational points should be noted. First, in order to prevent double-counting the figure shows the main destination of respondents: where young people are combining study or training with employment, *On Track's* emphasis is on documenting their education or training. For example, university students who also hold a part-time job are classified in the university category rather than in the employed category. Similarly, apprentices and trainees are classified in the 'apprentice/trainee' category rather than as 'employed' although most of them are employed as a condition of their training. Second, from the 2004 survey onwards, completers who indicated that they have deferred taking up a university or TAFE place until the following year have been identified separately. As is shown in Chapter 5, approximately 90% of the deferrers were employed in April–May 2008,

Figure 2.1 Year 12 or equivalent completers: destinations 2003 to 2008



Note: Data reported for 2003–2005 includes Year 12 completers only; data reported for 2006–2008 comprises Year 12 or equivalent completers (namely VCE, IB, VCAL Senior and Intermediate from schools and other providers). Deferral data was not collected in 2003.

the time of the *On Track* survey. For the purposes of this discussion, however, the deferrals are shown as a separate category in order to signal their educational intentions.[5]

The net effect of these presentational points is that Figure 2.1 understates the proportions of the cohorts who are currently employed (as those who are working but who are also in education or training, or a deferrer, are shown separately).

Figure 2.1 provides the following information for the 2003 to 2008 period.

- University is consistently the most common destination for Year 12 or equivalent completers in the year following school; this proportion has risen since 2003 (41.6%) reaching a high in 2007 (47.4%) before declining in 2008 (43.9%).
- TAFE/VET is the second most common destination, but this proportion has been in fairly steady decline from 2003 (26.3%) to 2008 (18.0%).
- Almost 10% of Year 12 or equivalent completers entered an apprenticeship or traineeship in 2008 (up from 5.7% in 2003) and when this proportion is added to those studying at university or TAFE/VET, almost 72% of the cohort was engaged in some form of education or training in the year following school. This proportion has fluctuated throughout the period but was slightly lower in 2008 than in any other year.
- The proportion of Year 12 or equivalent completers who defer a tertiary place has grown strongly from 6.0% in 2004 (when deferrers were first recorded separately) to 11% in 2008. As most of the deferrers eventually take up a tertiary place (Polesel, 2008) this implies that about 80% of Year 12 or equivalent completers now enter post-school education or training within two or three years after leaving school.
- Employment was the principal activity of 20.9% of the cohort in 2003 and this had apparently declined to 14.4% by 2003. However, since about 90% of the deferees are working, this lifts the actual employment rate to around 24% in 2008, which is the highest proportion for the 2003 to 2008 period.

The increasing strength of the job market for much of the 2003 to 2008 period would be a major factor in the growth of Year 12 or equivalent completers in employment and in the decline of the proportion of those looking for work from 5.5% in 2003 to 2.9% in 2008. However, if the pessimistic economic growth projections for 2009 are realised then the school leaver job market could be adversely affected.

[5] Deferral rates are much higher in non-metropolitan areas, and Polesel (2008) used *On Track* data to examine the experiences of regional deferrers from the 2006 Year 12 cohort. It was found that subsequently 82.3% of those who indicated that they had deferred a tertiary place were enrolled in some form of education or training (although not always in the course they had initially deferred).

Figure 2.2 Main destinations of Year 12 or equivalent completers (including deferrers), April–May 2008

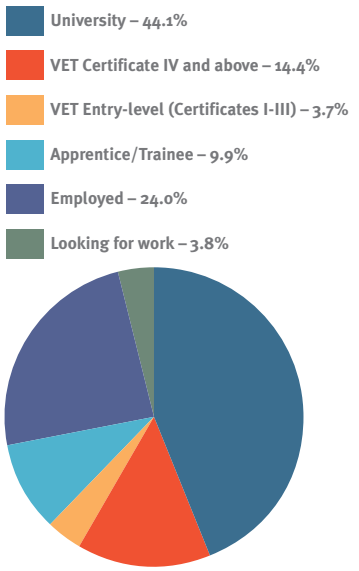
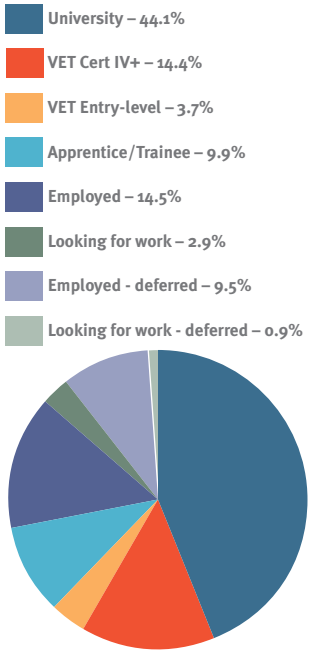


Figure 2.3 Main destinations of Year 12 or equivalent completers, showing deferrers as separate categories, April–May 2008



Main destinations in 2008

Figure 2.2 and Table 2.1 look in more detail at the main destinations of the Year 12 or equivalent completers from 2007 as of April–May 2008.[6] The majority of the group (72.1%) continued in some recognised form of education or training in the year following their exit from school or other education provider. Transition to degree-level programs at university was the most common activity for respondents (44.1%), followed by entry into advanced diploma, diploma or Certificate IV level programs in TAFE/VET (14.4%). Smaller proportions of respondents were enrolled in entry-level VET programs (3.7%) or employment-based training as an apprentice or trainee (9.9%). Almost one-quarter (24.0%) of Year 12 or equivalent completers were employed rather than in education or training, and 3.8% were in the labour market but unemployed and looking for work.

Figure 2.2 assigned deferrers to their actual labour market destination (employment or looking for work); it is also possible to illustrate the destinations of school completers with deferrers identified separately. Figure 2.3 shows that 9.5% of Year 12 or equivalent completers had deferred a tertiary place and entered employment while 0.9% cent of the group were deferrers who were looking for work as of April–May 2008.[7]

Table 2.1 Main destinations of Year 12 or equivalent completers (including deferrers), April–May 2008

Destination	Number	%
University	14,510	44.1
VET Certificate IV and above	4,729	14.4
VET entry-level (Certificates I–III)	1,223	3.7
Apprentice/Trainee	3,249	9.9
Employed	7,898	24.0
Looking for work	1,261	3.8
Total (in analysis)	**32,870**	**100.0**
Not in education/training or the labour market	361	
Destination not known	19	
Total sample	**33,250**	

[6] The proportions shown for 2008 in Figure 2.2 and Table 2.1 (and in subsequent parts of this chapter) differ from those shown in Figure 2.1 because the deferrers have been allocated to their main activity (which is mostly employment) and the small number of completers who are neither in education/training nor the labour market are not included in the analysis.

[7] In addition, 0.7% of the full group of Year 12 or equivalent completers were deferrers who were neither in education/training nor the labour market. Overall, about 1.1% of the full group were in neither education/training nor the labour market as of Apri–May 2008, of whom about two-thirds were deferrers.

Figure 2.4 shows apprentices and trainees separately. Apprenticeships comprised 5.8% of the destinations of Year 12 or equivalent completers in 2008 and traineeships 4.1%. Both proportions had increased from 2007, with apprenticeships growing more quickly (from 4.5%) than traineeships (from 3.6%). This growth is likely to reflect the relatively buoyant job market in early 2008 and initiatives to encourage apprenticeships and traineeships in response to perceived skill shortages.

Gender differences in destinations

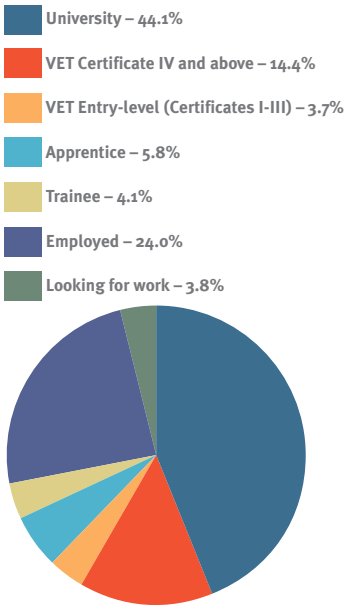
There are well-known gender differences in patterns of school completion and post-school destinations (McMillan & Curtis, 2008), and these have been documented in previous *On Track* reports. It is important to present school leaver data disaggregated by gender otherwise misleading impressions could be formed.

Females comprise a higher proportion of the sample of Year 12 or equivalent completers (53.9%) than males (46.1%). This largely reflects the higher retention rate to Year 12 of females than males.[8] Table 2.2 and Figure 2.5 present destination data disaggregated by gender. There are marked gender differences in destinations.

- Females were more frequently than males enrolled in university (46.6% compared to 41.3%) or in higher-level VET programs (14.8% and 13.9%, respectively).
- Males were engaged in an apprenticeship/traineeship at twice the rate of females (13.6% and 6.7%, respectively)
- Females were slightly more frequently employed (24.4%) than males (23.6%) and slightly commonly looking for work (3.6% and 4.1%, respectively).

There are also differences between male and female Year 12 or equivalent completers in terms of types of courses, fields of study, the balance of full-time and part-time work, and occupations. These differences are explored in subsequent chapters.

Figure 2.4 Main destinations of Year 12 or equivalent completers, showing apprentices and trainees separately (and including deferrers), April–May 2008



[8] In Victoria in 2007 the apparent retention rate of female students from Year 7 to Year 12 was 87.4% and 73.3% for male students (ABS, 2008). Retention rates to Year 12 in Victoria were higher than for Australia as a whole and the gender gap was slightly wider.

Table 2.2 Main destinations of Year 12 or equivalent completers (including deferrers), April–May 2008, by gender

Destination	Males		Females		All	
	No.	%	No.	%	No.	%
University	6,254	41.3	8,256	46.6	14,510	44.1
VET Certificate IV and above	2,102	13.9	2,627	14.8	4,729	14.4
VET entry-level (Certificates I–III)	533	3.5	690	3.9	1,223	3.7
Apprentice/Trainee	2,062	13.6	1,187	6.7	3,249	9.9
Employed	3,579	23.6	4,319	24.4	7,898	24.0
Looking for work	628	4.1	633	3.6	1,261	3.8
Total (in analysis)	**15,158**	**100.0**	**17,712**	**100.0**	**32, 870**	**100.0**
Not in education/training or the labour market	165		196		361	
Destination not known	11		8		19	
Total sample	**15,334**		**17,916**		**33,250**	

Table 2.3 Destinations of Year 12 or equivalent completers, by gender, 2006–2008 (%)

Destination	2006			2007			2008		
	M	F	All	M	F	All	M	F	All
University	42.7	49.1	46.1	44.6	49.8	47.4	41.3	46.6	44.1
VET Certificate IV and above	15.7	16.9	16.4	14.4	15.3	14.9	13.9	14.8	14.4
VET entry-level	3.8	4.2	4.1	4.37	3.9	4.1	3.5	3.9	3.7
Apprentice/Trainee	12.9	6.0	9.2	10.7	6.0	8.1	13.6	6.7	9.9
Education and training (sub-total)	75.1	76.2	75.8	74.1	74.9	74.5	72.2	72.0	72.1
Employed	**20.1**	**20.1**	**20.1**	**21.8**	**21.7**	**21.8**	**23.6**	**24.4**	**24.0**
Looking for work	4.7	3.6	4.1	4.13	3.4	3.7	4.1	3.6	3.8
Not in education or training (sub-total)	**24.8**	**23.7**	**24.2**	**25.9**	**25.1**	**25.5**	**27.8**	**28.0**	**27.9**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 2.5 Main destinations of Year 12 or equivalent completers (including deferrers), April–May 2008, by gender

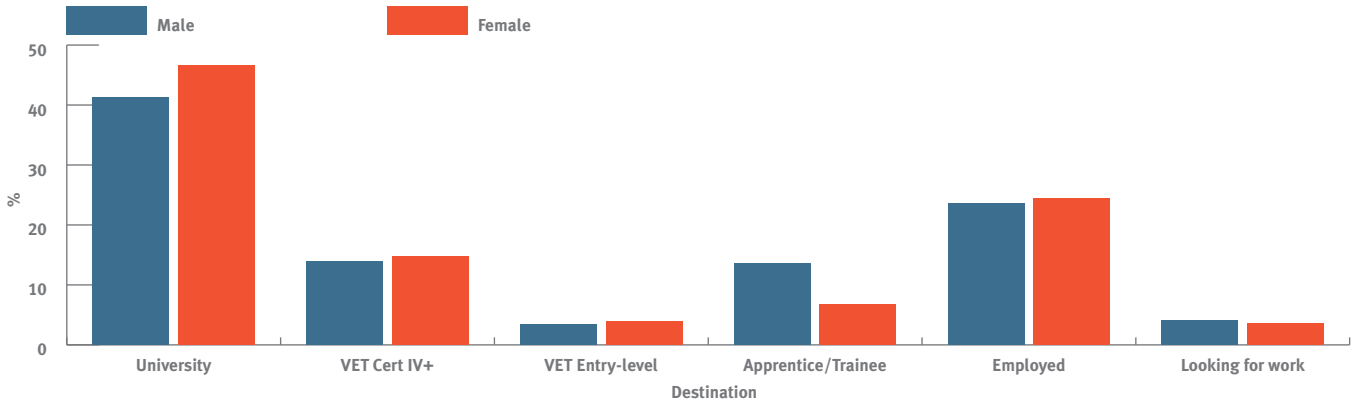


Table 2.3 provides data on gender differences in post-school destinations for Year 12 or equivalent completers from 2006 to 2008. The proportion of females in some form of education or training in the first year after school, which in 2006 was slightly higher (76.2%) than for males (75.1%) was, by 2008, slightly lower (72.0% and 72.2% respectively). Correspondingly, the proportion of female Year 12 or equivalent leavers not in education or training was, by 2008, slightly higher (28.0%) than for males (27.8%) whereas in 2006 the female proportion was slightly lower (23.7% and 24.8% respectively). To this extent there appears to have been a slight change in the pattern of gender differences in destinations in recent years.

Destinations by academic achievement levels

Achievement at school is a major influence on completing Year 12 and entering tertiary education after school (Curtis & McMillan, 2008). There is evidence at the national level that achievement at school is becoming even more important in accounting for differences in school completion (Curtis & McMillan, 2008). Students who are performing well are likely to have higher aspirations for further study and greater aptitude for meeting the entry requirements. *On Track* is able to examine the relationship between achievement and post-school destinations through data on student performance in the General Achievement Test (GAT).[9]

[9] The GAT is administered by the VCAA and is taken by students enrolled in one or more VCE Unit 3 and 4 sequences. It provides a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences.

Figure 2.6 provides information on the destinations of Year 12 or equivalent completers in terms of the quartile of GAT scores they achieved.

There is a very strong relationship between achievement in the GAT and transition to tertiary education, especially university.

- Of the highest achievers as measured by the GAT in 2007, three-quarters (75.7%) were enrolled in university by April–May 2008, compared to only 16.9% of those from the lowest GAT quartile.
- VET courses are an important destination for completers from the lower GAT quartiles, enrolling 32.2% of those from the lowest quartile and 22.7% of those from the second lowest quartile.
- Apprenticeships and traineeships attracted only 3.6% of those who achieved in the highest quartile of GAT scores compared to 14.9% of those from the lowest quartile.
- Employment was the largest single destination for completers from the lowest GAT quartile (30.2%) and also attracted reasonably large proportions of those from the other GAT quartiles (for example, 16.0% of completers from the highest GAT quartile).
- Completers who achieved in the higher GAT quartiles were less commonly looking for work in April–May 2008 than those from the lower quartiles.

Figure 2.7 and Table 2.4 provide information on completers' destinations by GAT quartiles separately for males and females. The relationship between GAT score and completers' destinations is similar for males and females. Males and females with higher GAT scores were more frequently enrolled in university, less frequently to enter VET or an apprenticeship/traineeship and less commonly employed. Across all GAT quartiles more females than males entered university (with the gender gap largest in the two middle quartiles) and fewer entered an apprenticeship/traineeship.

Males and females with the lowest levels of GAT score were more frequently in the labour force, with about twice the proportion employed but three times the proportion looking for work compared to completers from the highest quartile of GAT score. Those Year 12 or equivalent completers who were in the lower GAT quartiles were less frequently engaged in post-school education and training, and may therefore be more vulnerable if the job market worsens.

Figure 2.6 Destinations of Year 12 or equivalent completers, April–May 2008, by quartile of GAT score

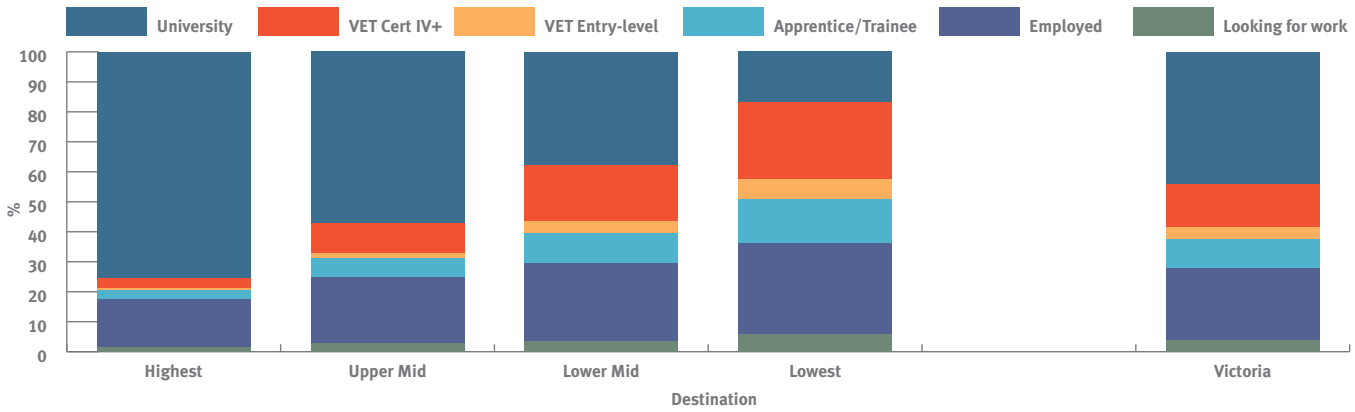


Figure 2.7 Destinations of Year 12 or equivalent completers, April–May 2008, by quartile of GAT score and gender

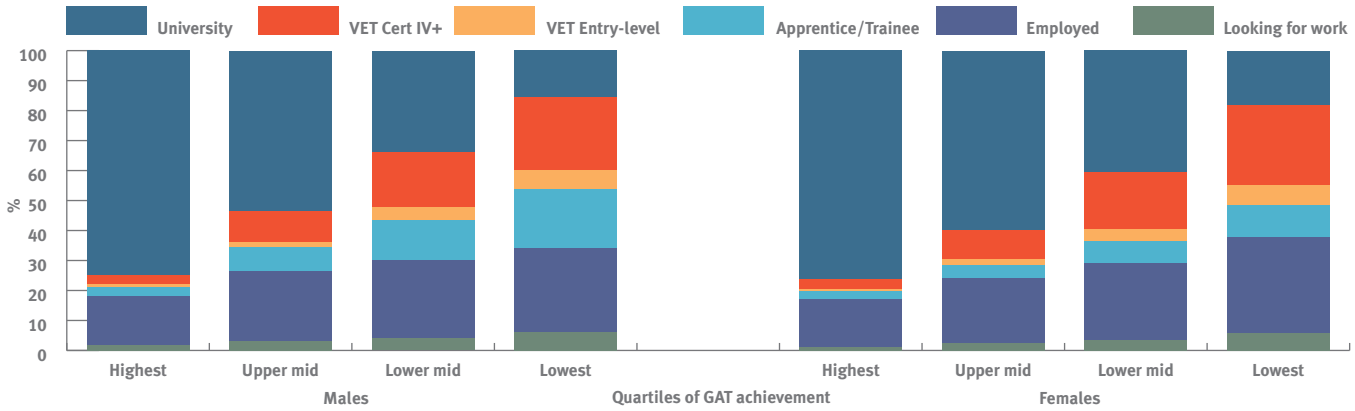


Table 2.4 Destinations of Year 12 or equivalent completers, April–May 2008, by quartile of GAT score and gender (%)

Destination	Quartile of GAT score				
	Lowest	Lower mid	Upper mid	Highest	Total
Males					
University	15.6	34.0	53.5	74.9	44.1
VET Certificate IV and above	24.5	18.1	10.3	3.2	14.2
VET entry-level	6.1	4.5	1.7	0.8	3.3
Apprentice/Trainee	20.0	13.2	8.1	3.2	11.2
Employed	27.8	26.2	23.1	16.1	23.4
Looking for work	6.1	4.0	3.2	1.8	3.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females					
University	18.0	40.8	60.0	76.4	48.1
VET Certificate IV and above	26.6	18.9	9.5	3.1	14.8
VET entry-level	7.0	4.0	2.0	0.8	3.5
Apprentice/Trainee	10.4	7.4	4.5	2.4	6.3
Employed	32.2	25.6	21.5	16.0	24.0
Looking for work	5.7	3.4	2.5	1.3	3.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
All					
University	16.9	37.9	57.1	75.7	44.1
VET Certificate IV and above	25.6	18.5	9.9	3.2	14.4
VET entry-level	6.6	4.2	1.9	0.8	3.7
Apprentice/Trainee	14.9	9.9	6.1	2.8	9.9
Employed	30.2	25.9	22.2	16.0	24.0
Looking for work	5.9	3.6	2.8	1.6	3.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Destinations by senior certificate and study strand

On Track enables the destinations of Year 12 or equivalent completers to be examined in terms of the type of senior school certificate that they studied, and whether or not they undertook any nationally accredited VET studies while at school. The following analysis reports destinations in terms of whether students undertook the VCE or the VCAL (or the two together) and whether they studied any VET in Schools programs.

The analyses are presented for four groups and the numbers of survey respondents from the groups are shown in Table 2.5. By far the largest proportion (70.2%) studied for the VCE and did not undertake any VET in Schools programs. Almost one-quarter (23.9%) included some VET in Schools subjects in their VCE studies, while 5.9% of the sample had enrolled in the VCAL, mostly as part of the VCE.[10] Compared to the previous year, the biggest changes were the growth of the VCAL (which accounted for 4.6% of the 2007 sample) and a decline in the proportion of those who had undertaken a VET in Schools program as part of the VCE (26.2% of the 2007 sample).[11] It appears that the VCAL is now attracting some of those students who may have formerly undertaken VET in Schools programs in the VCE.

Table 2.6 provides detailed information on the destinations of Year 12 or equivalent completers in terms of their senior certificate and VET in Schools study strand, by gender. The results are summarised in Figures 2.8 (for all groups), Figure 2.9 (for VET in Schools students), Figure 2.10 (for VCAL-only students) and Figures 2.11 and 2.12 (for VCE low and high GAT achievers, respectively).

- A little over one-half (52.5%) of the completers who studied the VCE without any VET in Schools subjects were enrolled in university in April–May 2008. University was also the most common destination (30.1%) for those who included some

Table 2.5 Year 12 or equivalent completers, by type of senior school certificate and VET in schools study strand

Senior certificate and VET in schools study strand	Number	%
VCE with no VET	23,067	70.2
VCE with some VET	7,855	23.9
VCE VCAL	1,887	5.7
VCAL only	61	0.2
Total (in analysis)	**32, 870**	**100.0**

[10] The very low numbers in the sample who had enrolled in the VCAL only suggest that particular caution is needed in interpreting the results for this group.

[11] A report on the destinations of the 2006 VET in Schools cohort based on data from the *On Track* survey has been prepared. See Polesel (2007).

VET in Schools subjects in their VCE, although almost as many of these leavers were in employment (29.5%).[12]

- Only very small proportions of the former VCAL students were enrolled in university in April–May 2008, which is not surprising given the quite different orientation of the VCAL program. Apprenticeships and traineeships were the most common destination of former VCAL students, accounting for 35.5% of the VCE VCAL group and 39.4% of the VCAL-only group. Employment was the second most common destination: 31.2% of the VCE VCAL group and 26.2% of the VCAL-only group were employed as of April–May 2008.
- Study in VET is an important destination for leavers from all programs. One in six (16.4%) of the former VCE students who had not undertaken a VET in Schools program was enrolled in VET as of April–May 2008 and this proportion was higher for those who had undertaken a VET in Schools program (22.4%), VCE VCAL (21.3%) and VCAL only (19.7%). The former VCE students more frequently enrolled in VET studies at Certificate IV level and above than were the former VCAL students.
- Smaller proportions of those who had undertaken the VCE were looking for work in April–May 2008 than those who had undertaken the VCAL. Among those who did the VCE without any VET in Schools subjects just 3.1% were looking for work; the equivalent rate for those who had done VET in Schools subjects was a little higher (4.5%). By contrast, 9.6% of those who had done VCE VCAL were looking for work as were 14.8% of those who had done the VCAL only (although the small number in the latter group means this result should be treated cautiously).

Table 2.6 and Figure 2.9 indicate some gender differences in the destinations of VCE VET students. Females who undertook VET in their VCE study program were more frequently enrolled in university than their male counterparts (32.0% compared to 28.3% of males) or VET Certificate IV and higher programs (19.6% and 17.0% respectively). Males, however, had more than twice the participation rate in an apprenticeship or traineeship (18.2% compared to 8.8%). Males were more commonly in apprenticeships but females were more commonly in traineeships.

[12] The proportion of VET in Schools participants entering higher education has increased since the first *On Track* survey, rising from 18.1% in 2003 to 28.9% in 2007 and 30.1% in 2008. This is likely to reflect the increased numbers of VCE students undertaking a VET in Schools program and a growing awareness of the benefits of VET studies.

Table 2.6 Destinations of Year 12 or equivalent completers, April–May 2008, by senior certificate, study strand and gender

Destination	VCE non-VET		VCE VCAL		VCE VET		VCAL only		All certificates/ study strands	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males										
University	5121	51.1	22	1.9	1,111	28.3	0	0.0	6,254	41.3
VET Certificate IV+	1,316	13.1	112	9.6	670	17.0	4	9.8	2,102	13.9
VET entry-level	304	3.0	78	6.7	146	3.7	5	12.2	533	3.5
Apprentice	551	5.5	481	41.2	553	14.1	16	39.0	1,601	10.6
Trainee	244	2.4	53	4.5	163	4.1	1	2.4	461	3.0
Employed	2,149	21.5	324	27.7	1,096	27.9	10	24.4	3,579	23.6
Looking for work	332	3.3	98	8.4	193	4.9	5	12.2	628	4.1
Total	**10,017**	**100.0**	**1,168**	**100.0**	**3,932**	**100.0**	**41**	**100.0**	**15,158**	**100.0**
Females										
University	6,979	53.5	23	3.2	1,254	32.0	0	0.0	8,256	46.6
VET Certificate IV+	1,750	13.4	108	15.0	768	19.6	1	5.0	2,627	14.8
VET entry-level	411	3.1	103	14.3	174	4.4	2	10.0	690	3.9
Apprentice	149	1.1	69	9.6	87	2.2	4	20.0	309	1.7
Trainee	548	4.2	68	9.5	259	6.6	3	15.0	878	5.0
Employed	2,827	21.7	264	36.7	1,222	31.1	6	30.0	4,319	24.4
Looking for work	386	3.0	84	11.7	159	4.1	4	20.0	633	3.6
Total	**13,050**	**100.0**	**719**	**100.0**	**3,923**	**100.0**	**20**	**100.0**	**17,712**	**100.0**
All										
University	12,100	52.5	45	2.4	2,365	30.1	0	0.0	14,510	44.1
VET Certificate IV+	3,066	13.3	220	11.7	1,438	18.3	5	8.2	4,729	14.4
VET entry-level	715	3.1	181	9.6	320	4.1	7	11.5	1,223	3.7
Apprentice	700	3.0	550	29.1	640	8.1	20	32.8	1,910	5.8
Trainee	792	3.4	121	6.4	422	5.4	4	6.6	1,339	4.1
Employed	4,976	21.6	588	31.2	2,318	29.5	16	26.2	7,898	24.0
Looking for work	718	3.1	182	9.6	352	4.5	9	14.8	1,261	3.8
Total	**23,067**	**100.0**	**1,887**	**100.0**	**7,855**	**100.0**	**61**	**100.0**	**32,870**	**100.0**

Figure 2.8 Destinations of Year 12 or equivalent completers, April–May 2008, by senior certificate and study strand

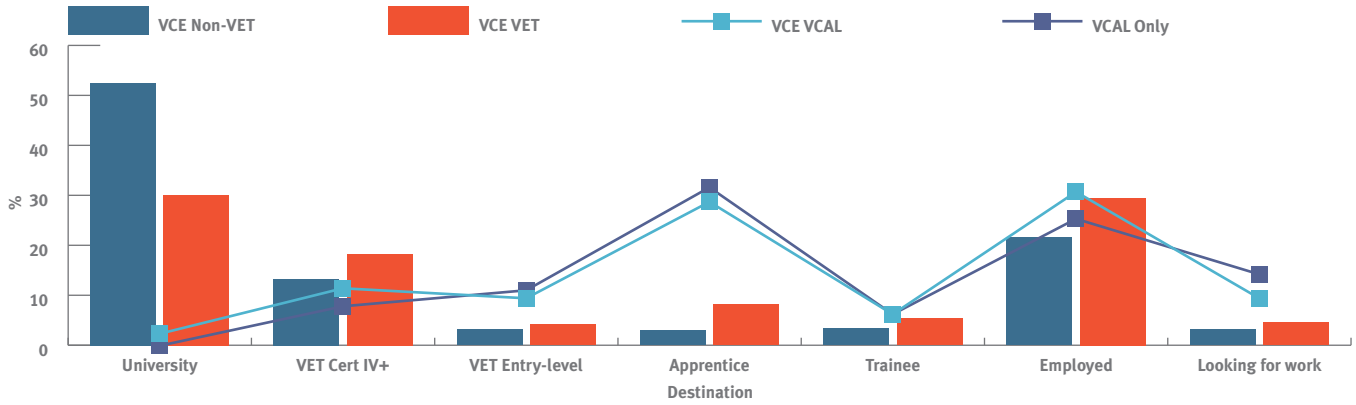


Figure 2.9 Destinations in April–May 2008 for students who undertook VET in their VCE, by gender

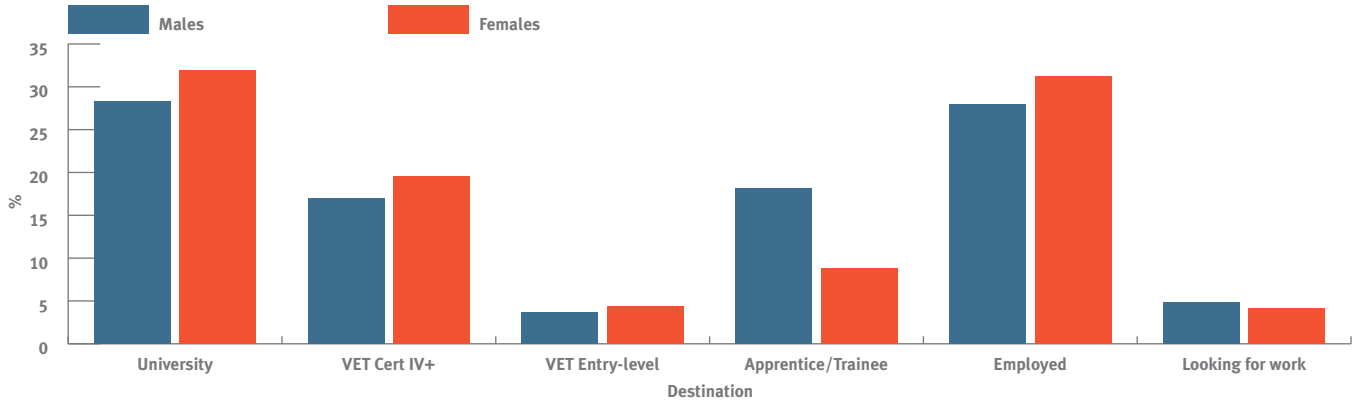
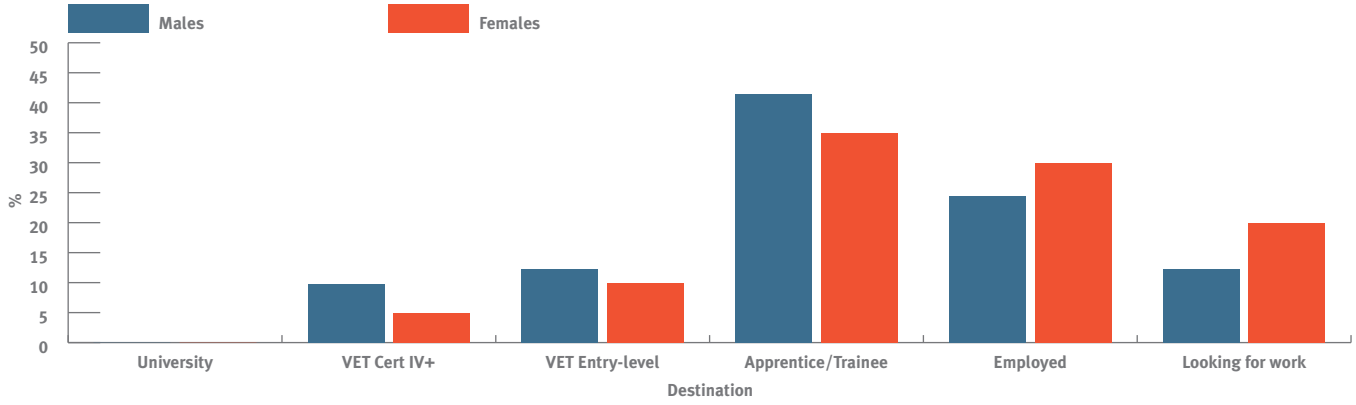


Figure 2.10 Destinations in April–May 2008 of VCAL-only students, by gender



Females who had undertaken VET as part of their VCE were more frequently employed than their male counterparts in April–May 2008 (31.1% and 27.9% respectively) and slightly less frequently looking for work (4.1% and 4.9%).

Gender differences in destinations were also evident among VCAL only graduates (see Table 2.6 and Figure 2.10). Male VCAL completers, for example, were more commonly in apprenticeships than females (39.0% and 20.0% respectively) and much less frequently in traineeships (2.4% and 15.0% respectively). Males also more frequently made a transition to campus-based VET studies (22.0%, compared with 15.0% of females). Female VCAL only graduates were commonly in employment with no further education or training (30.0%, compared with 24.4% of males) but also were more frequently seeking work (20.0% of females and 12.2% of males).

Figure 2.11 and Figure 2.12 report on the destinations of the highest and lowest GAT achievers in terms of whether they had also studied VET in Schools as part of their VCE. (VCAL graduates are excluded from this analysis as most VCAL students do not do the GAT test.)

Figure 2.11 shows that low GAT achievers who had undertaken a VET in Schools program were much less commonly than non-VET students at the same achievement level to be enrolled in university but wer enrolled in VET programs in almost equal proportions to the non-VET students. VCE VET students were also more frequently in an apprenticeship or traineeship, or in employment.

Figure 2.11 Destinations of Year 12 completers (VCE VET and non-VET students): lowest quartile of GAT score

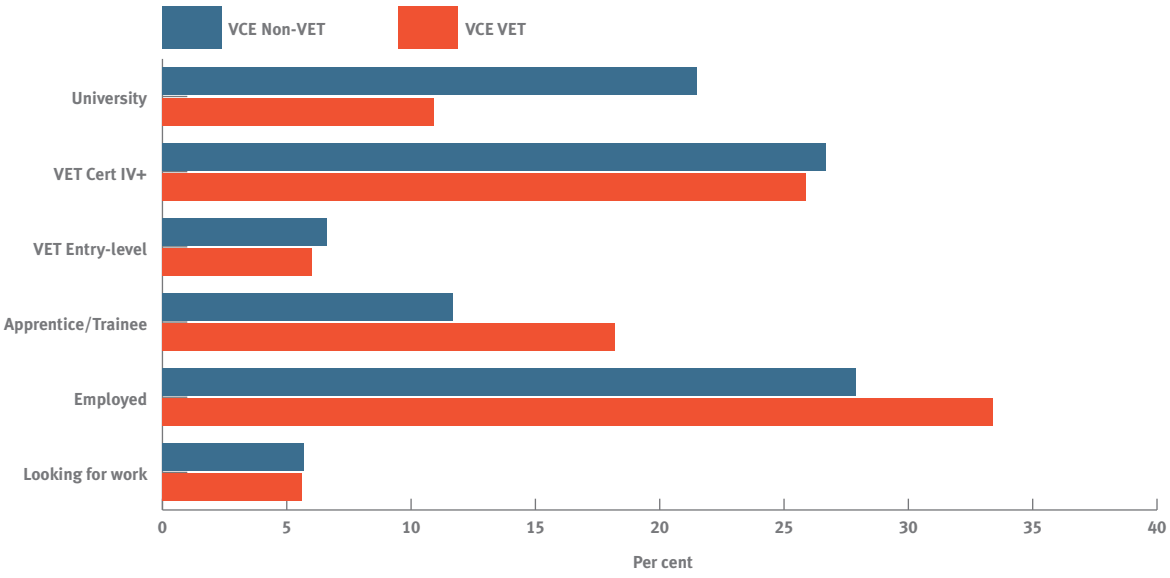


Figure 2.12 Destinations of Year 12 completers (VCE VET and non-VET students): highest quartile of GAT score

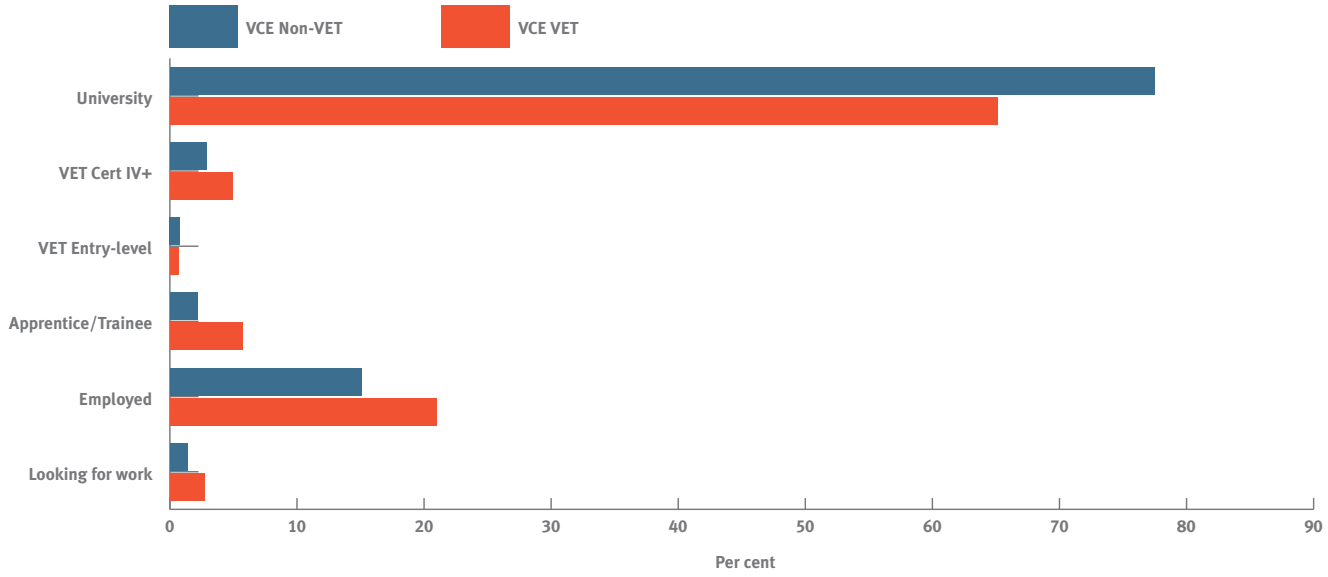


Figure 2.13 Destinations of Year 12 or equivalent completers, April–May 2008, by Indigenous status

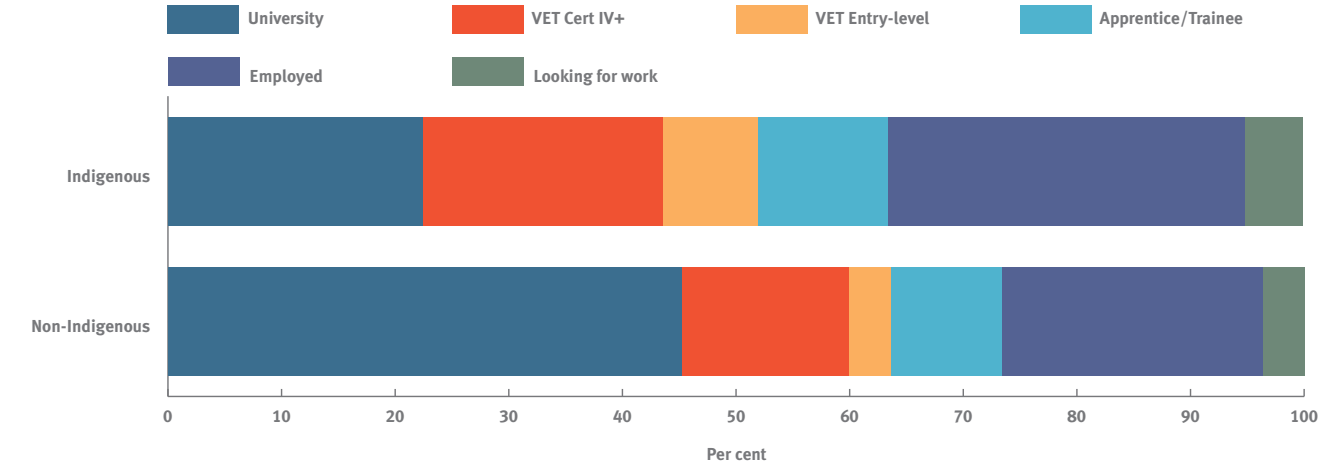


Figure 2.12 shows that among the highest achievers in terms of GAT scores, those who studied some VET subjects at VCE level were less frequently enrolled in university (65.1%) than those who had not studied VET (77.5%). The academic high achievers who had studied VET had higher participation rates in a tertiary VET course, apprenticeships or traineeships employment than their non-VET counterparts..

Destinations by Indigenous status

Only a small proportion (0.8%) of the Year 12 or equivalent completers identified as being either Aboriginal or Torres Strait Islander in the *On Track* survey. The destinations of this group compared with the rest of the sample are shown in Figure 2.13.

In comparison with non-Indigenous respondents, Indigenous Year 12 or equivalent completers had lower enrolment in university (22.4% compared with 45.2%). Indigenous completers were more frequently engaged in VET programs at both entry-level (8.3% compared to 3.7%) and Certificate IV level or higher (22.4% in comparison to 14.7%). Indigenous completers were more commonly in an apprenticeship/traineeship (11.5% compared to 9.8%). Indigenous completers were also frequently employed (31.4% as against 24.0% of non-Indigenous respondents) or looking for work (5.1% and 3.8%, respectively).

Destinations by socioeconomic status

Differences in education and employment participation among young people from different SES backgrounds have been well documented in Australia over many years, including through *On Track*. *On Track* uses a measure of SES based on a student's home address when in Year 12. The measure is obtained by linking each student's home address to the ABS Collection District (CD) in which their home is located. A CD typically involves about 250 households and there is a relatively high correlation between the average SES score of the CD where an individual lives and their own SES (higher than if, say, the postcode measure is used).

Table 2.7 and Figure 2.14 report on the destinations of Year 12 or equivalent completers classified according to their SES quartile and gender. SES and destinations are clearly related.

- Completers from the highest SES quartile were more commonly enrolled in university in April–May 2008 (56.3%) than students in the other three quartiles (43.0% for the upper middle quartile, 36.4% for the lower middle quartile and 34.3% for the lowest quartile).
- Completers from the lower SES quartiles were more frequently enrolled in VET courses than those from higher quartiles (for example, 22.7% from the lowest quartile and 15.0% from the highest), and were more frequently studying entry-level VET rather than Certificate IV and above.
- There were only small differences evident in the proportions entering an apprenticeship/traineeship from among the three lower SES quartiles, but the proportion from the highest SES group was 3 to 4 percentage points lower.
- Completers from the lowest SES quartile were more commonly in the labour market than those from the highest quartile either in employment (26.0% and 19.1% respectively) or looking for work (5.5% and 2.3% respectively). The differences among the three lowest SES quartiles in terms of the proportions employed or looking for work were small. The largest difference is evident with the highest SES group.

Figure 2.14 Destinations of Year 12 or equivalent completers, April–May 2008, by SES and gender (%)

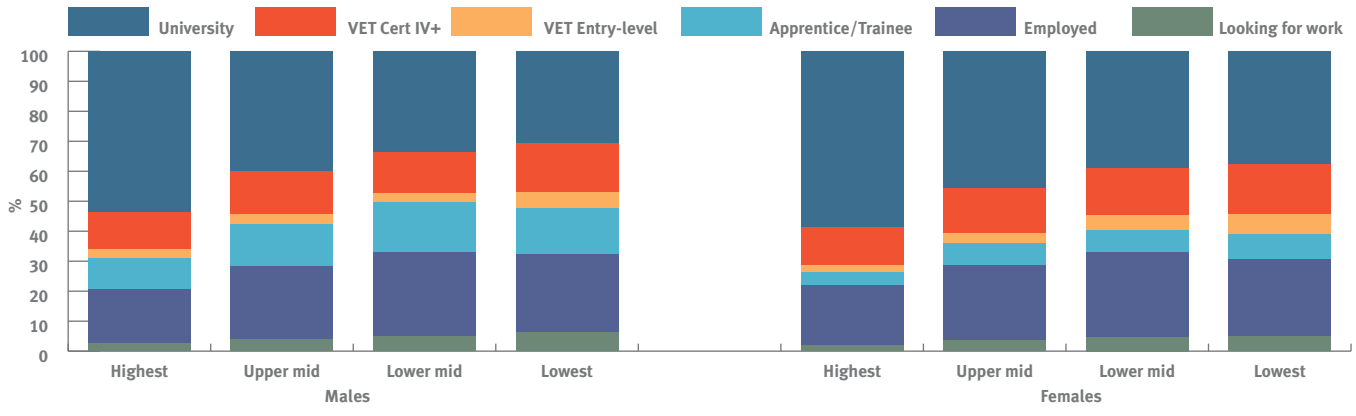


Table 2.7 Destinations of Year 12 or equivalent completers, April–May 2008, by SES and gender (%)

Destination	SES quartile				
	Lowest	Lower mid	Upper mid	Highest	Total
Males					
University	30.4	33.6	40.1	53.6	41.4
VET Certificate IV+	16.5	13.6	14.2	12.4	13.9
VET entry-level	5.3	3.2	3.5	2.8	3.5
Apprentice/Trainee	15.4	16.6	13.9	10.3	13.6
Employed	26.1	28.2	24.3	18.2	23.5
Looking for work	6.2	4.8	4.0	2.6	4.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Females					
University	37.5	38.8	45.6	58.6	46.6
VET Certificate IV+	17.0	15.9	15.2	12.7	14.9
VET entry-level	6.4	5.0	3.3	2.2	3.9
Apprentice/Trainee	8.4	7.5	7.2	4.6	6.7
Employed	25.9	28.1	25.3	19.9	24.3
Looking for work	4.8	4.7	3.5	2.0	3.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
All					
University	34.3	36.4	43.0	56.3	44.2
VET Certificate IV+	16.8	14.9	14.7	12.6	14.4
VET entry-level	5.9	4.2	3.4	2.4	3.7
Apprentice/Trainee	11.6	11.6	10.3	7.3	9.8
Employed	26.0	28.2	24.9	19.1	23.9
Looking for work	5.5	4.7	3.8	2.3	3.8
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 2.15 SES of Year 12 or equivalent completers by quartiles of GAT score

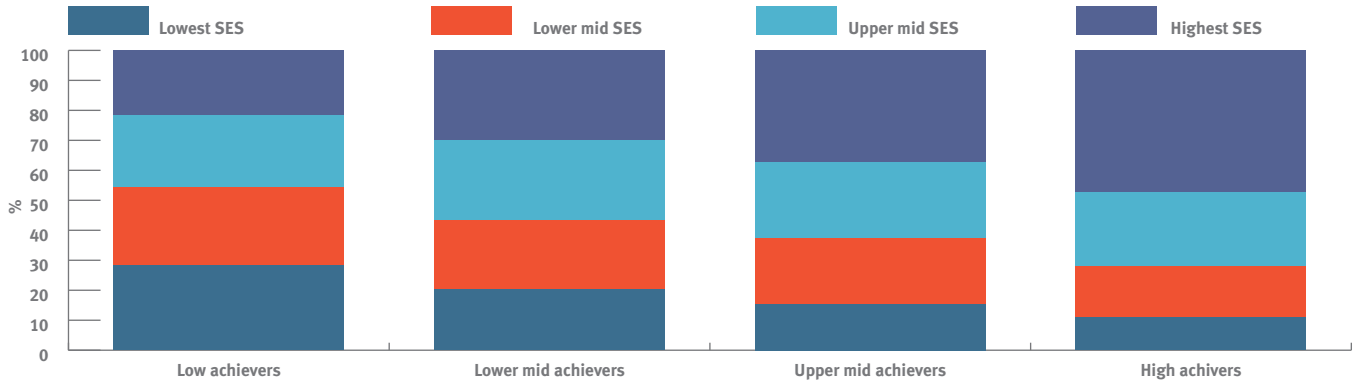
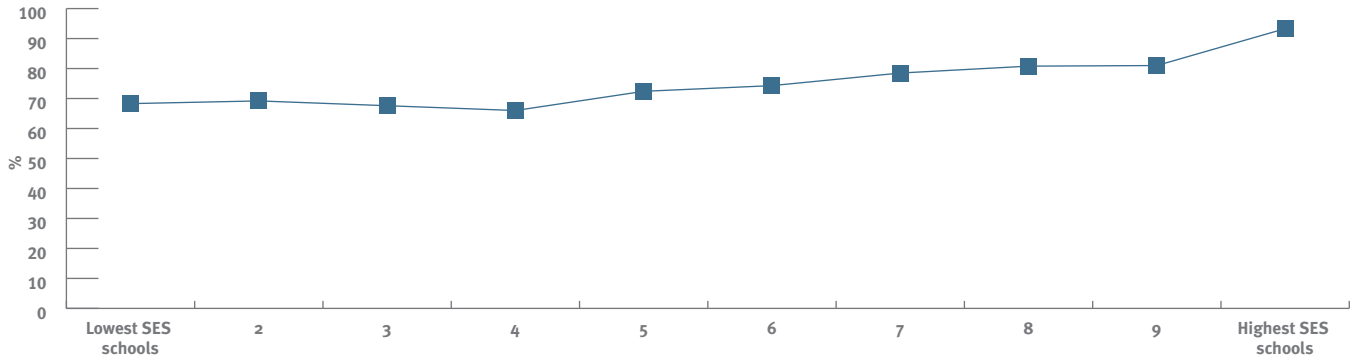


Figure 2.16 Mean tertiary application rates in all schools, grouped by SES decile



The impact of SES on post-school destinations seems to have weakened slightly over time. For example, in the 2007 *On Track* survey it was found that among Year 12 or equivalent completers from the highest SES quartile, 64.1% had enrolled in university by April–May 2007 compared to 36.1% from the lowest SES quartile. As Table 2.7 indicates, in 2008 the equivalent proportions were 56.3% and 34.3%, respectively. Proportionally, the decline in university participation from 2007 to 2008 was more marked among the highest SES group. Research on education participation based on national longitudinal data has suggested that, although SES is still a significant influence, its influence is declining over time (Curtis & McMillan, 2008).

Nevertheless, it is important to better understand the ways that SES influences educational pathways and how policies can be designed to reduce its impact. *On Track* confirms other data which suggests that there is a positive relationship between SES and academic achievement. This is shown in Figure 2.15 which relates SES to GAT score among the Year 12 or equivalent completers group.

Figure 2.15 shows that over half (54.3%) of the low GAT achievers are drawn from the two lowest SES groups compared to 28.0% of the highest quartile of GAT achievers. Correspondingly, almost half (47.2%) of the highest quartile of GAT achievers are from the highest SES group compared to just 10.9% from the lowest SES group. There is a very strong positive relationship between GAT score and post-school destination, especially university entry (see Figure 2.6). It is important therefore to assist students from low SES groups to achieve higher levels of academic performance.

The destinations of Year 12 or equivalent completers also need to be seen in the context of aspirations for tertiary study. Figure 2.16 illustrates the effects of SES background on tertiary aspirations (based on Victorian Tertiary Admissions Centre – VTAC) application rates for schools by classifying schools into SES deciles. Among the schools in the four lowest SES deciles less than 70% of students apply for tertiary study, whereas in the three highest SES deciles the application rate is at least 80%, rising to 93.3% in the highest group. The relationship between GAT achievement, SES and tertiary application rates and offers is explored further in Appendix 3.

Chapter 3
Year 12 or equivalent completers entering university or TAFE/VET study

Of those who completed Year 12 or its equivalent in 2007 and participated in the On Track survey, 71.3% continued in some form of education or training in 2008. This chapter provides a detailed analysis of the programs they were enrolled in as at April–May 2008.

University entry accounted for the largest proportion of respondents, with 43.6% commencing a university degree.[13] Enrolment in university was followed by entry into campus-based VET programs (17.9%), with the majority entering programs at Certificate IV level or higher (14.2%) and the others commencing studies at Certificate III level or below (3.7%). A further 9.8% of Year 12 or equivalent completers commenced a contract of training as either an apprentice (5.8%) or a trainee (4.0%).

The first part of the chapter examines the study award level in which respondents were enrolled. Apprentices and trainees are included in that section, based on the level of study associated with their training. The remainder of the chapter focuses on university and campus-based VET enrolments. Apprentices and trainees are the focus of Chapter 4.

Respondents in tertiary education and training

Table 3.1 and Figure 3.1 detail the study award levels taken up by individuals reporting a study or training destination, by gender. Overall, the proportions of males and females commencing study or training are very similar – 71.4% of males and 71.2% of females — although there are differences in participation at specific award levels. A greater proportion of females enrolled in university degree-level study (46.1%) compared with males (40.8%), and in diploma-level courses (8.8% compared to 6.7%). Males had higher rates of enrolment at all other levels of study. Overall, males had slightly higher enrolment rates in higher-level VET programs (Certificate IV and above) than did females (16.7% compared to 15.8%).

The pattern of participation in lower (Certificates I and II) and middle-level (Certificate III) VET programs was similar to that of the more advanced courses, with greater proportions of males than females enrolling at each certificate level. Among Year 12 or equivalent completers, programs at Certificate I level accounted for 1.2% of males and 0.3% of females; programs at Certificate II level accounted for 1.9% of males and 1.3% of females; and programs at Certificate III level accounted for 6.1% of males and 5.7% of females.

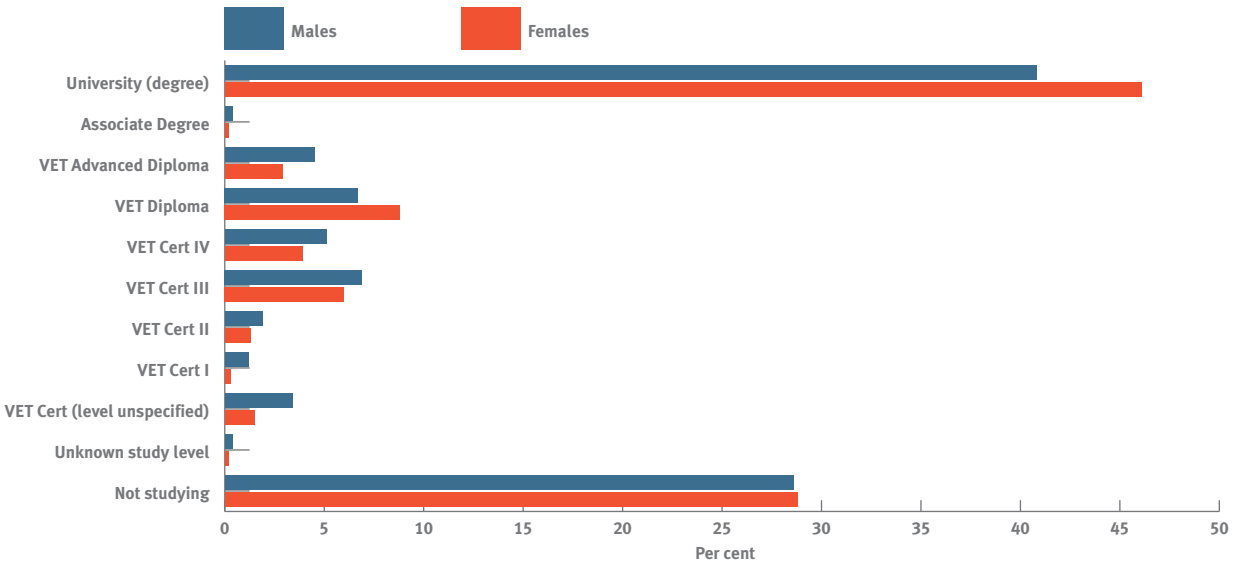
[13] The proportions reported in this chapter differ slightly from those shown in Tables 2.1 and 2.2 and associated figures in Chapter 2 because the denominator for those calculations excluded the 361 completers who were not in education, training or the labour market and the 19 completers whose destination was not known. In this chapter the proportions are based on the total sample of respondents.

Table 3.1 Level of study of Year 12 or equivalent completers in study or training, by gender (includes apprentices and trainees)

Study award level	Males		Females		Total	
	No.	%	No.	%	No.	%
University degree	6,254	40.8	8,256	46.1	14,510	43.6
Associate degree	67	0.4	37	0.2	104	0.3
VET Advanced diploma	694	4.5	521	2.9	1,215	3.7
VET Diploma	1,024	6.7	1,577	8.8	2,601	7.8
VET Certificate IV	776	5.1	701	3.9	1,477	4.4
VET Certificate III	1,064	6.9	1,072	6.0	2,136	6.4
VET Certificate II	288	1.9	239	1.3	527	1.6
VET Certificate I	187	1.2	47	0.3	234	0.7
VET Certificate (level unspecified)	519	3.4	277	1.5	796	2.4
Unknown study level	69	0.4	29	0.2	98	0.3
In study/training (sub-total)	**10,942**	**71.4**	**12,756**	**71.2**	**23,698**	**71.3**
Not studying	4,392	28.6	5,160	28.8	9,552	28.7
Total	**15,334**	**100.0**	**17,916**	**100.0**	**33,250**	**100.0**

***The unknown study level category includes all respondents in study or training who did not identify a level of study when interviewed.**

Figure 3.1 Level of study of Year 12 or equivalent completers in study or training, by gender (includes apprentices and trainees)



There were 796 respondents (2.4% of all completers) in study or training who could not identify their level of study in a VET certificate. More than one-half of this group were in apprenticeships or traineeships (448 persons). In addition, information provided by proxies (generally parents or siblings) could not specify a level of study for 98 Year 12 or equivalent completers, including 63 apprentices and trainees.

GAT achievement and study destinations

The post-school destinations of Year 12 or equivalent completers are largely influenced by achievement in Year 12. Study award levels disaggregated by quartiles of achievement on the GAT are shown in Table 3.2 and Figure 3.2.

Table 3.2 Study award level by quartiles of GAT achievement: Year 12 or equivalent completers in university or TAFE/VET study (excludes apprentices and trainees)

Study award level	Quartiles of GAT achievement					
	Lowest	Lower mid	(Total lower)	Upper mid	Highest	(Total higher)
	(%)	(%)	(%)	(%)	(%)	(%)
University (degree)	34.4	62.5	49.8	82.9	95.0	89.3
Associate degree	0.5	0.5	0.5	0.4	0.3	0.4
VET advanced diploma	12.2	7.4	9.6	3.9	1.0	2.4
VET diploma	28.7	15.7	21.6	6.9	1.8	4.2
VET Certificate IV	10.9	6.9	8.7	3.0	0.9	1.9
VET Certificate III	5.6	2.5	3.9	1.0	0.2	0.6
VET Certificate II	3.0	1.1	2.0	0.4	0.1	0.2
VET Certificate I	1.1	0.7	0.9	0.3	0.1	0.2
VET Certificate (level unspecified)	3.7	2.6	3.1	1.0	0.6	0.8
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0

Figure 3.2 Study award level by quartiles of GAT achievement: Year 12 or equivalent completers in university or TAFE/VET study (excludes apprentices and trainees)

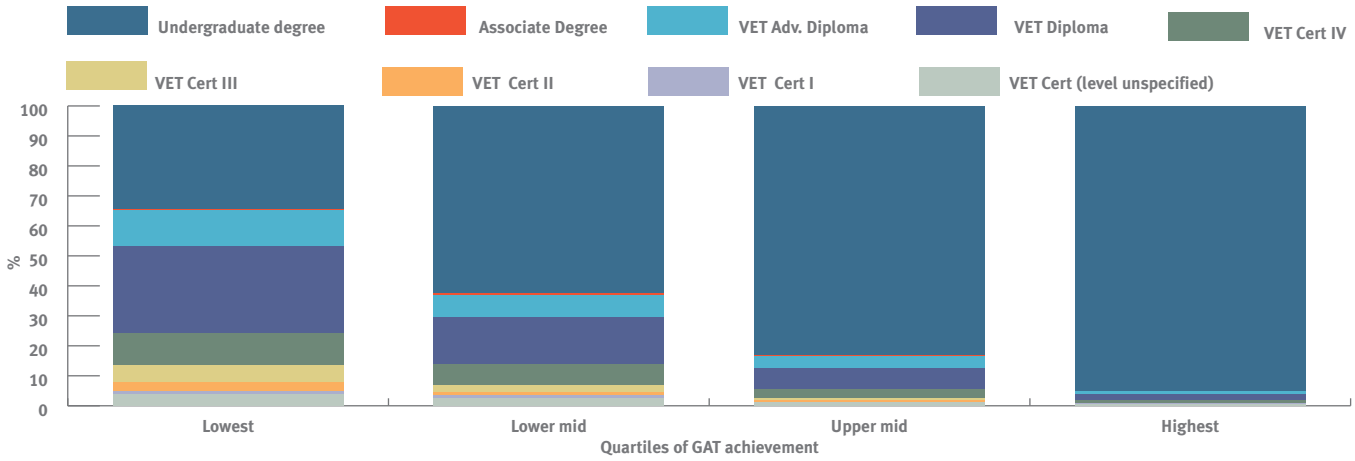


Figure 3.3 illustrates the effect of GAT achievement on the study award level undertaken by students in the year following their exit from school. As GAT achievement increases, so too does the proportion of students commencing degree-level study. Conversely, as achievement level decreases, participation in degree-level study decreases and participation in programs other than degree study (advanced diplomas, diplomas and VET certificate courses) increases.

Taking into consideration all respondents who entered study (excluding apprentices and trainees), the 2008 *On Track* survey revealed that almost all (95.0%) of the highest academic achievers as measured by the GAT enrolled in degree level courses, compared with just over one third (34.4%) of the lowest GAT achievers. Although this difference decreased slightly between the middle bands of achievement, upper-middle achievers in the GAT were still more frequently enrolled in a degree level course than were lower-middle achievers (82.9% compared to 62.5%).

Associate degree and advanced diploma-level studies combined drew 10.1% of students from the lower two quartiles of GAT achievement, and 2.8% of the upper middle and highest GAT achievers were engaged at these two levels of study. Diploma level studies attracted the second largest proportion of lower GAT achievers (second to degree-level courses), with 21.6% enrolling in these studies. The lower GAT achievers also entered all certificate-level programs in proportions greater than achievers at all other levels.

Level of academic achievement as measured by the GAT affects the sector in which Year 12 or equivalent completers enrol. Enrolment at university increases with levels of GAT achievement (Figure 3.3), while entry into the VET sector decreases as GAT scores rise (Figure 3.4).

The differences between higher-level VET program participation and entry-level VET program participation, by gender, are shown in Figure 3.5. At all levels of academic achievement as indicated by the GAT quartile, Year 12 or equivalent completers enrolled in higher-level VET programs at greater rates than they enrolled in lower-level programs.

Figure 3.3 Enrolment in university, by quartiles of GAT achievement and gender (excludes apprentices and trainees)

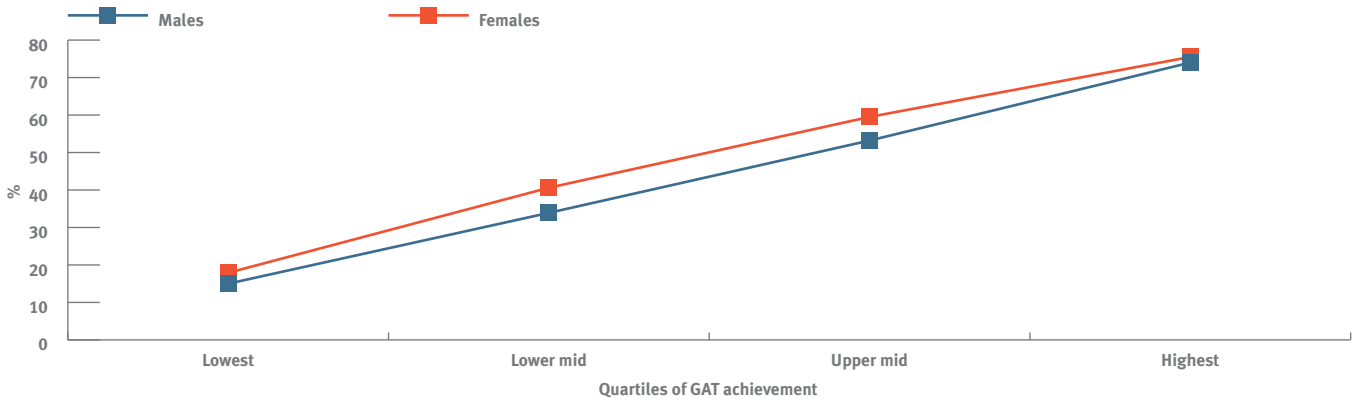


Figure 3.4 Enrolment in higher-level VET programs (Certificate IV+), by quartiles of GAT achievement and gender (excludes apprentices and trainees)

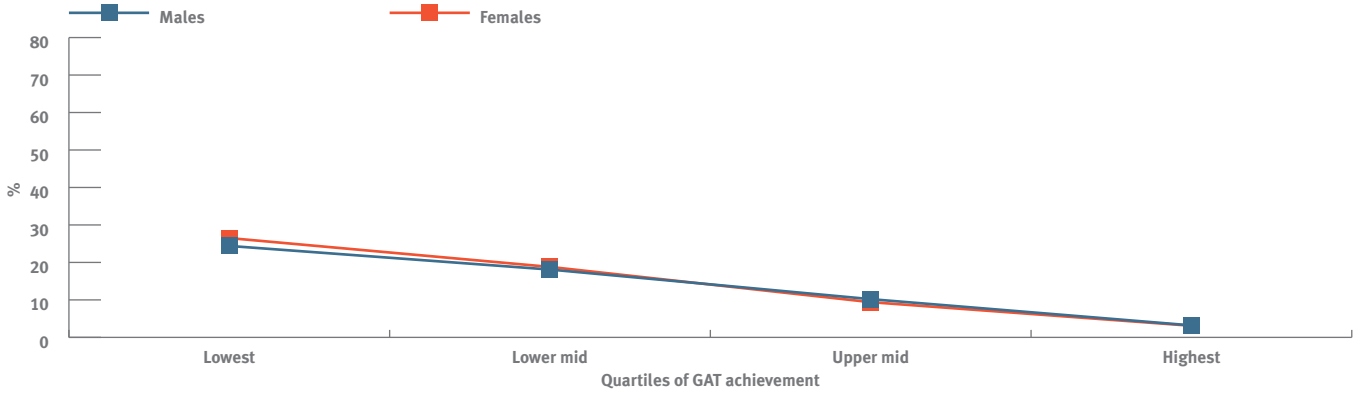
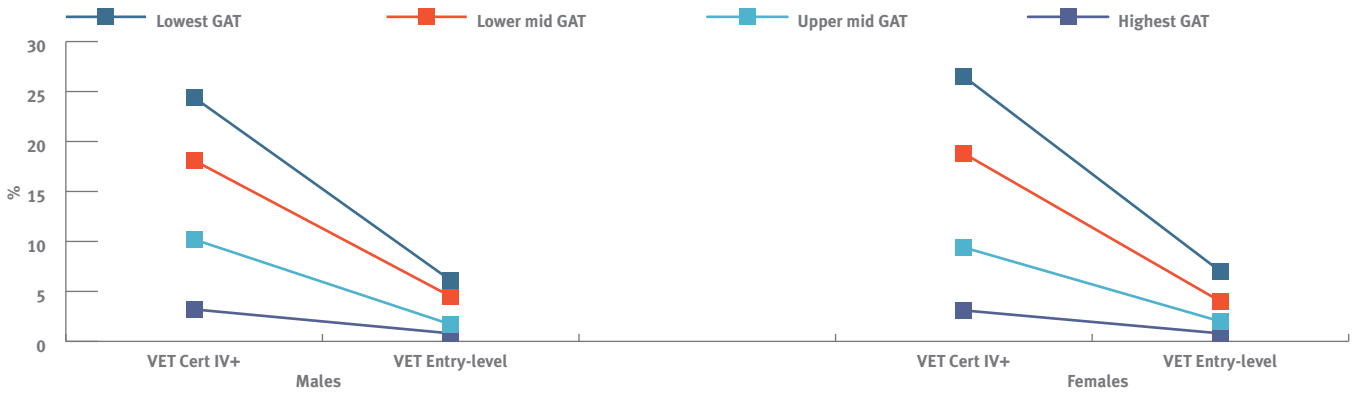


Figure 3.5 Enrolment in TAFE/VET study, by quartiles of GAT achievement and gender (excludes apprentices and trainees)



Study destinations by socioeconomic status

Although academic achievement exercises a strong influence over post-school destinations, there are other influences on the destinations of young people after they complete Year 12 or its equivalent.

Figure 3.6 presents the study award levels of university or TAFE/VET-enrolled students based on each completer's SES as indicated by the ABS census collector district of their home address. It shows that a higher proportion of completers from the highest SES quartile entered degree-level study compared with those from the lowest SES quartile (79.1% compared to 60.3%). Conversely, participation rates in award levels other than degree courses (including Certificates I–IV, diplomas and advanced diplomas) were higher for those from lower SES backgrounds.

Figure 3.6 Post-school study award level, by SES quartile for Year 12 or equivalent completers (excludes apprentices and trainees)

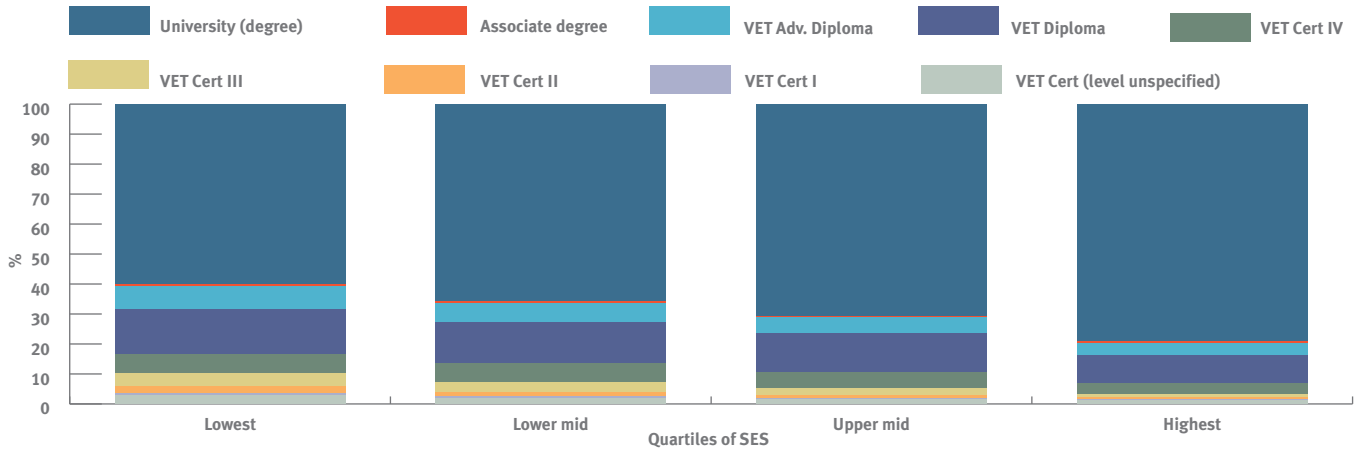
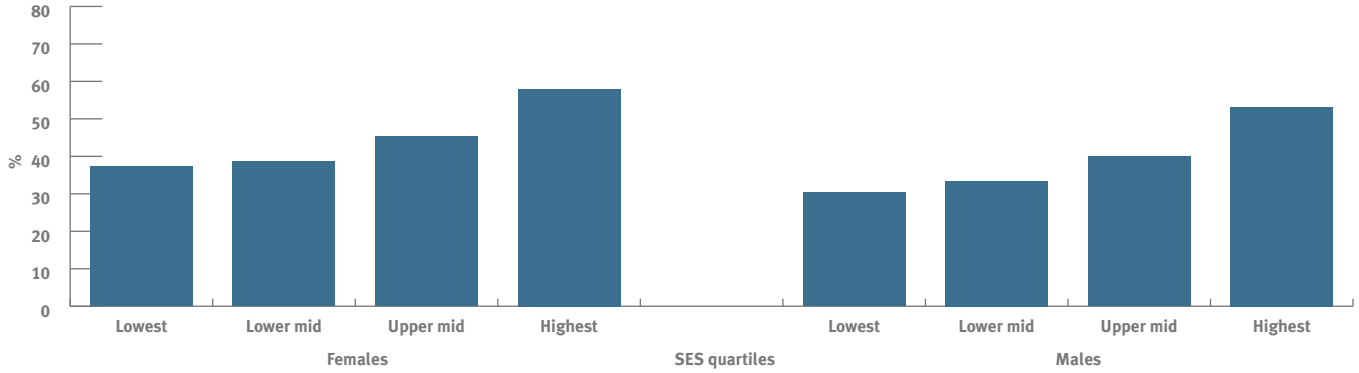


Figure 3.7 Enrolment at university by Year 12 or equivalent completers, by gender and SES quartile



Students from the lowest SES quartile group were enrolled in associate degree, advanced diploma, diploma or Certificate IV courses at higher proportions than those from the highest SES quartile group (29.5% compared to 17.7%), and at more than three times the rate among lower- and middle-level certificate courses (10.2% compared to 3.2%).

Differences by SES are also influenced by gender. Among Year 12 or equivalent completers, a higher proportion of females (58.0%) than males (53.2%) from the highest SES quartile were enrolled at university. At the lowest SES level, however, there was a greater difference, with 37.3% of females enrolled at university compared to 30.4% of males(see Figure 3.7).

Figure 3.8 Higher-level and entry-level VET enrolment by Year 12 or equivalent completers, by gender and SES quartile (excludes apprentices and trainees)

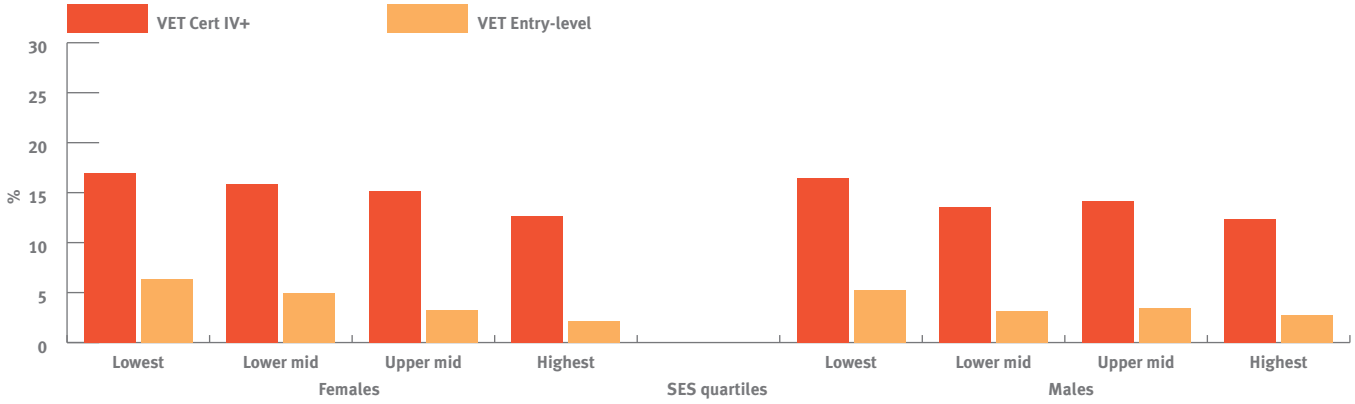
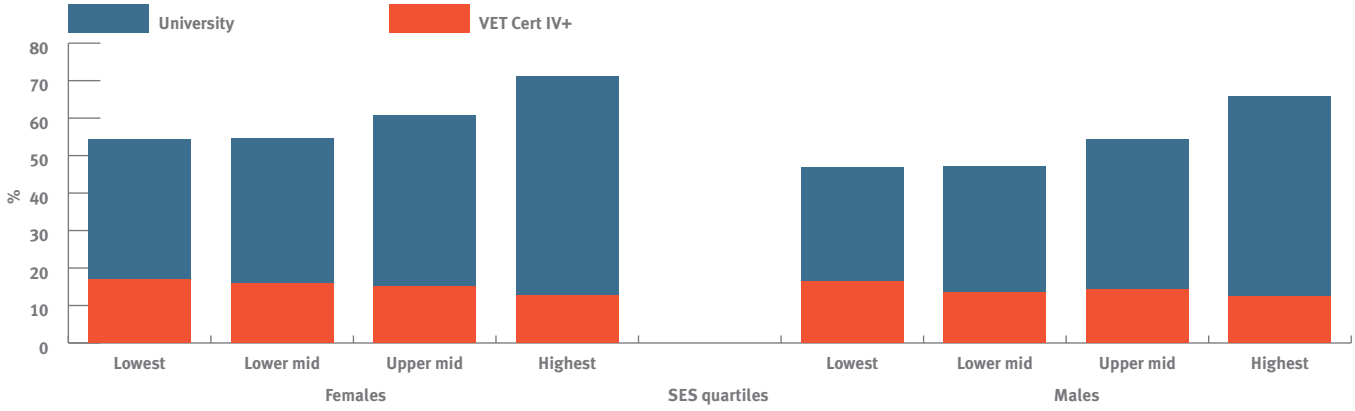


Figure 3.9 Participation in tertiary education by Year 12 or equivalent completers, by gender and SES quartile (excludes apprentices and trainees)



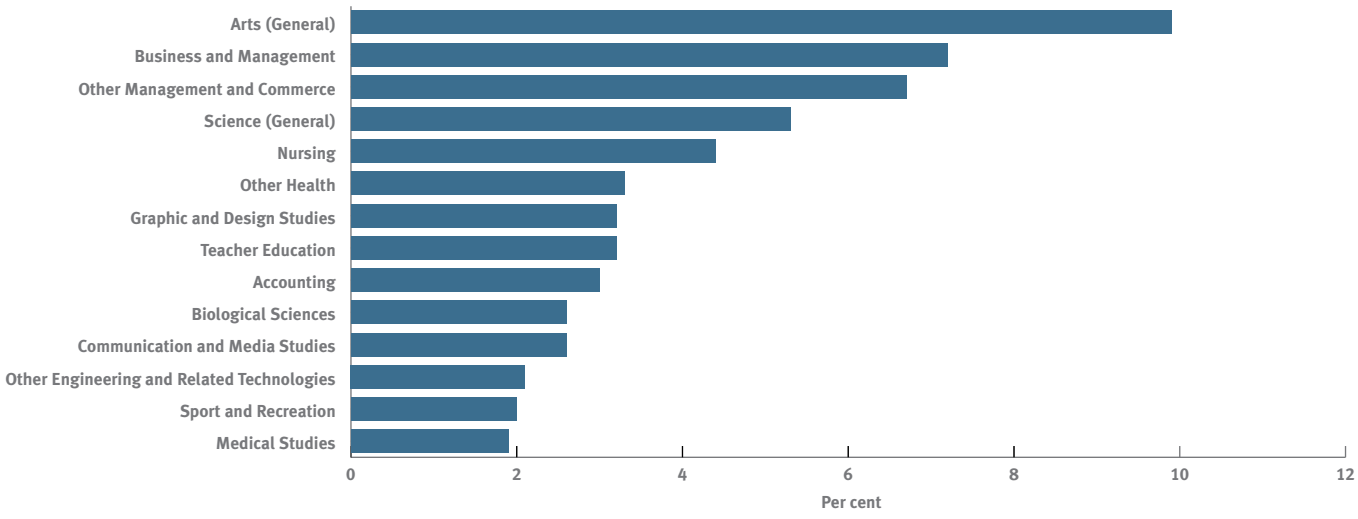
Enrolment in campus-based VET courses displayed a reverse trend. Enrolment rates in VET generally increased as the SES quartile decreased (see Figure 3.8). Both males and females from lower SES backgrounds enrolled in campus-based VET programs in higher proportions than those from high SES backgrounds. Overall, Year 12 or equivalent completers – both females and males – from the lowest SES quartile were least frequently engaged in *any form of tertiary education*, and the percentage of young people enrolled in any form of post-school study increased as the SES quartile increased (see Figure 3.9).

Course of study

Young people who completed Year 12 or its equivalent in 2007 and made the transition to university or TAFE/VET study in 2008 (excluding apprentices and trainees) enrolled in a wide range of courses. Figure 3.10 shows the leading course categories undertaken. Arts was the most frequently cited course field, enrolling 9.9% of students, a decrease from 11.4% of students in 2007. Business and management (7.2%) and other management and commerce (6.7%) courses enrolled a combined total of 13.9% of students, a decrease from 14.8% in 2007. Medical studies, nursing and other health studies combined accounted for 9.6% of enrolments by Year 12 or equivalent completers in tertiary study.

Table 3.3 and Figure 3.11 show the proportions of students by gender entering these courses of study. Approximately one in eight females (12.4%) commenced arts courses, compared to 6.8% of males. Females

Figure 3.10 Courses undertaken by Year 12 or equivalent completers engaged in university or TAFE/VET study (excludes apprentices and trainees)



were more commonly enrolled in nursing, teacher education and other health courses than were males. Males had higher proportions in other engineering and related technologies, other management and commerce, accounting and sport and recreation courses.

Tertiary students' participation in the labour force

Young people in tertiary education require the financial means to sustain their post-school studies as well as their regular daily expenses, such as accommodation, meals and transport. More than 60% of all university and TAFE/VET-enrolled students were engaged in employment while in study, with 2.5% working full-time and 59.9% in part-time work. An additional 23.5% were looking for work. Approximately one in seven (14.2%) of students were neither employed nor looking for work

Table 3.3 Year 12 or equivalent completers in university or TAFE/VET study: course of study, by gender (excludes apprentices and trainees)

Course of study	Males (%)	Females (%)	Total (%)
Arts (general)	6.8	12.4	9.9
Business and management	7.7	6.9	7.2
Other management and commerce	8.5	5.3	6.7
Science (general)	5.6	5.1	5.3
Nursing	0.7	7.3	4.4
Other health	2.0	4.4	3.3
Graphic and design studies	2.7	3.6	3.2
Teacher education	1.2	4.6	3.2
Accounting	4.1	2.2	3.0
Biological sciences	2.4	2.8	2.6
Communication and media studies	2.8	2.4	2.6
Other engineering and related technologies	3.9	0.7	2.1
Sport and recreation	2.7	1.4	2.0
Medical studies	1.8	1.9	1.9

Figure 3.11 Year 12 or equivalent completers in university or TAFE/VET study: course of study, by gender (excludes apprentices and trainees)

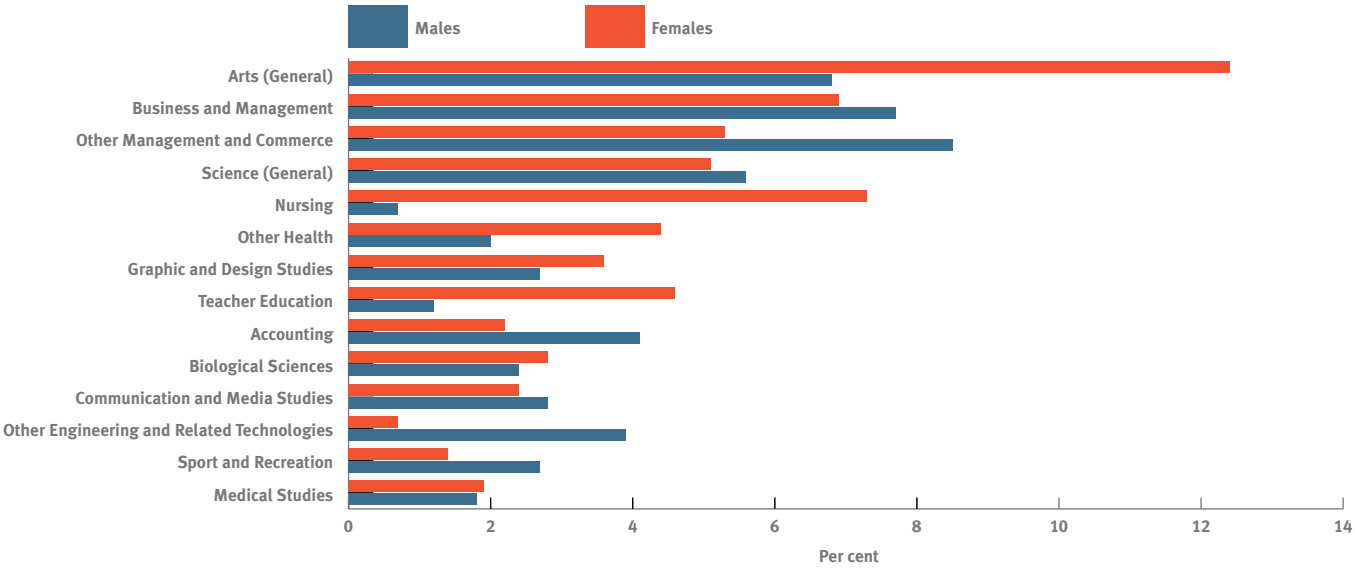
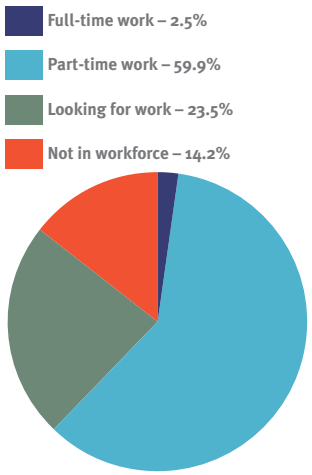


Figure 3.12 Labour force status of university and TAFE/VET enrolled Year 12 or equivalent completers (excludes apprentices and trainees)



(not in the labour force) while studying, a decrease from 17.1% in 2007 (see Figure 3.12).

Figure 3.13, which examines gender differences in labour force participation by tertiary students, shows that a greater proportion of female students (67.3%) were working compared with male students (55.9%), and that this difference was largely due to the much higher proportion of female tertiary students who were working part-time. Greater proportions of male tertiary students than female students were looking for work (27.9% and 20.1%, respectively) or were not in the labour force at all (16.2% and 12.6%, respectively).

When study destinations are examined alongside the number of hours tertiary students are employed each week, differences in student participation in the labour force relative to their study demands become more evident (see Table 3.4 and Figure 3.14). In general, those in TAFE/VET study were working more hours per week than those studying at university. Approximately 40% of TAFE/VET students (42.5% of males, 39.2% of females) were working 1–10 hours per week, compared to close to half of university students (50.7% of males, 45.7% of females). Higher percentages of TAFE/VET students than university students were working more than 20 hours per week.

Among university and TAFE/VET students, males were more frequently working both more than 30 hours per week and 1–10 hours per week, compared to females. Overall, however, females worked on average a little longer than males each week. Among university students, females worked approximately 30 minutes more each week than males on average, and among TAFE/VET students, females worked about 10 minutes more per week on average.

Figure 3.13 Labour force status of university and TAFE/VET enrolled Year 12 or equivalent completers, by gender (excludes apprentices and trainees)

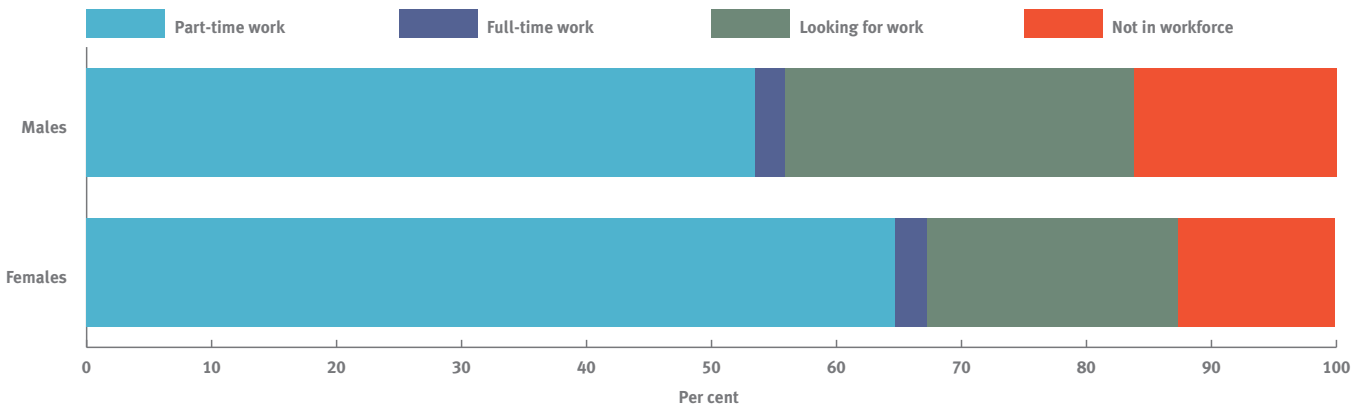
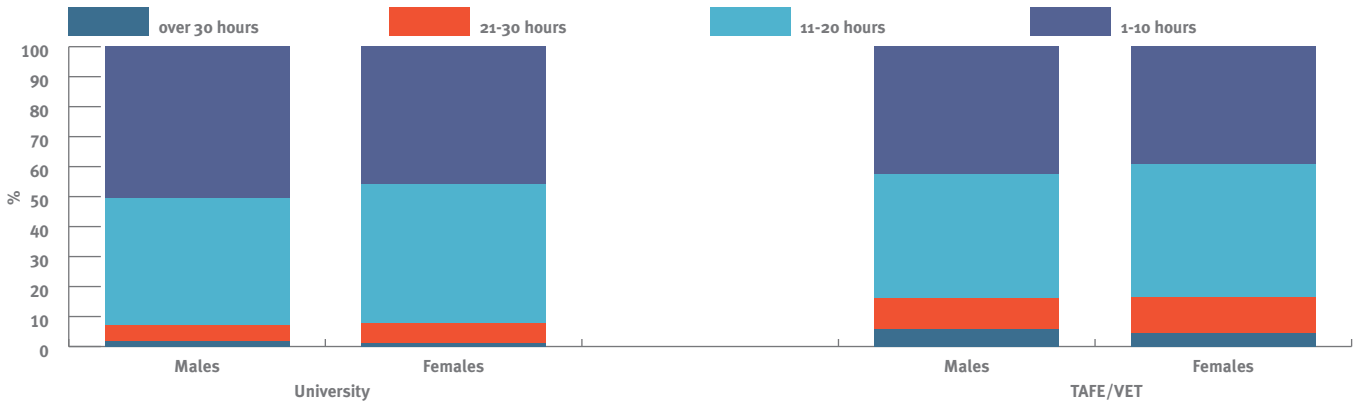


Table 3.4 Year 12 or equivalent completers enrolled in university or TAFE/VET study: number of hours worked per week, by gender (excludes apprentices and trainees)

Number of hours	University		TAFE/VET	
	Males	Females	Males	Females
	%	%	%	%
1–10 hours	50.7	45.7	42.5	39.2
11–20 hours	42.1	46.6	41.5	44.5
21–30 hours	5.4	6.6	10.1	11.8
More than 30 hours	1.8	1.1	5.9	4.5
Total	100.0	100.0	100.0	100.0

Figure 3.14 Year 12 or equivalent completers in university or TAFE/VET study: number of hours worked per week by gender (excludes apprentices and trainees)



The sorts of jobs taken by tertiary students while they study occur largely in service areas that offer flexible employment opportunities, allowing work on a part-time or casual basis (see Figure 3.15). More than two-thirds of students (68.6%) were employed as sales assistants, checkout operators and cashiers, travel agents and tour guides, telemarketers and call centre operators or other retail (51.9% total), or as counter hands at food outlets, kitchen hands or bar attendants (17.0%). Other service-related work undertaken by Year 12 or equivalent completers enrolled in university or TAFE/VET includes sport and fitness (3.4%), teachers, tutors and teacher aides (3.0%), childcare (1.3%), and receptionists (2.6%).

There are also noticeable gender differences in the types of employment taken by Year 12 or equivalent completers while in tertiary education (see Figure 3.16). Higher proportions of females (69.9%) than males (43.2%) were working in the four most common occupation areas: sales assistants, checkout operators and cashiers, counter hands at food outlets, and travel agents and tour guides. In addition, females were also more commonly employed as receptionists and as childcare workers. All six of these occupation groups are part of the growing service areas. Males were more frequently than females working in manual occupations, as store persons, kitchen hands, and factory workers and packers (20.7% of males, 5.2% of females). There was little difference by gender among the proportions working as teachers, tutors and teacher aides, sport and fitness workers, and 'other' occupation areas.

Figure 3.15 Occupations of Year 12 or equivalent completers enrolled in university or TAFE/VET study (excludes apprentices and trainees)

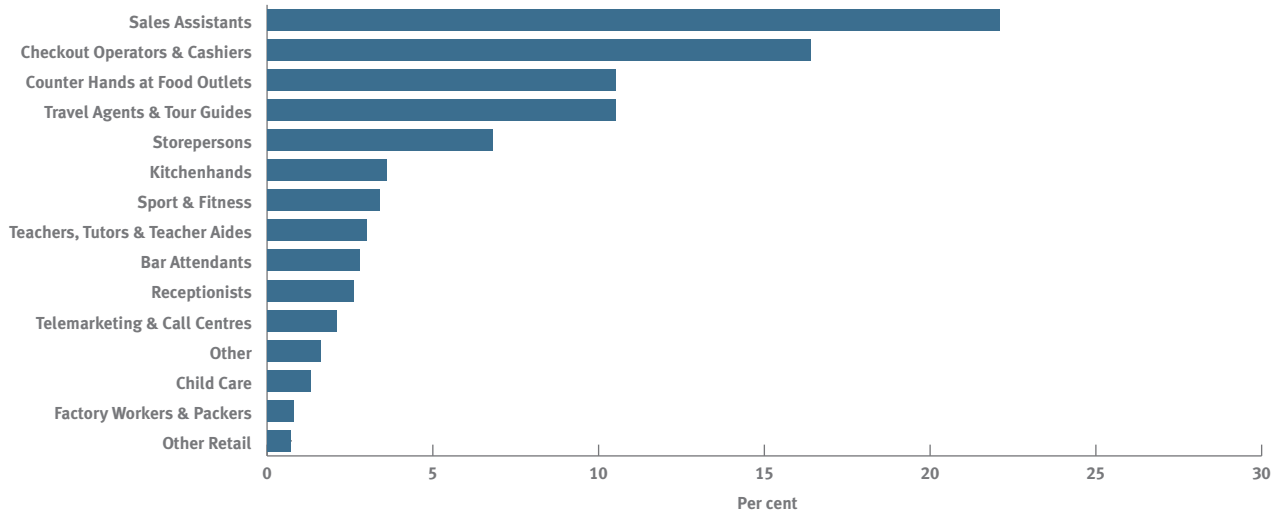
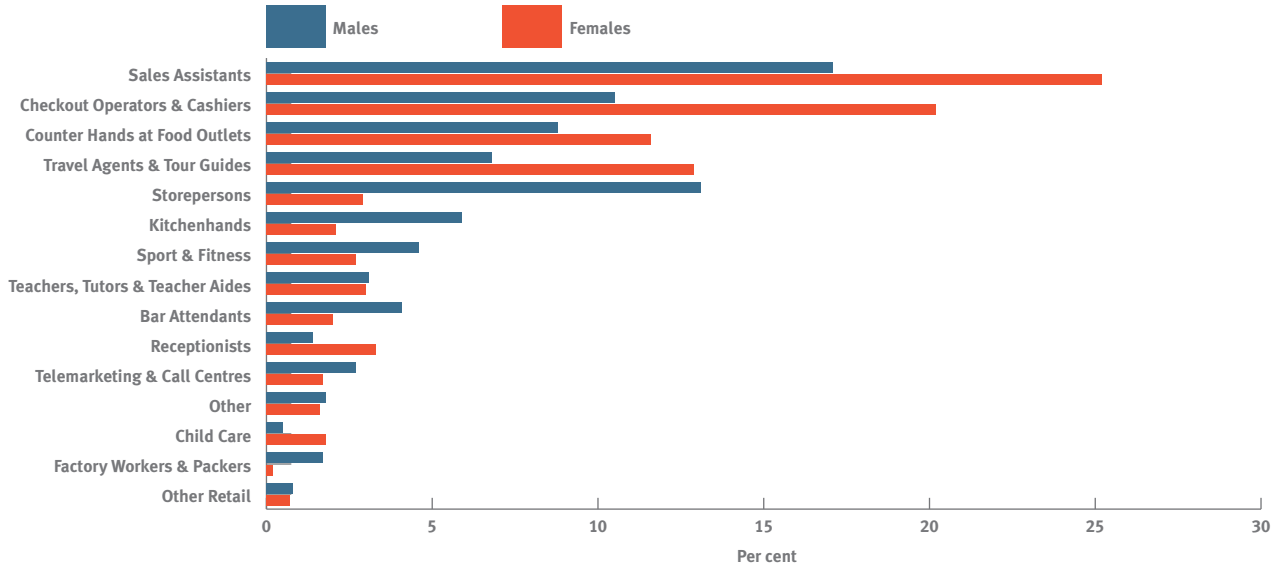


Figure 3.16 Occupations of Year 12 or equivalent completers enrolled in university or TAFE/VET study, by gender (excludes apprentices and trainees)



Chapter 4
Year 12 or equivalent completers in apprenticeships and traineeships

This chapter focuses on Year 12 or equivalent completers who were in a training contract as an apprentice or trainee as of April–May 2008. Apprenticeships and traineeships provide important pathways for school leavers, and evidence from national longitudinal data indicates that both forms of training, and particularly apprenticeships, lead to positive labour market outcomes (Curtis, 2008).

Participation in apprenticeships and traineeships

Among those who completed Year 12 or its equivalent in 2007, 9.8% were in a contract of training as an apprentice or trainee as of April–May 2008. This participation rate had increased from 8.1% in 2007. More than one in ten males (10.5%) were in an apprenticeship, compared to just 1.7% of females. Females more frequently entered traineeships (4.9% of females, 3.0% of males). The proportions of the full sample of Year 12 or equivalent completers who were apprentices and trainees in April–May 2008 are shown in Figure 4.1.

Figure 4.1 Year 12 or equivalent completers in apprenticeships and traineeships, by gender

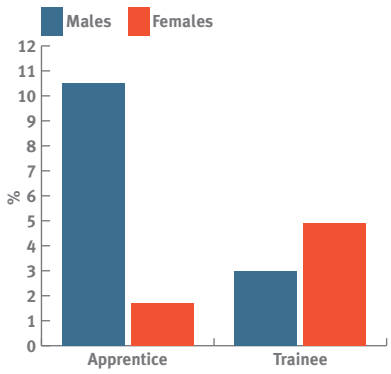


Table 4.1 presents the study award levels in which apprentices and trainees were engaged at the time of the survey. More than one-half of all apprentices and trainees (51.2%) were undertaking the study component of their training at Certificate III award level. An additional 20.6% were studying at a higher award level (Certificate IV, diploma, advanced diploma or associate degree) and 28.3% were studying at lower levels (Certificate 1, Certificate II or level unspecified/unknown).

Table 4.1 Level of study of Year 12 or equivalent completers in an apprenticeship or traineeship, by gender

Study award level	Males		Females		Total	
	No.	%	No.	%	No.	%
Apprentices						
Associate degree	1	0.3	7	0.4	8	0.4
VET advanced diploma	8	2.6	23	1.4	31	1.6
VET diploma	26	8.4	46	2.9	72	3.8
VET Certificate IV	33	10.7	279	17.4	312	16.3
VET Certificate III	183	59.2	757	47.3	940	49.2
VET Certificate II	18	5.8	98	6.1	116	6.1
VET Certificate I	4	1.3	61	3.8	65	3.4
VET Certificate (level unspecified)	30	9.7	290	18.1	320	16.8
Unknown study level	6	1.9	40	2.5	46	2.4
Total	**309**	**100.0**	**1601**	**100.0**	**1910**	**100.0**
Trainees						
Associate degree	4	0.5	4	0.9	8	0.6
VET advanced diploma	19	2.2	18	3.9	37	2.8
VET diploma	47	5.4	24	5.2	71	5.3
VET Certificate IV	71	8.1	58	12.6	129	9.6
VET Certificate III	534	60.8	188	40.8	722	53.9
VET Certificate II	100	11.4	74	16.1	174	13.0
VET Certificate I	19	2.2	27	5.9	46	3.4
VET Certificate (level unspecified)	71	8.1	57	12.4	128	9.6
Unknown study level	13	1.5	11	2.4	24	1.8
Total	**878**	**100.0**	**461**	**100.0**	**1339**	**100.0**
All						
Associate degree	5	0.4	11	0.5	16	0.5
VET advanced diploma	27	2.3	41	2.0	68	2.1
VET diploma	73	6.1	70	3.4	143	4.4
VET Certificate IV	104	8.8	337	16.3	441	13.6
VET Certificate III	717	60.4	945	45.8	1662	51.2
VET Certificate II	118	9.9	172	8.3	290	8.9
VET Certificate I	23	1.9	88	4.3	111	3.4
VET Certificate (level unspecified)	101	8.5	347	16.8	448	13.8
Unknown study level	19	1.6	51	2.5	70	2.2
Total	**1187**	**100.0**	**2062**	**100.0**	**3249**	**100.0**

*** The unknown study level category includes those in an apprenticeship or traineeship who did not identify their level of study at the time they were surveyed.**

Table 4.2 Occupational categories of apprentices and trainees, Year 12 or equivalent completers

Occupational category	Apprentices		Trainees	
	No.	%	No.	%
Building trades	628	32.9	34	2.5
Electrical, electronics trades	281	14.7	19	1.4
Food, hospitality, tourism	207	10.8	264	19.7
Health, beauty	163	8.5	192	14.3
Automotive services	158	8.3	9	0.7
Labourers	92	4.8	22	1.6
Metal trades	89	4.7	3	0.2
Gardening, farming	78	4.1	37	2.8
Other	51	2.7	57	4.3
Sales assistants, retail	50	2.6	151	11.3
Administration	29	1.5	272	20.3
Engineering, science	24	1.3	14	1.0
Store persons	19	1.0	27	2.0
Teaching, childcare	16	0.8	95	7.1
Computing, IT	8	0.4	21	1.6
Printing	8	0.4	0	0.0
Accounting	6	0.3	28	2.1
Government, defence	3	0.2	7	0.5
Human resources, occupational health and safety, and legal	0	0.0	5	0.4
Managers	0	0.0	26	1.9
Marketing, sales	0	0.0	24	1.8
Media, the arts	0	0.0	11	0.8
Transport	0	0.0	13	1.0
Welfare, security	0	0.0	8	0.6
Total	**1910**	**100.0**	**1339**	**100.0**

Occupations of apprentices and trainees

Gender differences between apprentices and trainees are associated with differences in the kinds of occupations available for apprenticeships and traineeships. Apprenticeships have traditionally centred on trade areas such as building, engineering and construction (for example, plumbing, electrical, carpentry and automotive mechanics), food hospitality (for example, commercial cookery and baking) or health and beauty (for example, hairdressing). Some of these fields have a very high proportion of male employees, such as the building trades, which is the largest occupation area for apprenticeships. Traineeships are provided across a broader range of occupations, many of which have less differentiated gender compositions, for example customer service, information technology, administration and retail sales.

These gender-differentiated patterns in the occupational structures of apprenticeships and traineeships may be observed in Table 4.2.

These show that three occupational categories – building trades (32.9%), electrical and electronics trades (14.7%), and food, hospitality and tourism (10.8%) – account for 58.4% of all apprenticeships. Traineeships are concentrated in four occupational categories – administration (20.3%), food, hospitality and tourism (19.7%), health and beauty (14.3%) and sales assistants and retail (11.3%).

Figure 4.2 shows the dominance of the building trades, electrical and electronics trades, and automotive services in the apprenticeships taken up by male Year 12 or equivalent completers. Among males, food, hospitality and tourism accounted for 10.6% of those who took up traineeships as well as apprenticeships in that occupational category.

Figure 4.3 shows that 58.8% of female Year 12 or equivalent completers who were traineeships were concentrated in administration, food, hospitality and tourism and health and beauty, and that most of the female apprenticeships (68.3%) were confined to food, hospitality and tourism, and health and beauty.

Figure 4.2 Occupational categories of apprentices and trainees – male Year 12 or equivalent completers

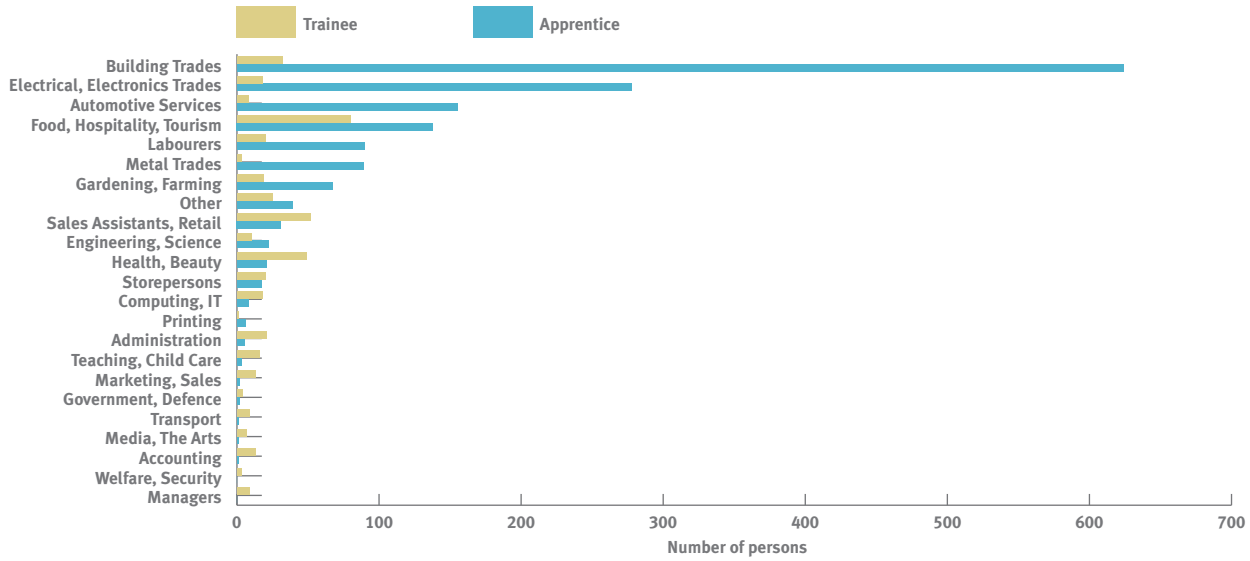
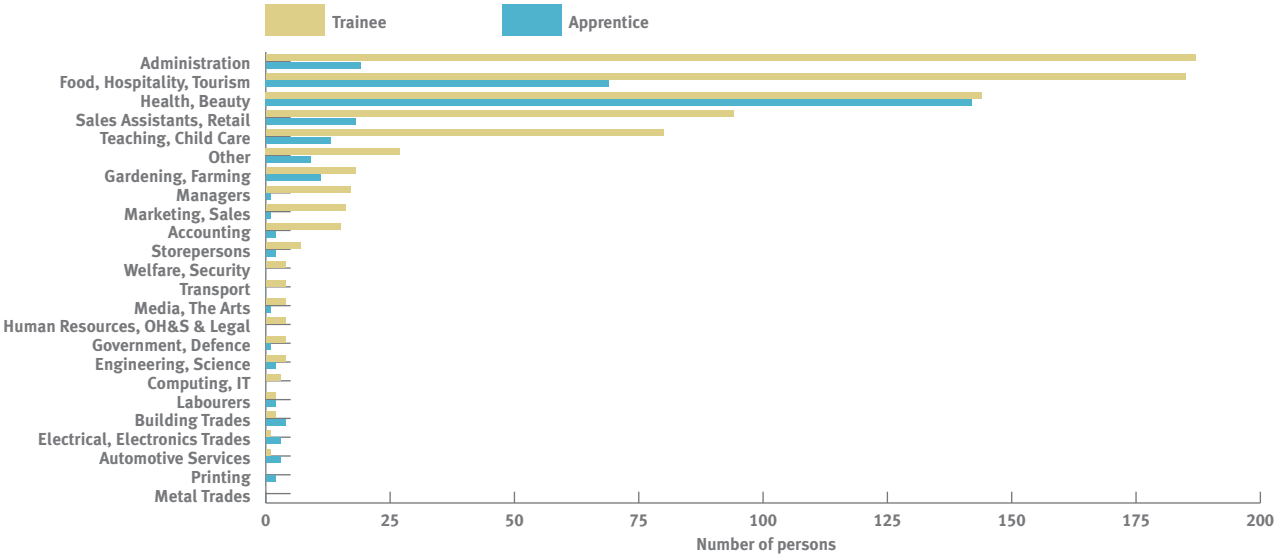


Figure 4.3 Occupational categories of apprentices and trainees – female Year 12 or equivalent completers



Chapter 5
Year 12 or equivalent completers not in further education or training

Figure 5.1 Labour force of Year 12 or equivalent completers not in education or training

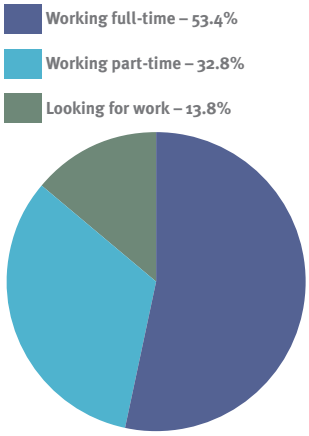
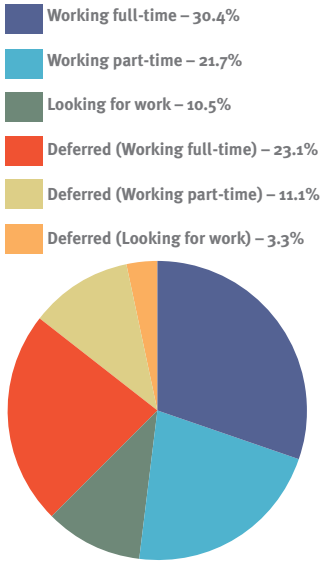


Figure 5.2 Labour force of Year 12 or equivalent completers not in education or training, showing deferrers as separate categories



This chapter explores the situation of Year 12 or equivalent completers who were not participating in education or training as at April–May 2008. At the time of the survey, more than a quarter of the sample members (27.8%) were in the labour force and not involved in further education or training, and this group is the focus of the first part of this chapter. The group included 10.4% of the sample who had deferred a tertiary place and who were either employed (9.5%) or looking for work (0.9%). Deferees are discussed separately later in the chapter.

A further 1.1% of Year 12 or equivalent completers were neither in education or training nor the labour force at the time of the survey.[14] This particular group of young people is discussed in the final section of the chapter.

Labour force status

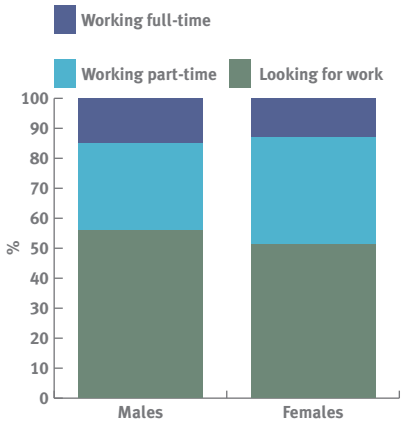
Of the Year 12 or equivalent completers who were in the labour force but not in education/training, 53.4% were working full-time, 32.8% were engaged in part-time work and 13.8% were unemployed and looking for work (*Figure 5.1*). These proportions include those who had deferred a tertiary place. The relative labour force status of deferees can be seen in Figure 5.2. Compared to those who had not deferred, deferees were more frequently working full-time (rather than part-time) and were less commonly unemployed and looking for work.

Figure 5.3 presents labour force status separately for males and females. Overall, the proportions of male and female Year 12 or equivalent completers who were in the labour force and not in education or training were very similar (27.8% of males and 28.0% of females). However, as shown in Figure 5.3, there were some gender differences in labour force status. In comparison to females, males were more frequently either employed full-time (56.0% compared to 51.3%), or looking for work (14.9% compared to 12.8%). Females were more commonly in part-time employment than were males (35.9% compared to 29.1%).

Research based on national longitudinal data indicates that school leavers who are not involved in further education and training and who experience substantial periods of unemployment face significant problems in making a transition to full-time employment (Marks, 2006). The situation of school leavers who are working part-time is more mixed. There is much movement from part-time work to full time work (Marks, 2006). However, part-time work does not confer the same advantages as full-time work, as increases in status and earnings over time are smaller; and substantially fewer part-time workers see their job as a career.

[14] This group included a small number of Year 12 or equivalent completers (0.05% of the sample) whose activity was not known at the time of the survey.

Figure 5.3 Labour force status destinations of Year 12 or equivalent completers not in education or training, by gender



A closer look at the number of hours employees work per week emphasises the gap in the types of positions taken up by male and female Year 12 or equivalent completers (Figure 5.4). Females and males were almost equally frequently working between one and ten hours each week (6.1% compared to 6.0%), but females were more frequently working between 11 and 20 hours than males (20.7% compared to 14.9%), or between 21 and 30 hours (25.9% as against 20.4%). Males were more frequently working for more than 30 hours a week compared with female Year 12 or equivalent completers in employment (58.7% compared to 47.4%).

Academic achievement is related to the proportions of Year 12 or equivalent completers who are employed either full-time or part-time, or looking for work. Figure 5.5, which presents the labour force status of those who are not in further education/training by academic achievement as measured by the GAT, indicates the strong influence of academic achievement on employment outcomes. More than nine out of every ten relevant sample members from the highest quartile of GAT achievement (91.2%) were employed either full-time (61.5%) or part-time (29.7%). Among the lowest GAT achievers, a lower percentage was employed (83.7%) and proportionately more of them were working part-time. Of the individuals who were unemployed and looking for work, more than two-thirds (69.5%) were drawn from the lower two bands of GAT achievement, and the highest GAT achievers were only half as frequently as those from the lowest GAT quartile to be looking for work (8.8% compared to 16.3%).

Figure 5.4 Year 12 or equivalent completers in the labour force and not in education or training: number of hours worked per week by gender

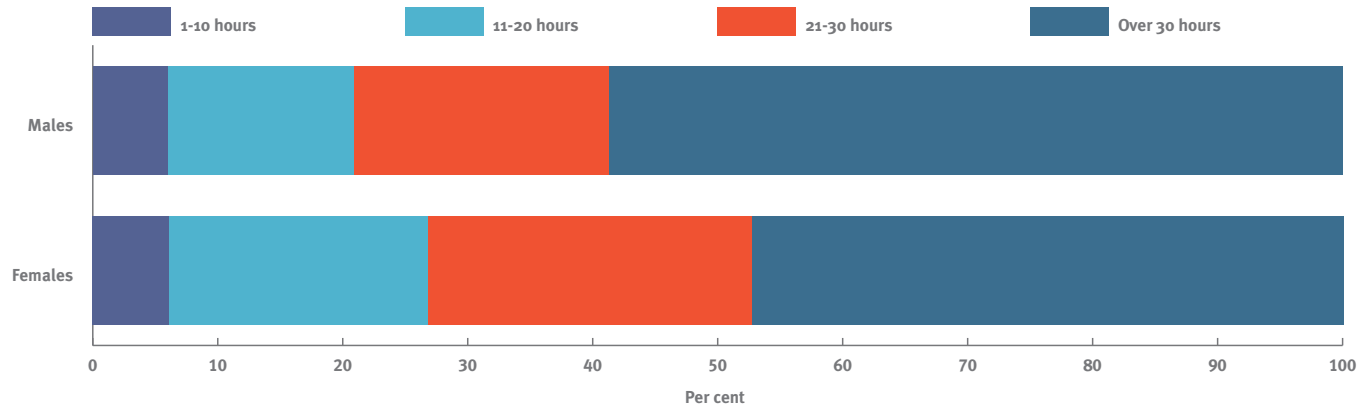


Figure 5.5 Labour force status of Year 12 or equivalent completers not in education or training, by quartile of GAT achievement

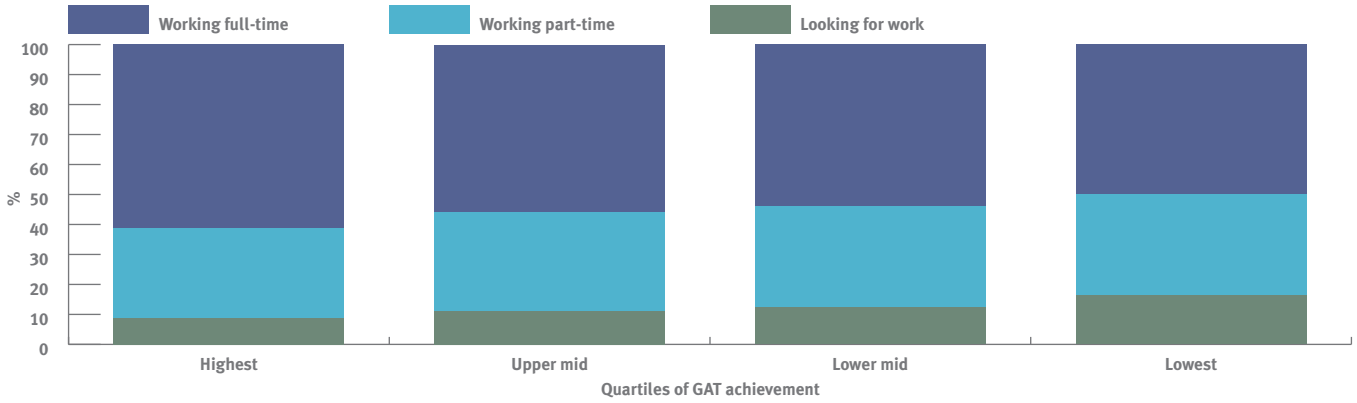


Figure 5.6 and Figure 5.7 provide another perspective on the relationship between academic achievement and labour force status. The average rate of employment across all bands of GAT achievement for the sample of male Year 12 or equivalent completers was 23.6% and for female completers it was 24.4%; the average rate of unemployment (looking for work) was 4.1% and 3.6% for males and females respectively. Figure 5.6 shows for male completers who were not in education or training the proportions from each GAT quartile who were employed and unemployed, expressed as deviations from the overall average. Figure 5.7 shows equivalent information for female completers who were not in education or training. As can be seen, the higher the level of GAT achievement the more commonly completers are to be employed.

SES is another important influence on post-school destinations. This relationship, as seen in Figure 5.8, is not entirely linear because this analysis includes all Year 12 or equivalent completers and the highest SES quartile is more frequently in full-time study (and less frequently employed). Nevertheless, there was a marked difference between the lowest and highest SES quartiles in the proportions in employment and not in education or training following completion of Year 12 or its equivalent. There was also a marked tendency for the proportion of completers who were looking for work to rise as the SES fell. Males from the lowest SES quartile were more than twice as commonly as those from the highest quartile to not be in further education/training and be looking for work (6.2% compared to 2.6%). Females from the lowest SES quartile were also unemployed and looking for work at more than twice the rate of those from the highest quartile (4.8% compared to 2.0%).

Figure 5.6 Labour force status of Year 12 or equivalent completers not in education or training: deviations from average rates by GAT achievement level – males

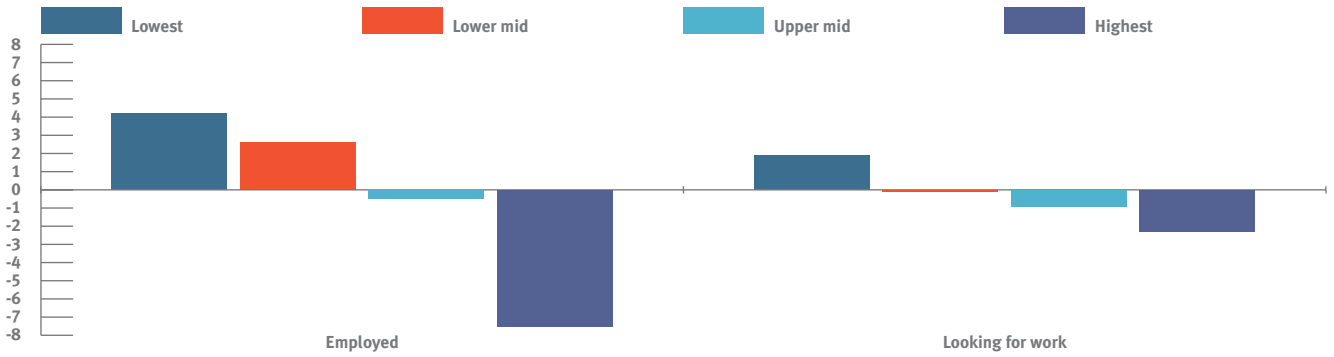


Figure 5.7 Labour force status of Year 12 or equivalent completers not in education or training: deviations from average rates by GAT achievement level – females

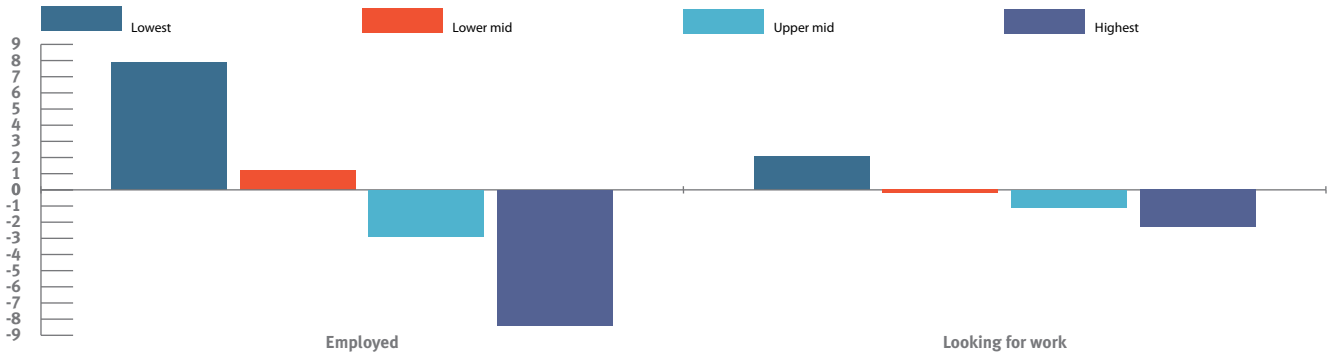
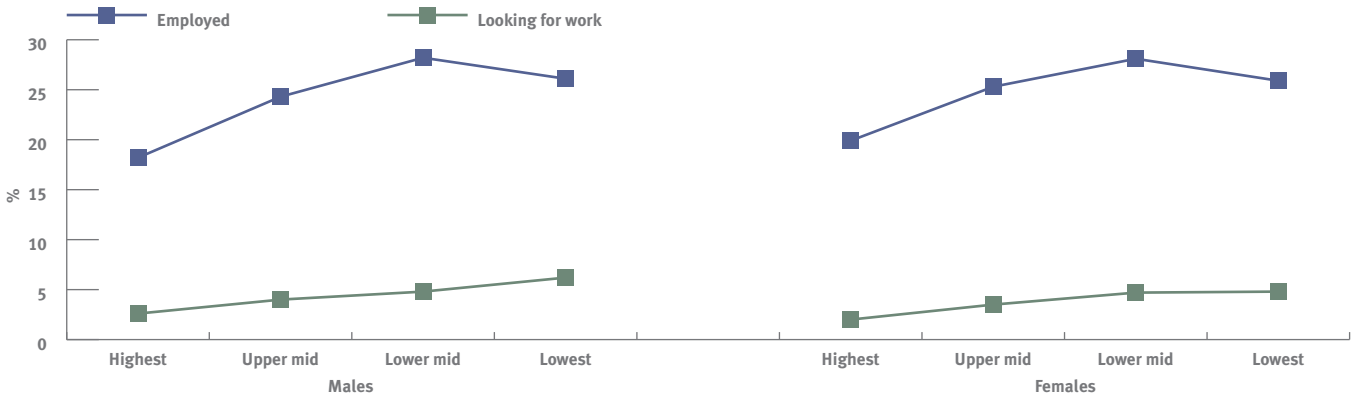


Figure 5.8 Labour force status of Year 12 or equivalent completers not in education or training, by quartiles of SES and gender

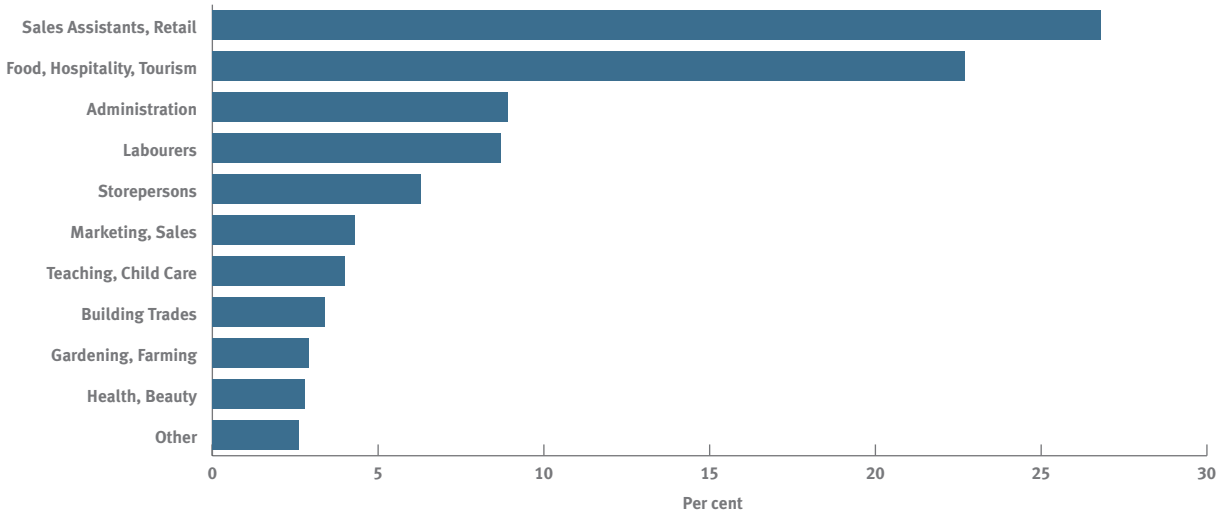


Jobs of Year 12 or equivalent completers in the labour force

School leaver employment is largely concentrated in a limited range of jobs. Figure 5.9 reports the 12 most frequently indicated occupations of Year 12 or equivalent completers who were in the labour force and not in education or training as at April–May 2008. More than one-quarter were employed as sales assistants (26.8%) and over a fifth in food and hospitality (22.7%). Other significant groups are labourers (8.7%), administration (8.9%), marketing and sales (4.3%) and teaching and childcare-related fields (4.0%). Another 9.1% of employed Year 12 or equivalent completers were working in occupations ranging from gardening and farming (2.9%), building trades (3.4% each) and health and beauty-related occupations (2.8%). Other occupations not shown in Figure 5.9 accounted for 2.6% of completers in the labour force market without participating in further education or training and included jobs in automotive services, metal and electronics trades, computing and IT, and government and defence positions.

There is substantial variation in the occupations of males and females (Figure 5.10). In comparison to males, females were more frequently employed as sales assistants (33.2% compared to 18.6%), or in food and hospitality (27.0% compared to 17.0%). Females were working in administration roles at five times the rate of males (13.7% compared to 2.7%) and took up positions in teaching and childcare more than twice as often as males (5.3% compared to 2.4%). Females were also marginally more commonly than males to be working in marketing and sales positions (4.8% compared to

Figure 5.9 Occupational categories of Year 12 or equivalent completers in the labour force and not enrolled in any further education or training



3.6%). Males were employed in building trades at a substantially higher rate than females – 7.4% compared to 0.1%. Males were also employed as labourers over six times more frequently than their female peers (16.3% as against 2.5%). Male completers not enrolled in further education or training were also more frequently working in gardening and farming occupations (4.2% compared to 1.7%).

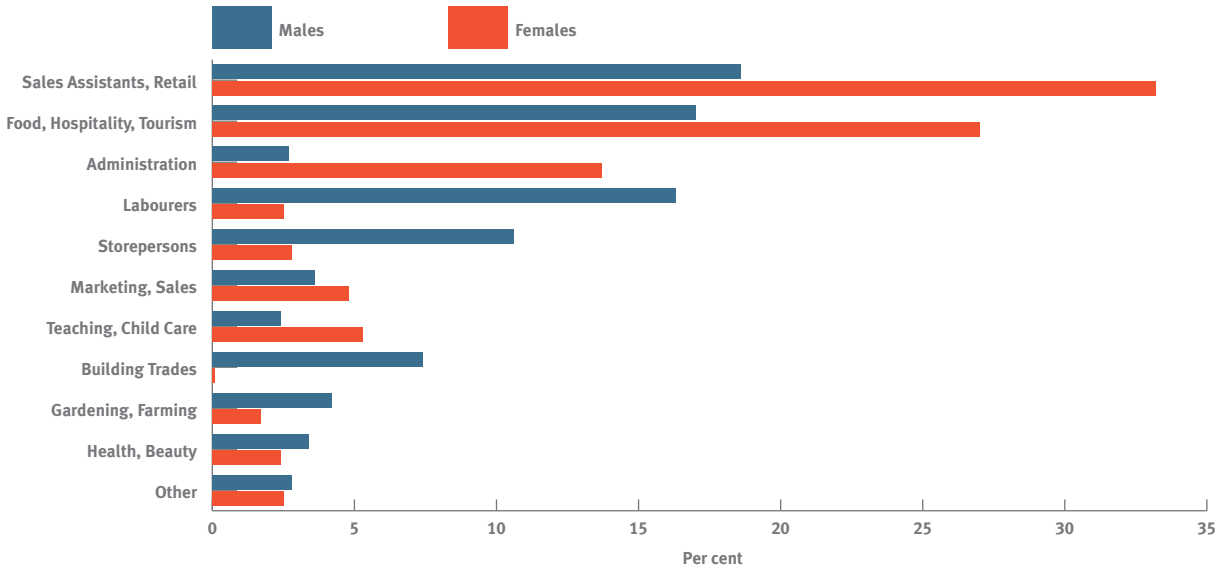
Year 12 or equivalent completers in study, training and the labour force

The influence of academic achievement on destinations is even stronger when the comparison is made between the sample members who have entered the labour market and are not participating in education or training, and those who are in an education or training.

Figure 5.11 compares Year 12 or equivalent completers in study or training (including apprentices and trainees) and those in the labour force, by gender and GAT achievement.

As Figure 5.11 shows, the GAT achievement profile of completers who were enrolled in study or training was much stronger than that of respondents who were in the labour force and not enrolled in any education or training. About 60% of males who were the labour force (excluding apprenticeships or traineeships) were

Figure 5.10 Occupational categories of Year 12 or equivalent completers in the labour force and not enrolled in any further education or training, by gender



drawn from the lower two bands of the GAT, in comparison to about 40% of respondents in study or training. The figures for females in the labour force are similar.

As shown in Figure 5.12, among female completers in the labour force, nearly 50% were from the lower two quartiles of SES, compared to less than 40% in study or training. For males, a similar proportion of Year 12 or equivalent completers in the labour force were drawn from lower SES backgrounds.

Figure 5.11 Comparative GAT achievement profile of Year 12 or equivalent completers in education or training, or in the labour force, by gender

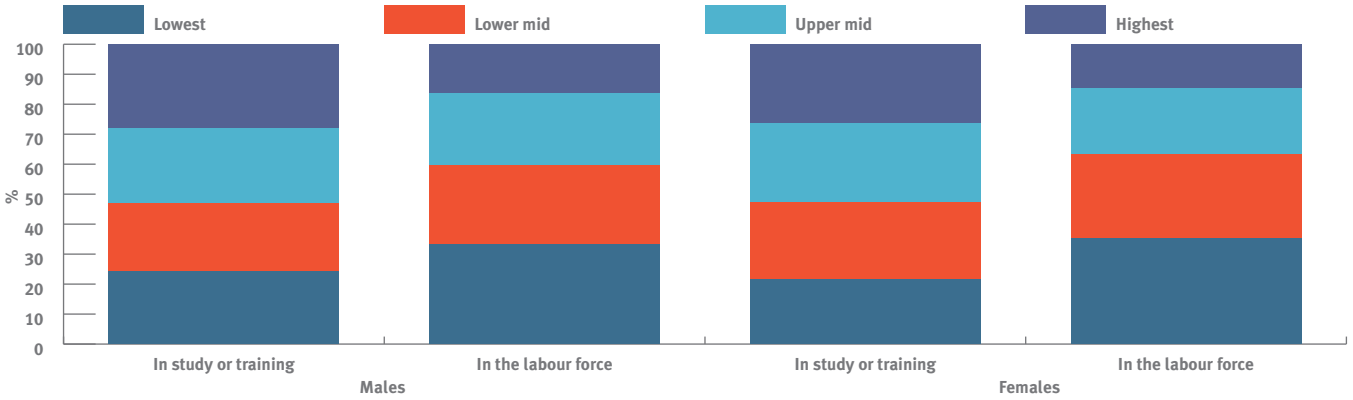
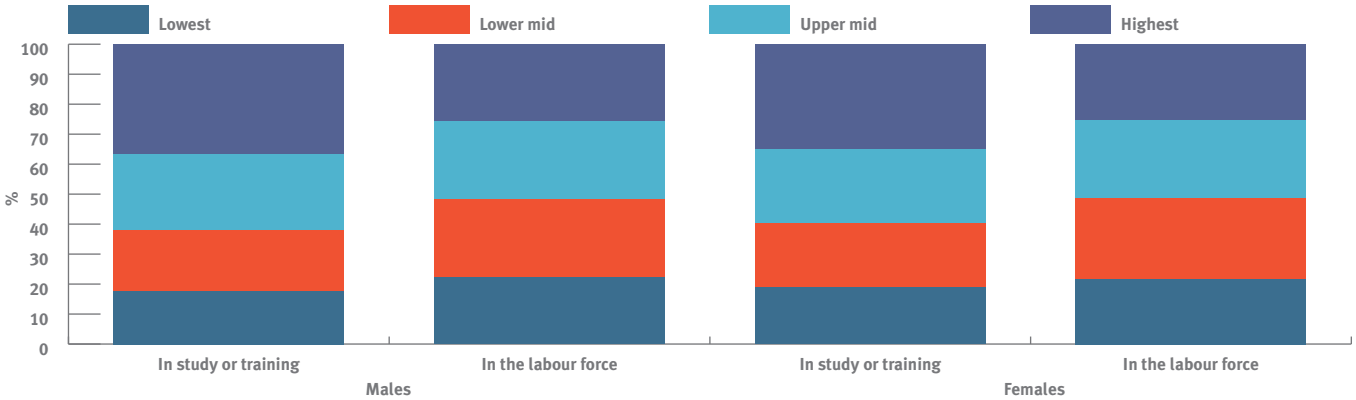


Figure 5.12 Comparative SES profile of Year 12 or equivalent completers in education or training, or in the labour force, by gender



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

The *On Track* survey recorded three main reasons for completers not being in further education or training:

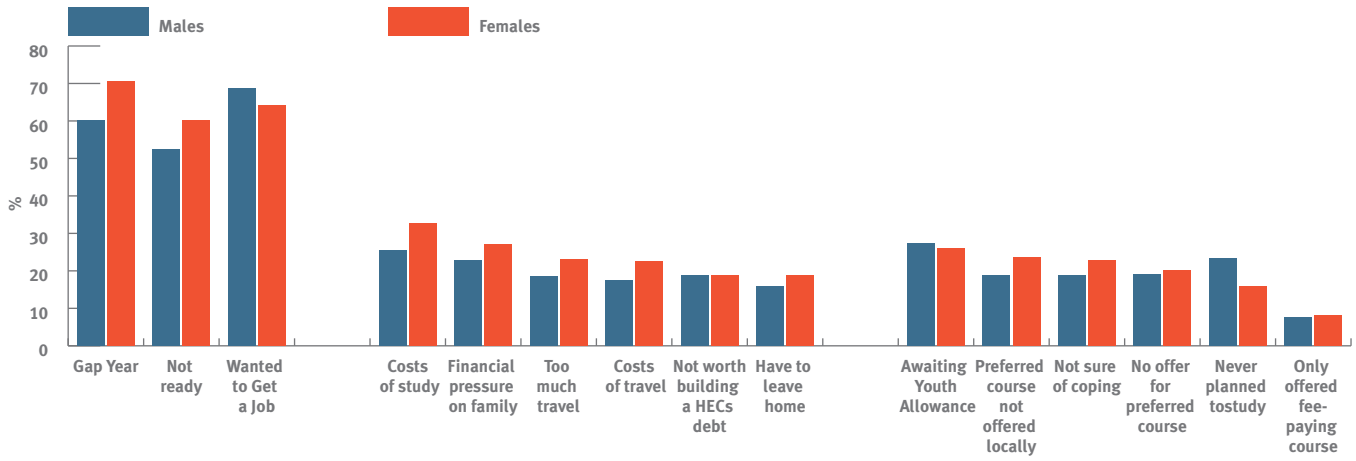
- employment
- not being ready
- taking a gap year.

As Figure 5.13 shows, wishing to obtain a job was an important reason for not continuing in education or training. It was flagged by over two-thirds of males (68.6%) and slightly fewer females (64.1%).[15] Not being ready for further education or training was given as a reason by 52.5% of males and 60.2% of females. Taking a gap year was also a common reason, chosen by more females (70.7%) than males (60.1%).

Financial reasons were less commonly cited. The cost of study was indicated by 29.4% and financial pressures on the family by 25.0%. Smaller proportions of completers also cited excessive travel and the associated costs of this travel (21.1% and 20.1%, respectively), and the need to move out of home in order to study (17.5%).

About one in five Year 12 or equivalent completers was not studying due to a perception that they might not cope with the demands of tertiary study (21.0%) and over a quarter (26.5%) had entered the labour market in the hope that their earnings would enable them to qualify for independent status so they could claim Youth Allowance. About one-fifth (21.6%) indicted that

Figure 5.13 Reasons for not studying: Year 12 or equivalent completers by gender



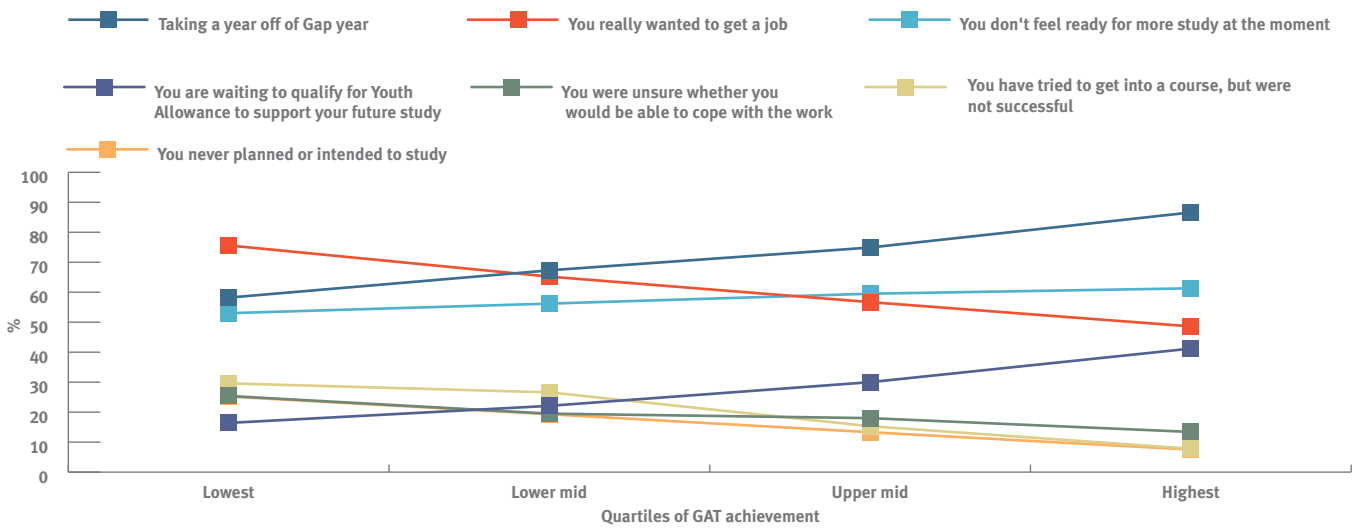
[15] Respondents could give multiple reasons, and therefore the responses do not sum to 100%. On average, respondents indicated that several reasons played a role in their decision not to enrol in education or training.

they did not receive an offer for one of their preferred courses and a fifth cited that they had never planned to engage in any further study or training. This reason was cited less often by females (15.9%) than males (23.3%).

Some of the factors associated with the decision not to continue in study seemed to apply more broadly to Year 12 completers, regardless of their academic or socioeconomic status. However, some factors were influenced by academic achievement or SES (or both). The perception of not being 'ready' for more study – with its implication of a possible return – was strongest among respondents in the two middle quartiles of GAT achievement, who cited this more frequently than completers in the lowest and highest quartiles (see Figure 5.14).

Low academic achievement as measured by the GAT was associated with less interest in further study and a greater focus on work. Wanting to get a job was inversely related to GAT achievement. Nearly 80% of those from the lowest quartile gave this reason compared with less than 50% from the highest quartile. In contrast, taking a gap year was much more commonly cited among high academic achievers (86.6%) than low achievers (58.2%). A weaker positive relationship with academic achievement was evident among those who cited waiting to qualify for Youth Allowance to support their future study. Not being ready for study was only weakly related to GAT achievement quartile.

Figure 5.14 Reasons for not studying: Year 12 or equivalent completers, by quartiles of GAT achievement



Having little or no intention to study was given as a reason by one-quarter of those from the lowest GAT achievement quartile (25.2%) compared to only 7.5% from the highest achieving quartile. Receiving a tertiary offer for a course other than a preferred course and a concern about an inability to cope with the work involved were also cited more frequently by those with lower levels of academic achievement.

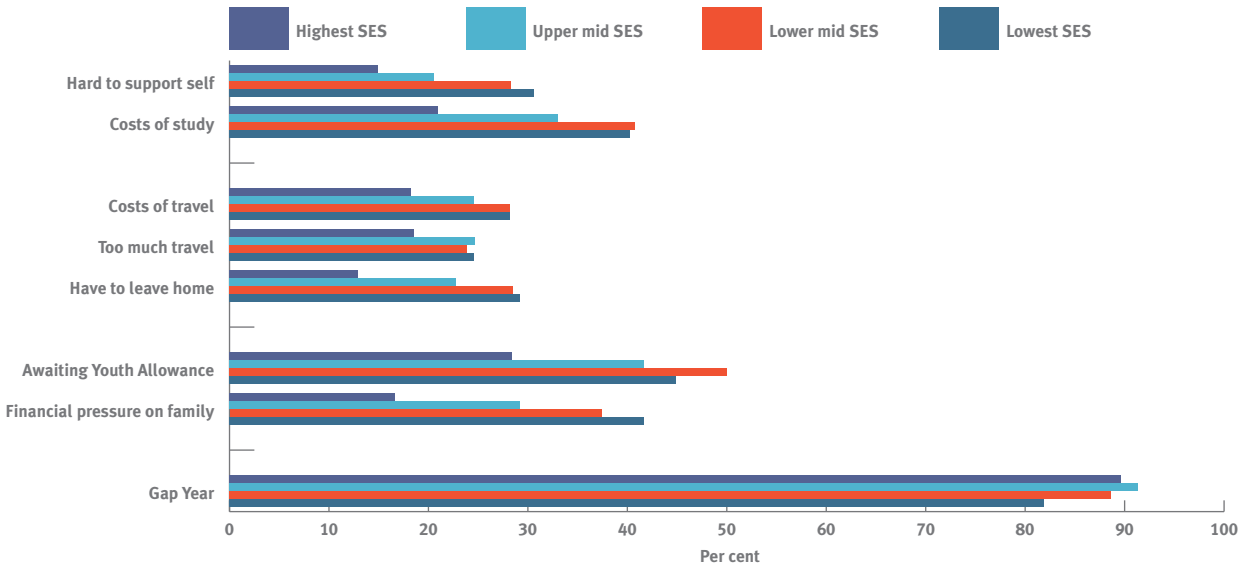
The reasons given for not entering tertiary education vary by socioeconomic status. In the highest GAT achievement band (see Figure 5.15), the financial considerations associated with further study were cited more frequently by completers from lower SES backgrounds, as were, to a lesser extent, travel considerations.

Deferring tertiary study

To this point of the chapter, the discussion has considered the responses of all Year 12 or equivalent completers who, at the time of the survey in 2008, were not enrolled in tertiary education or training. Within this broader group, however, are those completers who had been offered a tertiary place but deferred taking it up.

Overall, 11.0% of the sample of Year 12 or equivalent completers indicated that they had deferred taking up a tertiary place. This proportion had increased from 8.9% in the 2007 survey and from 6.0% in 2004 (when deferrers were first identified separately). Deferral rates are around twice as high in non-metropolitan regions than in metropolitan regions.

Figure 5.15 Reasons for not studying: Year 12 or equivalent completers in the highest GAT quartile, by SES

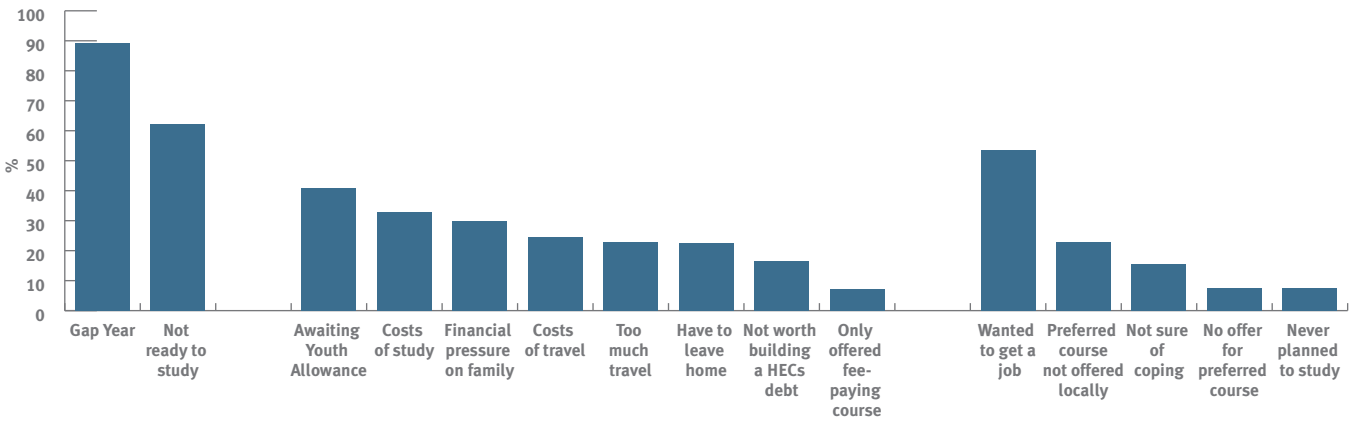


The motives of deferrers were different in important respects from those of other Year 12 completers who had not enrolled in further study (see Figure 5.16). Nearly 90% said they were taking a gap year and just over 60% indicated they were not ready to begin tertiary study.[16] Over one-half (53.1%) indicated they wanted to get a job and only 15% thought they would not cope with further study.

The costs of study as a factor was chosen by about one-third of deferrers and one-quarter were concerned about the costs of travel. Academic factors were less relevant because deferrers had already accepted offered places. Only 7.5% of deferrers said they failed to get into the course of their choice and a small minority (15.5%) cited the uncertainty of coping with their workload.

Analyses at the regional level indicate that deferees from non-metropolitan areas more commonly cited financial considerations such as cost of study, financial pressure on family, having to leave home and waiting to qualify for a Youth Allowance as reasons for their decision than were deferees from metropolitan areas.

Figure 5.16 Reasons for not studying: Year 12 or equivalent completers who deferred a tertiary place



[16] Respondents could give multiple reasons, and therefore the responses do not total 100%.

Year 12 or equivalent completers neither in education or training nor in the labour force

A small group (1.1%) of Year 12 or equivalent completers indicated that they were neither in education or training nor in the labour force at the time of the 2008 survey. A comparison of the reasons for not enrolling in education or training given by this group and Year 12 completers in the labour force without further education or training is shown in Figure 5.17, while Figure 5.18 analyses the reasons separately for males and females.

The major difference between 'inactive' Year 12 or equivalent completers and those who entered the labour force was the proportion that cited 'wanted to get a job' (45.0% compared to 66.6%).[17]

Lack of preparedness for study was also a less commonly cited reason by the inactive group (39.8% compared to 57.6%). A high proportion of both groups choose the gap year option. This was the most frequently chosen reason among the inactive group. Economic reasons were less commonly given as a factor in not pursing further education and training among the inactive group.

Within the inactive group, similar proportions of males and females showed concern with the need to qualify for independent status in order to claim Youth Allowance (15.3% of males compared to 16.3% of females), and cited the difficulty in supporting themselves if they were to study (25.8% of males compared to 25.6% of females) as reasons for not studying and not entering the labour market.

[17] Respondents could give multiple reasons, and therefore the responses do not total 100%. On average, respondents indicated that three reasons played a role in their decision not to enrol in education or training.

Figure 5.17 Reasons for not studying: Year 12 or equivalent completers in the labour force and inactive respondents (respondents not in education or training and not in the labour force)

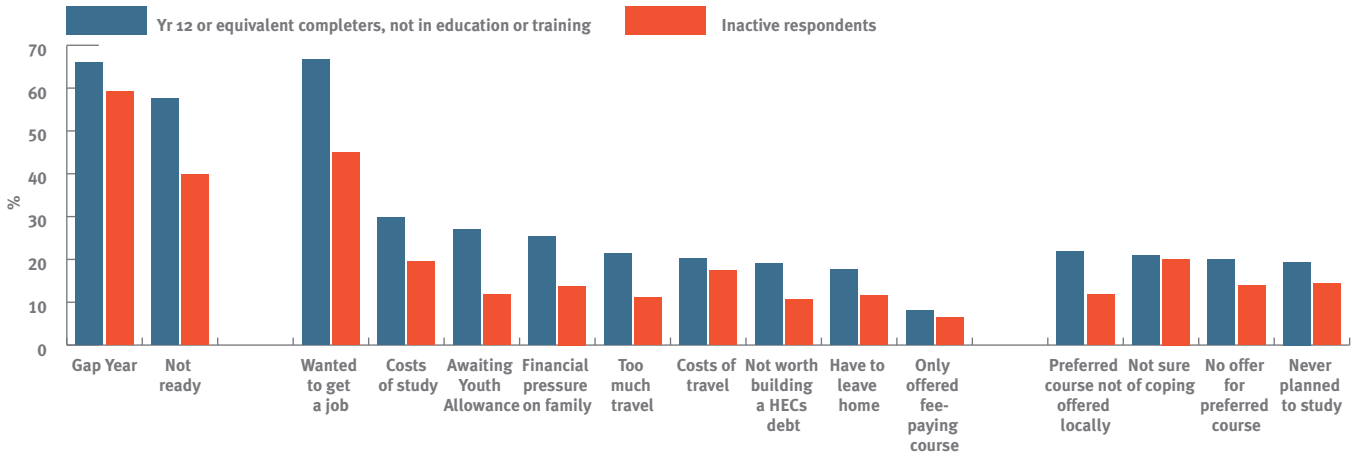
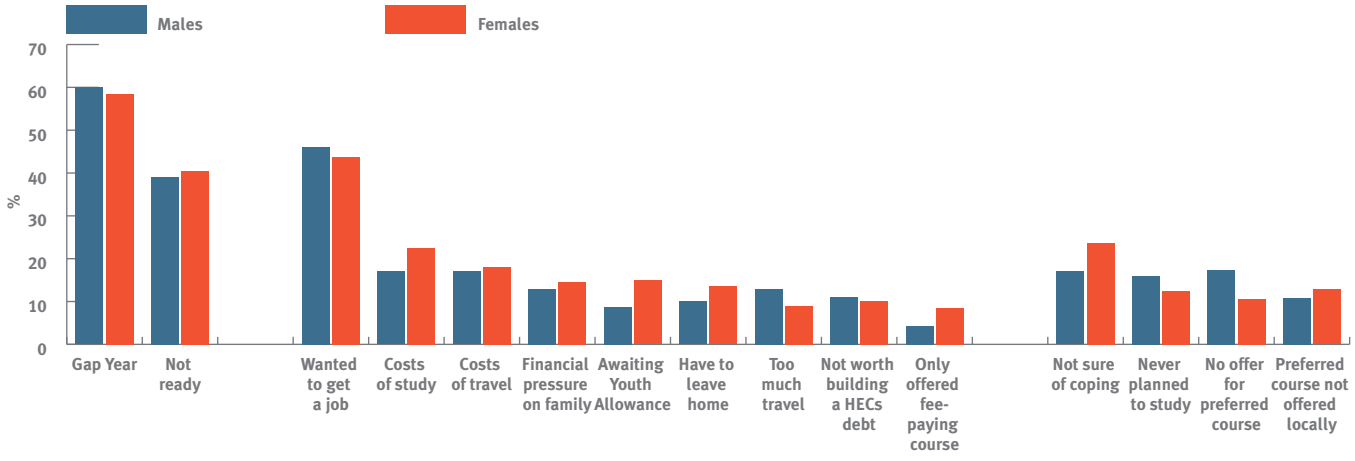


Figure 5.18 Reasons for not studying among inactive Year 12 or equivalent completers (respondents not in education or training and not in the labour force), by gender

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Chapter 6
VET in Schools and Year 12 or equivalent completers

This chapter focuses on the destinations of those Year 12 or equivalent completers who had participated in a VET in Schools program during their senior secondary schooling (between Years 10 and 12). Destinations of all who completed Year 12 or equivalent have been reported in earlier chapters. The results presented in this chapter therefore provide an indication of the benefits of VET for senior secondary students.

The first part of the chapter uses information from the VCAA to outline the structure and growth of VET in Schools programs in Victoria. The remainder of the chapter uses data from the 2008 *On Track* survey to analyse the characteristics of those who participated in VET in Schools, and their education, training and labour force activities after completing Year 12 or equivalent.

Structure and growth of VET in Schools

A program is considered to be a VET in Schools program if it is undertaken as part of a senior secondary certificate and its completion by the student provides credit towards a recognised qualification within the Australian Qualifications Framework (AQF). In Victoria there are two senior secondary certificates available: the VCE and the VCAL.

VET in Schools programs provide a vocationally oriented program of studies within the framework of a senior certificate. Some VET in Schools students may be enrolled in school-based apprenticeships. In Victoria these students undertake their senior certificate while being employed and trained under a training contract registered with Skills Victoria. These programs count towards the requirements of the senior certificate in the same way as VET subjects within the senior certificate program.

Data from the VCAA indicates strong growth in VET in Schools enrolments (see Table 6.1). Since 1996 VET in Schools enrolments have increased more than eight-fold, from 4507 in 1996 to 38,425 in 2007. Over that time VET in Schools enrolments have increased by a little over 5% per annum, which is faster than senior secondary student numbers overall (about 1% per annum). Continuing growth in VET in Schools programs is evident in enrolments at Year 12 and Year 11 and below, and in all school sectors.

Growth is also evident in the number and breadth of certificates offered through VET in Schools programs. In 1999, 39 certificates were provided in Victoria; in 2007, this had risen to 340. Appendix 4 lists the certificates offered in 2007 and the numbers of students enrolled in these qualifications.

Table 6.1 VET in Schools enrolments by year level and sector (excluding adult education), Victoria, 1996 to 2007

	Year level*	Catholic	Government	Independent	Total
1996	Year 11	723	2,507	60	3,290
	Year 12	286	866	65	1,217
	Total	**1,009**	**3,373**	**125**	**4,507**
1997	Year 11	1,818	4,974	260	7,052
	Year 12	568	1,957	84	2,609
	Total	**2,386**	**6,931**	**344**	**9,661**
1998	Year 11	1,938	5,813	714	8,465
	Year 12	847	2,283	210	3,340
	Total	**2,785**	**8,096**	**924**	**11,805**
1999	Year 11	2,016	6,430	1,121	9,567
	Year 12	928	2,905	332	4,165
	Total	**2,944**	**9,335**	**1,453**	**13,732**
2000	Year 11	2,695	8,567	1,701	12,963
	Year 12	950	3,281	382	4,613
	Total	**3,645**	**11,848**	**2,083**	**17,576**
2001	Year 11	3,262	11,244	2,221	16,727
	Year 12	1,360	4,191	530	6,081
	Total	**4,622**	**15,435**	**2,751**	**22,808**
2002	Year 11	3,590	12,768	2,808	19,166
	Year 12	1,600	4,598	645	6,891
	Total	**5,190**	**17,366**	**3,453**	**26,057**
2003	Year 11	4,086	14,227	2,954	21,267
	Year 12	1,702	5,229	693	7,624
	Total	**5,788**	**19,456**	**3,647**	**28,891**
2004	Year 11	4,506	15,741	3,535	23,782
	Year 12	1,643	6,063	757	8,463
	Total	**6,149**	**21,804**	**4,292**	**32,245**
2005	Year 11	4,896	17,073	3,793	25,762
	Year 12	1,664	6,199	852	8,715
	Total	**6,560**	**23,272**	**4,645**	**34,477**
2006	Year 11	5,368	17,460	3,983	26,811
	Year 12	1,934	6,792	967	9,693
	Total	**7,302**	**24,252**	**4,950**	**36,504**
2007	Year 11	5,823	18,522	4,000	28,345
	Year 12	2,113	6,886	1,081	10,080
	Total	**7,936**	**25,408**	**5,081**	**38,425**

*** Year 11 includes enrolments in Year 10 and below**
Source: VCAA, 2008

Growth may also be seen in the increasing numbers of students enrolling in VET in Schools units with a study score (see Table 6.2). There was a slight fall in 2005 from the 2004 numbers, but in the other years there has been strong growth in the number of students. In 2007, there were 7803 students enrolled in such units, an increase of 13.3% from 2006.

The remainder of the chapter focuses on participation in VET in Schools programs during senior secondary school by *On Track* survey respondents, and how their post-school education, training and labour force activities compare with those who did no VET in Schools subjects.

Table 6.2 Students enrolled in VET units with a study score

	Number of students
1999	82
2000	1,302
2001	3,381
2002	5,336
2003	5,578
2004	6,615
2005	6,106
2006	6,883
2007	7,803

Source: VCAA, 2008

Participation in VET in Schools by Year 12 or equivalent completers

Among the 2008 sample of Year 12 or equivalent completers, 27.9% had taken at least one VET in Schools unit during their school years.

Participation in VET in Schools programs among those in Year 12 or equivalent during 2007 varied across the different DEECD regions of Victoria, as displayed in Figure 6.1. Participation was generally higher in non-metropolitan regions and in regions where Year 12 completion rates have been relatively low.

Among the metropolitan regions, participation was highest in the Northern Metropolitan region with one in three students (33.5%) taking a VET subject at school. Participation was lowest in the Eastern Metropolitan region (22.1%). In the non-metropolitan regions, participation in VET in Schools programs was highest among Year 12 or equivalent completers from the Grampians (41.0%), Loddon Mallee (40.7%) and Hume (40.6%) regions.

Figure 6.1 VET in Schools participation rates by Year 12 or equivalent completers, by DEECD region

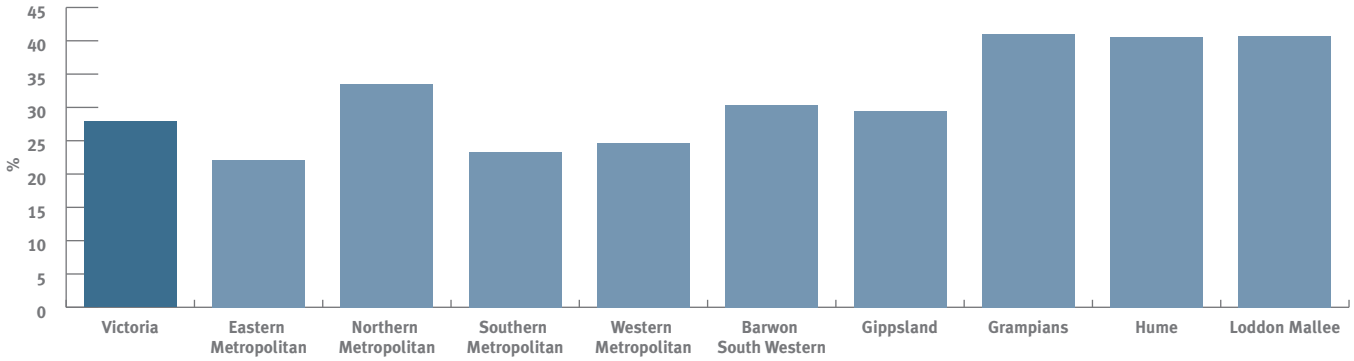


Table 6.3 shows that participation in VET in Schools programs varied across different groups of completers as well as by location. Proportionally more male Year 12 or equivalent completers (31.6%) participated in a VET subject during their senior years of schooling than female completers (24.8%). Participation was higher among those in government schools (31.0%) than in Independent schools (21.4%), adult education (26.2%) or Catholic schools (26.7%).

The majority of Year 12 or equivalent completers who were enrolled in a VCAL program during their final year of schooling participated in a VET in Schools subject during senior secondary (79.0%), while only 25.4% of students not enrolled in the VCAL participated in a VET in Schools program.

Participation in VET in Schools subjects was more common among students from lower SES backgrounds (34.8% of those from the lowest SES quartile compared to 21.0% of those from the highest) and lower academic achievement levels (as measured by the GAT).

Destinations of former VET in Schools participants

Table 6.3 shows that having participated in a VET subject while at school is related to post-school destinations. Those who had done a VET subject were less commonly enrolled in university in April/May 2008 than those who had completed Year 12 or its equivalent, but were proportionately more had enrolled in VET courses, taken up an apprenticeship or traineeship, or entered the labour force. Over half (55.5%) of the completers who were in an apprenticeship had taken a VET subject during their senior years of schooling. In contrast, only one in six (16.4%) of the completers who were enrolled in university had participated in VET in Schools.

Table 6.3 Background characteristics and destinations of VET in Schools participants and other Year 12 or equivalent completers

Characteristics		No VET in Schools participants in senior secondary		VET in Schools participants in senior secondary		Total
		No.	%	No.	%	No.
Gender	Female	13,395	75.2	4,421	24.8	17,816
	Male	10,251	68.4	4,743	31.6	14,994
Indigenous status	Non-Indigenous	23,606	72.1	9,121	27.9	32,727
	Indigenous	40	48.2	43	51.8	83
Education sector	Adult education	223	73.8	79	26.2	302
	Catholic school	5,930	73.3	2,160	26.7	8,090
	Government school	12,239	69.0	5,496	31.0	17,735
	Independent school	5,254	78.6	1,429	21.4	6,683
School sector	Government	12,239	69.0	5,496	31.0	17,735
	Non-government	11,407	75.7	3,668	24.3	15,075
VCAL enrolled in 2007	No	23,322	74.6	7,946	25.4	31,268
	Yes	324	21.0	1,218	79.0	1,542
SES quartile	Lowest	3,656	65.2	1,948	34.8	5,604
	Lower-middle	4,683	68.5	2,151	31.5	6,834
	Upper-middle	6,324	72.8	2,364	27.2	8,688
	Highest	7,692	79.0	2,039	21.0	9,731
	Not available	1,291	66.1	662	33.9	1,953
GAT quartile	Lowest	5,056	62.1	3,092	37.9	8,148
	Second lowest	5,600	70.6	2,327	29.4	7,927
	Second highest	6,166	78.5	1,687	21.5	7,853
	Highest	6,412	84.9	1,143	15.1	7,555
2008 activity*	University	12,131	83.6	2,376	16.4	14,507
	VET Certificate IV+	3,127	66.5	1,575	33.5	4,702
	VET entry-level	725	62.2	440	37.8	1,165
	Apprenticeship	734	44.5	915	55.5	1,649
	Traineeship	796	61.8	492	38.2	1,288
	Employed full-time	1,552	57.0	1,173	43.0	2,725
	Employed part-time	1,139	61.0	729	39.0	1,868
	Looking for work	533	57.4	395	42.6	928
	Inactive	100	59.9	67	40.1	167
	Unknown	101	55.8	80	44.2	181
2008 activity (deferrals shown separately)*	University	12,131	83.6	2,376	16.4	14,507
	VET Certificate IV+	3,127	66.5	1,575	33.5	4,702
	VET entry-level	725	62.2	440	37.8	1,165
	Apprenticeship	734	44.5	915	55.5	1,649

Table 6.3 Background characteristics and destinations of VET in Schools participants and other Year 12 or equivalent completers (continued)

Characteristics		No VET in Schools participants in senior secondary		VET in Schools participants in senior secondary		Total
		No.	%	No.	%	No.
	Traineeship	796	61.8	492	38.2	1,288
	Employed full-time	1,552	57.0	1,173	43.0	2,725
	Employed part-time	1,139	61.0	729	39.0	1,868
	Looking for work	533	57.4	395	42.6	928
	Deferred	2,708	74.6	922	25.4	3,630
Total Year 12 or equivalent completers		23,646	72.1	9,164	27.9	32,810

* Completers who were not in the labour force or education or training, or whose status was unknown are not included in this destination variable.

Figure 6.2 Destinations of VET in Schools participants among Year 12 or equivalent completers

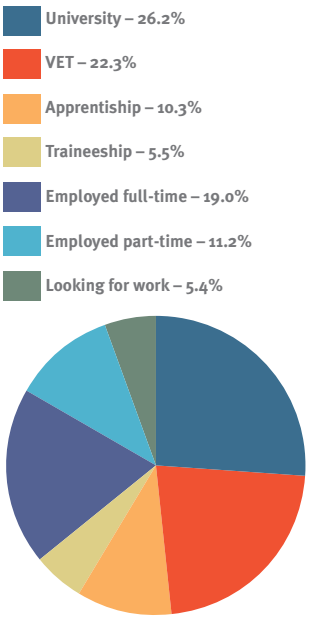


Figure 6.2 shows the proportions of VET in Schools participants among Year 12 or equivalent completers according to their main activity at the time of the 2008 interview. As in past years, these completers used their program to access a wide range of destinations, ranging from university and TAFE to apprenticeships and the labour market. And again, as in past years, positive outcomes were apparent for the majority of these students.

Over half of the former VET in Schools participants were enrolled in tertiary education in April–May 2008, with 22.3% enrolling in a VET qualification (mostly in TAFE but including small numbers of students who accessed private training colleges and adult and community education providers), and 26.2% enrolling in university.[18]

Almost one in six former VET in Schools participants (15.8%) was in an apprenticeship or traineeship. This group comprised 10.3% who were engaged in an apprenticeship and 5.5% who were in a traineeship.

The remaining 35.6% of former VET in Schools participants were in the labour force and not enrolled in any further education or training. Of these, 19.0% were in full-time work, 11.2% were in part-time work and 5.4% were unemployed and looking for work.

Compared with the previous cohort of Year 12 or equivalent completers who had done a VET in Schools program, the proportion enrolled in university decreased slightly, from 28.9% in 2007 to 26.2% in 2008, as did the proportion enrolled in a VET course

[18] Around 10% of the former VET in Schools participants received a tertiary offer but had elected to defer their enrolment as of April–May 2008. In Figure 6.2, the deferees are classified according their main activity at the time of the 2008 interview (mostly in the labour force categories) but identified separately later in the chapter.

(either entry-level or Certificate IV), from 23.6% in 2007 to 22.3% in 2008.[19] The proportion in apprenticeships or traineeships rose 1.5 percentage points, from 14.3% to 15.8%. The proportion of former VET in Schools participants in full-time work and not participating in further education or training increased (from 13.2% in 2007 to 19.0% in 2008), while the proportion in part-time work decreased (from 14.4% to 11.2%) and the proportion looking for work remained steady. These changes from 2007 to 2008 are likely to reflect the growth in the job market that was evident up until mid-2008.

Gender differences in destinations

As in past years, there were gender differences in the destinations of former VET in Schools participants among the Year 12 or equivalent completer group. Over time, these have shown consistent patterns as follows:

- proportionally more females enrolled in university
- proportionally more males in apprenticeships
- proportionally more females in traineeships
- proportionally more females in part-time work
- similar proportions of males and females in full-time employment and looking for work.

These gender differences largely remain when deferees are identified separately (see Figure 6.3). Overall, 11.6% of female VET in Schools participants had deferred a tertiary place as of April–May 2008, compared to 8.8% of males. Higher proportions of female former VET in Schools participants enrolled in university (28.7%) and VET courses (24.5%).[20] The gap between male and female university enrolment rates among this group was 5 percentage points, while the gap in VET enrolment rates was 4.4 percentage points.

Males among former VET in Schools participants were more frequently found in the apprenticeship/traineeship category (21.4% of males, compared with 9.7% of females). Within this category, there were also gender differences, with 17.2% of male former VET in Schools participants in an apprenticeship compared with only 2.8% of females. The gender difference was not as great in traineeships, with 6.9% of female VET in Schools participants in a traineeship at the time of the 2008 interview compared with 4.2% of males. These differences are likely to reflect the location of most apprenticeships in the traditionally male

[19] Data on the destinations of the 2006 cohort of former VET in Schools participants at the time of the 2007 interview are provided in Polesel & Teese (2007).

[20] Although it should be noted that when deferees are classified to their main activity at the time of the 2008 interview, the gender gap in VET course enrolments is no longer apparent.

trade-related areas, while traineeships span a broader range of occupations, including those that attract higher proportions of females.

Differences between the patterns of female and male VET in Schools participants' labour force status were not large (Figure 6.3). Females were more frequently working part-time (9.7% compared to 7.4% of males), while males were more commonly working full-time (14.0% compared to 11.8% of females). Similar proportions of males and females among former VET in Schools participants were looking for work at the time of the 2008 interview (4.7% and 4.0%, respectively).

Geographic differences in destinations

The pattern of differences in destinations of VET in Schools participants from metropolitan and non-metropolitan areas follows a similar pattern to that of all Victorian Year 12 or equivalent completers from these areas, as well as national statistics on post-school pathways.

Figure 6.4 shows that VET in Schools participants from metropolitan areas were more frequently enrolled in tertiary education – 29.7% at university and 25.4% in VET courses compared to 19.4% enrolled at university and 16.1% in VET courses for those from non-metropolitan areas. In contrast, participation in apprenticeships, traineeships and the labour force was higher for non-metropolitan VET in Schools participants than for those from metropolitan locations.

As was noted in Chapter 5, for the full sample of Year 12 or equivalent completers deferral of tertiary study was much more common for VET in Schools participants from non-metropolitan areas (14.1%) than for those from metropolitan locations (8.1%).

Figure 6.3 Destinations of VET in Schools participants among Year 12 or equivalent completers by gender (deferees shown separately)

Figure 6.4 Destinations of VET in Schools participants among Year 12 or equivalent completers, by region (deferees shown separately)

Chapter 7
Regional differences in post-Year 12 or equivalent destinations

The destinations of young people who have completed their Year 12 or equivalent are influenced by a number of factors, including where they live. This chapter reports on destinations by region. Most of the analyses are based on the labour force regions used by the Australian Bureau of Statistics (ABS). These enable destinations to be examined at a high degree of disaggregation, and this is important because of the influence of regional labour market factors on employment and education opportunities.

Victoria has 14 ABS labour force regions, nine of which cover metropolitan Melbourne and five which cover non-metropolitan Victoria. The labour force regions can be broadly related to the nine DEECD regions as in Table 7.1.

Table 7.1 DEECD regions and ABS labour force regions, Victoria

DEECD regions	ABS labour force regions
Metropolitan	
Southern Metropolitan	Southern Melbourne; South Eastern Melbourne; Mornington Peninsula
Eastern Metropolitan	Inner Eastern Melbourne; Outer Eastern Melbourne
Western Metropolitan	Inner Melbourne; Outer Western Melbourne
Northern Metropolitan	North Western Melbourne; North Eastern Melbourne
Non-metropolitan	
Barwon South Western	Barwon Western District
Gippsland	All Gippsland
Loddon Mallee	Loddon Mallee
Hume	Goulburn Ovens Murray
Grampians	Central Highlands Wimmera

Note: There is not an exact correspondence between the DEECD and ABS regions.

Regional differences in the transition to tertiary education

Figure 7.1 examines the transition to tertiary education in each of the 14 ABS labour force regions. It shows that the proportion of Year 12 or equivalent completers enrolled in either university or TAFE/VET programs at Certificate IV level or above ranges from 35.2% in Goulburn Ovens Murray to 78.1% in Inner Eastern Melbourne. Transition to university ranges from 26.1% in Goulburn Ovens Murray to 65.7% in Inner Eastern Melbourne.

All the non-metropolitan regions have lower rates of transition to tertiary study than do metropolitan regions. Within Melbourne too, transition to university differs across regions. In the Inner Eastern Melbourne, Inner Melbourne and Southern Melbourne labour force regions, transition to tertiary study is comparatively high. However, in the Outer Western, North Eastern, North Western and South Eastern

Figure 7.1 Enrolment in tertiary education by Year 12 or equivalent completers, by ABS labour force region

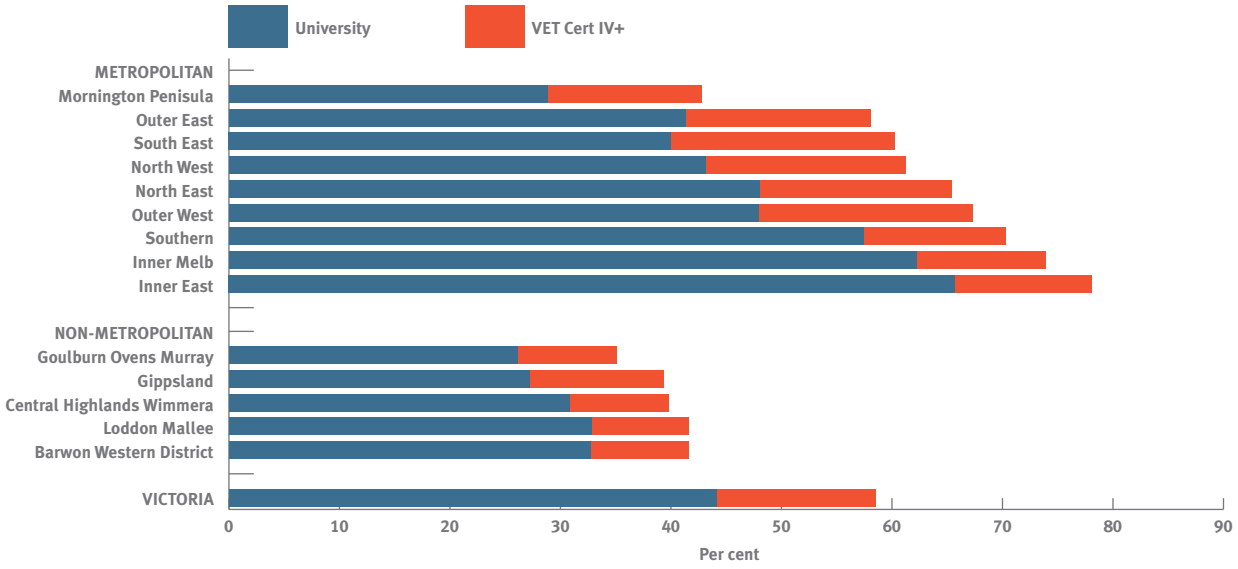
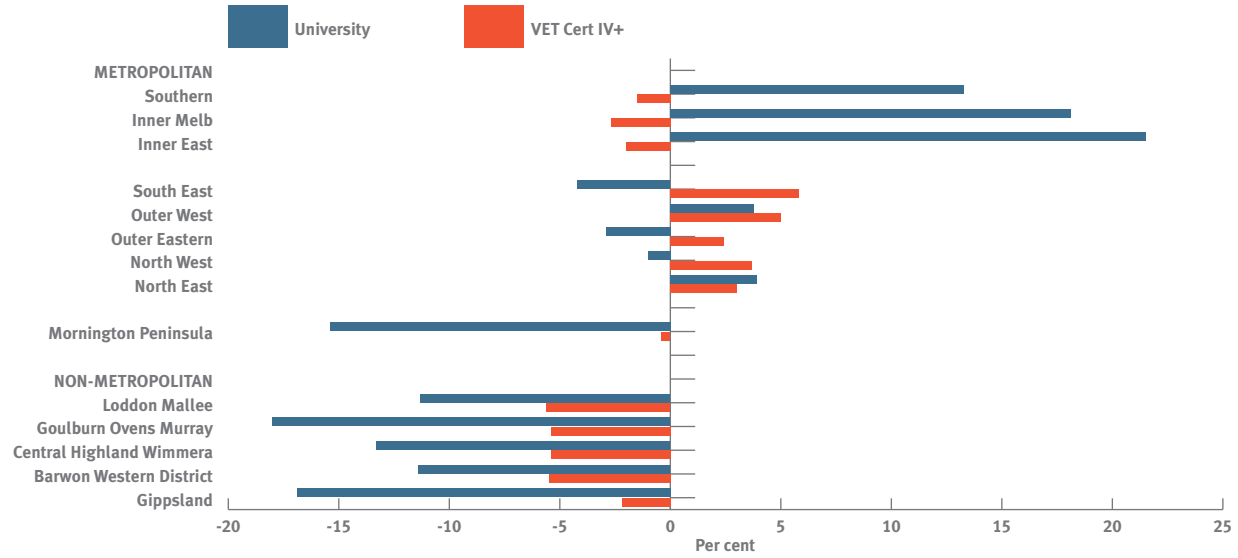


Figure 7.2 Differences in enrolment in tertiary education by Year 12 or equivalent completers, by ABS labour force region



regions of Melbourne less than 50% of Year 12 or equivalent completers were enrolled in university in April/May 2008. In the Mornington Peninsula labour force region, transition rates are similar to those in country areas, with less than one-third of completers enrolled in university in the first year after leaving school.

A more detailed analysis of transition to tertiary education by Year 12 or equivalent completers shows that Victoria can be divided into four main regional groupings (Figure 7.2):

- metropolitan regions with high university plus medium transition to higher-level VET
- metropolitan regions with medium university but medium-high transition to higher-level VET
- metropolitan regions with low university but medium transition to higher-level VET
- non-metropolitan regions where both university and VET transition are low.

In the first grouping of regions – mainly higher SES suburbs of Melbourne – high university transition was *supplemented* by medium-low transition to higher-level VET courses. The second grouping, which includes the outer suburbs of Melbourne, came reasonably close to the first in terms of overall transition to tertiary study, due to higher rates of VET transition. University transition was lower, however, which contributed to the lower tertiary transition profile of this group when compared to the Southern Melbourne, Inner Melbourne and Inner Eastern Melbourne regions. Differentiated from the other metropolitan groupings is the semi-rural Mornington Peninsula labour force region, where the university transition rate was more like that of country Victoria but transition to VET is higher. Non-metropolitan regions – the fourth grouping – had the lowest rates of enrolment in tertiary education by Year 12 or equivalent completers, due to *both* relatively low university and higher-level VET enrolment rates.

Shifting the focus to the transition to VET only, a different regional picture emerges. As shown in Figure 7.3, in some metropolitan regions, transition from Year 12 or equivalent to any form of VET (including higher-level programs and apprenticeships and traineeships) involved almost a third or more of Year 12 or equivalent completers. These regions included North Western Melbourne (32.6%), South Eastern Melbourne (34.5%) and Outer Western Melbourne (31.9%). By contrast, the relatively high SES regions of Melbourne had lower rates of VET transition: Southern Melbourne (21.2%), Inner Eastern Melbourne (19.5%) and Inner Melbourne (17.5%). It is notable that while country Victoria had generally lower rates of enrolments in university by Year 12 or equivalent completers, total VET transition across all Australian AQF levels was also relatively low, involving at most one-third of completers only in the Gippsland region (33.7%).

Figure 7.3 Enrolment in VET by Year 12 or equivalent completers, by Australian Qualifications Framework level and ABS labour force region

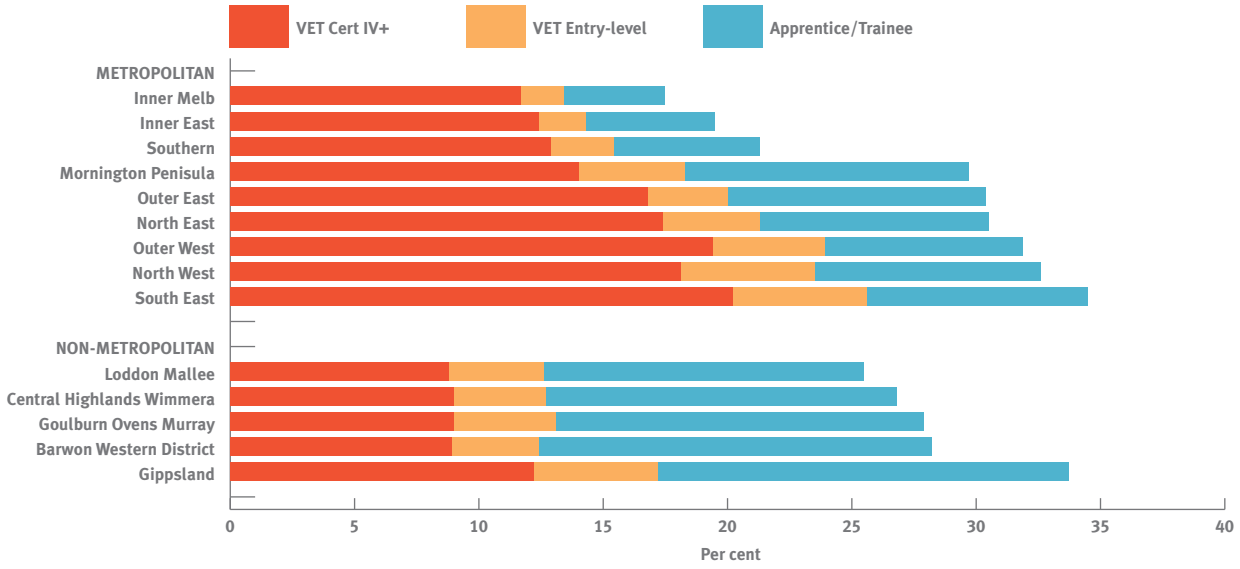
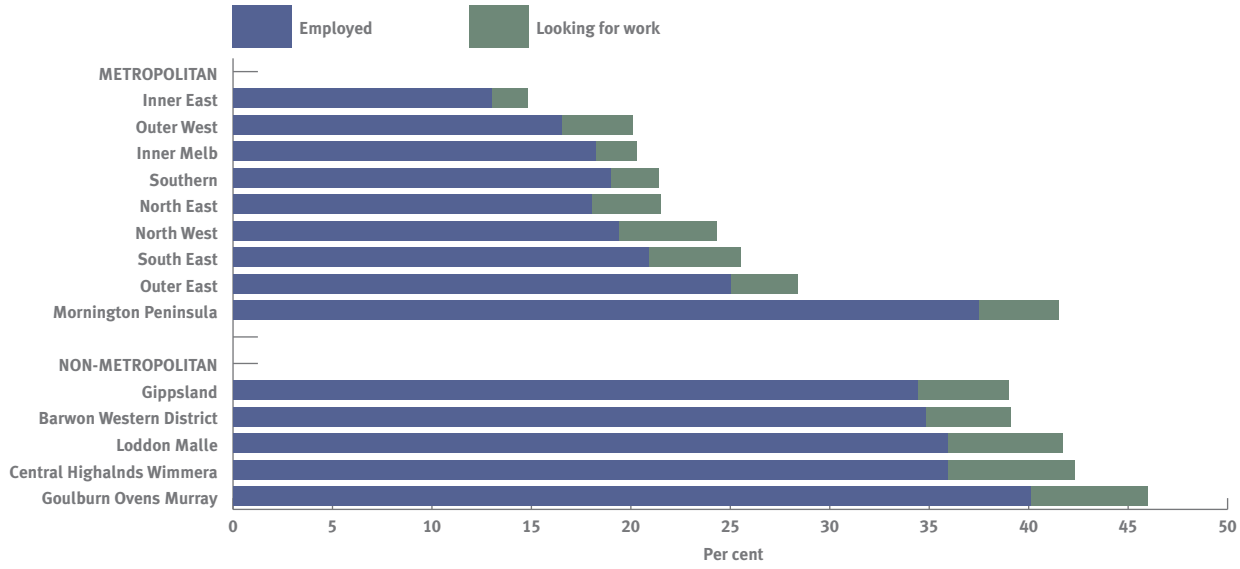


Figure 7.4 Year 12 or equivalent completers in the labour force and not enrolled in education or training, by ABS labour force region



Country Victoria also had the highest rates of completers who were not enrolled in education or training in April–May 2008. Only the Mornington Peninsula labour force region – which has a large rural component – matched the non-metropolitan regions in terms of the proportion of Year 12 or equivalent completers who entered the labour force and were not enrolled in further education or training (see Figure 7.4). Overall, there was a 15.4 percentage point gap between non-metropolitan and metropolitan regions in the proportion entering the labour force and not being engaged in further education or training.

Regional differences in labour force activities

A complete picture of education, training and employment activities is presented in Figure 7.5. This shows the heavy dependence of Year 12 or equivalent completers from non-metropolitan regions on gaining employment or employment-based training (apprenticeships and traineeships) in comparison to completers from metropolitan regions. In April–May 2008, between 54.6% and 60.8% of Year 12 or equivalent completers from country Victoria (depending on the region) were either engaged in an apprenticeship or traineeship, were working or looking for work – an average of 56.5% for non-metropolitan completers compared with an average of 32.2% of those from metropolitan regions.

Table 7.2 provides details of the numbers and proportions of completers in each activity for the 14 ABS labour force regions.

Figure 7.5 Education, training and labour force activities of Year 12 or equivalent completers, by ABS labour force region

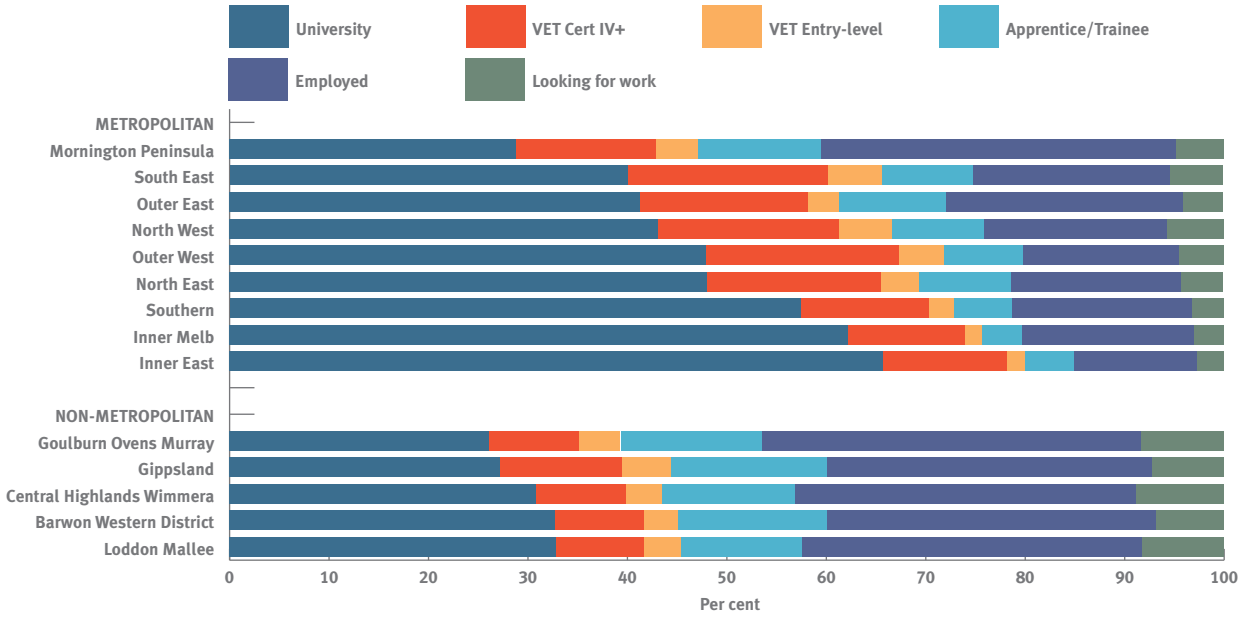


Table 7.2 Education, training and labour force activities of Year 12 or equivalent completers, by ABS labour force region

Labour force region		Activity						
		University	VET Certificate IV+	VET entry-level	Apprentice/ Trainee	Employed	Looking for work	Total
Metropolitan								
Outer Western Melbourne	No.	1,840	744	174	306	635	139	3,838
	%	47.9	19.4	4.5	8.0	16.5	3.6	100.0
North Western Melbourne	No.	817	343	102	172	368	92	1,894
	%	43.1	18.1	5.4	9.1	19.4	4.9	100.0
Inner Melbourne	No.	451	85	12	30	132	15	725
	%	62.2	11.7	1.7	4.1	18.2	2.1	100.0
North Eastern Melbourne	No.	1,474	534	120	282	552	108	3,070
	%	48.0	17.4	3.9	9.2	18.0	3.5	100.0
Inner Eastern Melbourne	No.	2,983	564	88	235	589	83	4,542
	%	65.7	12.4	1.9	5.2	13.0	1.8	100.0
Southern Melbourne	No.	1,432	321	63	146	473	60	2,495
	%	57.4	12.9	2.5	5.9	19.0	2.4	100.0
Outer Eastern Melbourne	No.	1,320	537	101	334	798	108	3,198
	%	41.3	16.8	3.2	10.4	25.0	3.4	100.0
South Eastern Melbourne	No.	1,069	540	145	239	558	124	2,675
	%	40.0	20.2	5.4	8.9	20.9	4.6	100.0
Mornington Peninsula	No.	435	211	65	172	567	61	1,511
	%	28.8	14.0	4.3	11.4	37.5	4.0	100.0
Non-metropolitan								
Barwon Western District	No.	842	229	89	407	896	112	2,575
	%	32.7	8.9	3.5	15.8	34.8	4.3	100.0
Central Highlands Wimmera	No.	389	114	47	178	454	81	1,263
	%	30.8	9.0	3.7	14.1	35.9	6.4	100.0
Loddon Mallee	No.	548	147	63	216	600	97	1,671
	%	32.8	8.8	3.8	12.9	35.9	5.8	100.0
Goulburn Ovens Murray	No.	469	162	73	265	719	106	1,794
	%	26.1	9.0	4.1	14.8	40.1	5.9	100.0
All Gippsland	No.	441	198	81	267	557	75	1,619
	%	27.2	12.2	5.0	16.5	34.4	4.6	100.0
All Regions	**No.**	**14,510**	**4,729**	**1,223**	**3,249**	**7,898**	**1,261**	**32,870**
	%	**44.1**	**14.4**	**3.7**	**9.9**	**24.0**	**3.8**	**100.0**

Considering regional differences in transition in the light of different academic achievement (as measured by GAT quartiles), the differences in the activities of Year 12 or equivalent completers from the country compared to those from metropolitan areas become even more marked. Figure 7.6 shows that in non-metropolitan Victoria, only the highest academic achievers enrol in some form of further education or training at rates broadly comparable to the statewide average (74.6%) for all Year 12 or equivalent completers. Conversely, in most metropolitan regions, it is only the lowest academic achievers who do not exceed this statewide average.

Regional differences in reasons for not continuing in education or training

There are also regional differences in the reasons given by Year 12 or equivalent completers for not continuing in education or training. These seem to relate strongly to inequitable access to education and training institutions, but economic factors associated with the costs of study and with the SES profile of different regions also have an impact. Figure 7.7 and Figure 7.8 report the regional differences associated with five of the main reasons given for not continuing in education or training.

Figure 7.6 Enrolment of Year 12 or equivalent completers in further education or training, by ABS labour force region and quartiles of GAT achievement

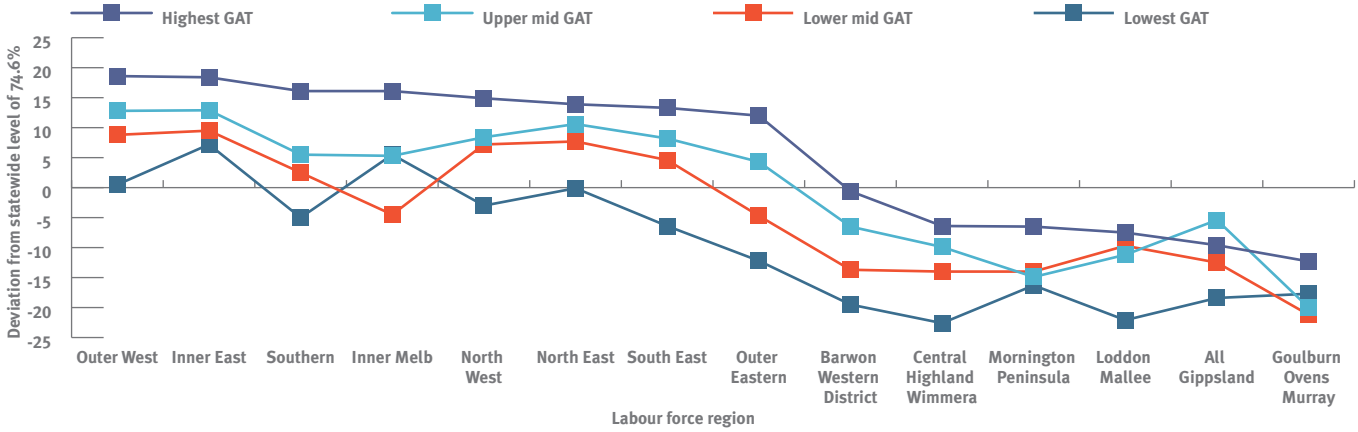


Figure 7.7 shows that different levels of access to educational institutions play a key role in young people's decisions about pursuing further study or training. Year 12 or equivalent completers living in non-metropolitan regions and in the South Eastern Melbourne and Mornington Peninsula regions more frequently identified the costs of travel or the need to travel long distances in order to reach education providers as a reason for not being in post-secondary study or training. The need to move away from home was also more commonly nominated as a study barrier by completers living in all non-metropolitan areas and the Mornington Peninsula.

When focusing on financial issues involved in pursuing further study or training, young people living in non-metropolitan regions as well as the Mornington Peninsula nominated the costs associated with study more frequently than other completers (Figure 7.8). For completers in the Loddon Mallee, Goulburn Ovens Murray and Gippsland labour force regions, the potential financial pressure their family would face was commonly nominated as a barrier to further study.

This regional perspective indicates that barriers associated with access and financial factors tend to affect Year 12 or equivalent completers living in the country and fringe urban regions (such as the Mornington Peninsula) to a greater extent than those living in most metropolitan areas.

Regional differences in positive transitions

This section draws together the data on destinations in relation to the nine DEECD regions. The focus is on the proportion of Year 12 or equivalent completers who could be considered to be experiencing a positive transition as of April–May 2008. For this purpose a positive transition is defined as being in education, training or full-time employment. Figure 7.9 records this proportion for each of the DEECD regions on the vertical axis. The horizontal axis is a measure of the socioeconomic disadvantage of each region, based on the Student Family Occupation (SFO) index. It records the proportion of families employed in unskilled occupations or not employed at all.

There are three broad features of the data in Figure 7.9.

- The nine DEECD regions vary more widely in terms of the SFO index of families working in either unskilled occupations or not employed (from 21% in Eastern Metropolitan to 48% in Western Metropolitan) than they do in the proportion of Year 12 or equivalent completers who experienced a positive transition (from 78% in Grampians region to 88% in Eastern Metropolitan).

Figure 7.7 Travel and distance cited as barriers to further education and training by Year 12 or equivalent completers, by ABS labour force region

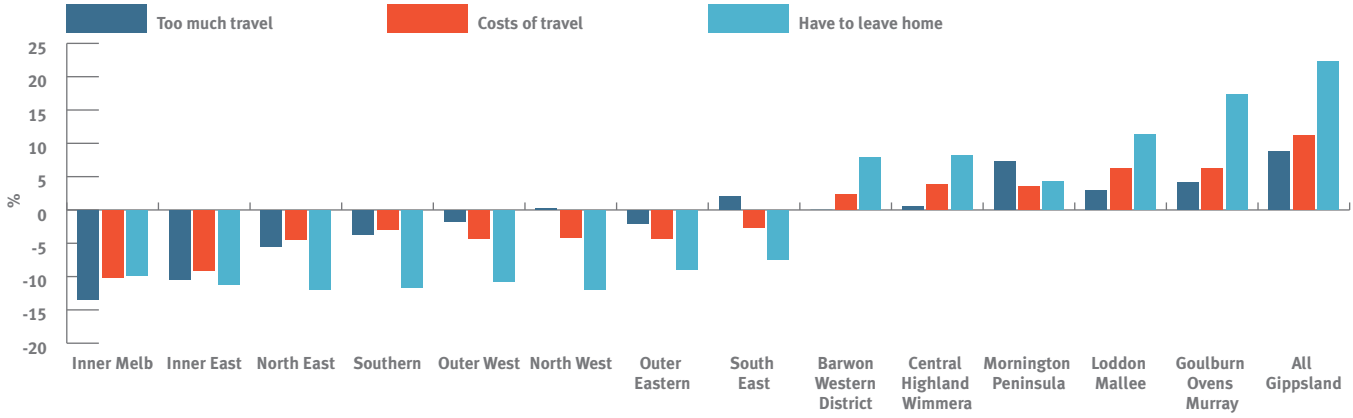
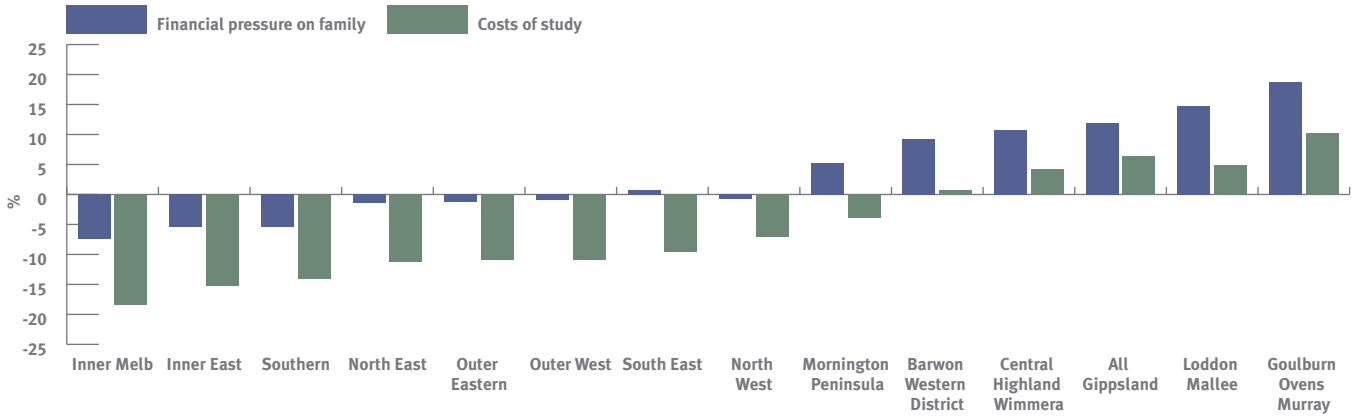


Figure 7.8 Financial barriers to further education and training cited by Year 12 or equivalent completers, by ABS labour force region



- The five non-metropolitan regions cluster together much more tightly than do the four metropolitan regions in terms of both transition outcomes and SFO disadvantage. The metropolitan regions have a much wider spread of transition outcomes and SFO disadvantage. The non-metropolitan regions all experience lower transition outcomes than any of the metropolitan regions.
- In general, the higher the level of disadvantage, the lower the proportion of positive transition outcomes. However, Western Metropolitan region and, to a lesser extent, Northern Metropolitan region are counter to this pattern. Both regions experienced a higher proportion of positive outcomes than would have been predicted on the basis of their relatively high level of SFO disadvantage.

Figure 7.9 suggests that the highest priority is to improve transition outcomes for those in non-metropolitan regions. In this regard there could be useful policy lessons from examining the factors that have contributed to areas such as Western Metropolitan achieving relatively high proportions of positive transition outcomes.

Figure 7.9 Year 12 or equivalent completer transitions and Student Family Occupation index, by DEECD region

Chapter 8
Early leavers

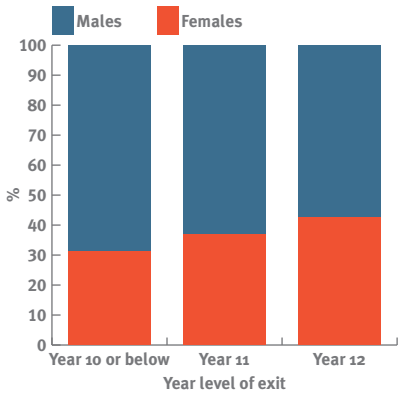
This chapter focuses on the characteristics and experiences of early leavers. For the purposes of the *On Track* survey, the following definition is used:

Early leavers are those students in Years 10, 11 and 12 who had registered their details with the VCAA by enrolling in a VCE or VCAL unit, and who left school before completing Year 10, 11 or 12.

A total of 4740 early leavers participated in the 2008 *On Track* survey. Half of the achieved sample (51.9%) had attempted or completed Year 11, while 20.3% had been in Year 10 or below in 2005. Students who commenced but did not complete Year 12 make up the remaining 27.8% of the sample.

Almost all early leaver respondents (96.3%) indicated they were in some form of education or training, or had entered the labour market and were either employed or looking for work. The remaining proportion was neither in education or training, nor in the labour force (4.0%). This group of early leavers (n=192) is not included in the analyses in the first part of this chapter but is discussed later in the chapter.

Figure 8.1 Early school leavers, by gender and year level of exit



Earlier *On Track* reports, and research based on national longitudinal samples of young people (Curtis & McMillan, 2008), indicate that there are more male early leavers than female leavers. This was also found to be the case in the 2008 survey, both across and within year levels (although to a marginally lesser extent among Year 12 early leavers) (see Figure 8.1). Overall, males comprised 62.8% of the early leaver sample in 2008.

Early leavers' destinations

Just over half (55.1%) of the early leavers in the survey were enrolled in some form of education or training in April–May 2008, their first year out from school. This was the same proportion reported in the 2007 survey. The main destinations by gender are reported in Figure 8.2 and Table 8.1. They indicate that the proportion of female early leavers enrolled in some form of education or training was much smaller than the proportion of male early leavers who followed this pathway. More than half of all female early leavers (54.9%) were in the labour force but not enrolled in any further education or training, compared with 39.3% of males (39.3%).

For females the most frequent education or training destination was an entry-level VET course (20.6%), with apprenticeships and traineeships accounting for a further 13.7% and 10.8% respectively. For males, apprenticeships dominated, accounting for 44.3% of early leavers, followed by entry-level VET courses (11.1%) and traineeships (5.3%).

An early exit from school, if it does result in a job, will frequently mean part-time work. While rates of full-time employment were similar for males and females

(18.8% and 20.4%, respectively), female early leavers in employment had more than twice the participation in part-time work as males (17.4% and 8.2%, respectively). Although part-time employment is often a stepping stone to full-time work (Marks, 2006), in general part-time work does not confer the same advantages as full-time work in terms of earnings, career paths and access to training. The *On Track* data, along with other research, indicates that female early leavers more frequently experience part-time work than do male leavers.

Table 8.2 shows that the proportions of early leavers in each destination have not changed markedly in the six years of the *On Track* study. The most notable trend is the increase in the proportion of apprentices, which has risen from 28.7% since the 2002 cohort to 33.2% for the most recent cohort of early leavers. The proportion enrolled in VET programs has decreased since 2002, declining from 23.0% to 14.6% for the 2007 cohort (the group surveyed in 2008). The proportion of respondents who exited school early and entered employment without being enrolled in any further education or training has also fluctuated over the years of the survey and, at 30.9%, is currently greater than the corresponding proportion for the 2002 cohort. The proportion of early leavers looking for work has also fluctuated in a similar way to the proportion employed. Since 2002 it has decreased slightly and is at 14.0% for the most recent cohort.

Table 8.1 Destinations of early leavers, by gender

Destination	Males		Females		Total	
	No.	%	No.	%	No.	%
VET	322	11.1	340	20.6	662	14.6
Apprentice	1,283	44.3	227	13.7	1,510	33.2
Trainee	153	5.3	179	10.8	332	7.3
Working full-time	543	18.8	337	20.4	880	19.3
Working part-time	238	8.2	288	17.4	526	11.6
Looking for work	355	12.3	283	17.1	638	14.0
Total	2,894	100.0	1,654	100.0	4,548	100.0

Figure 8.2 Destinations of early leavers, by gender

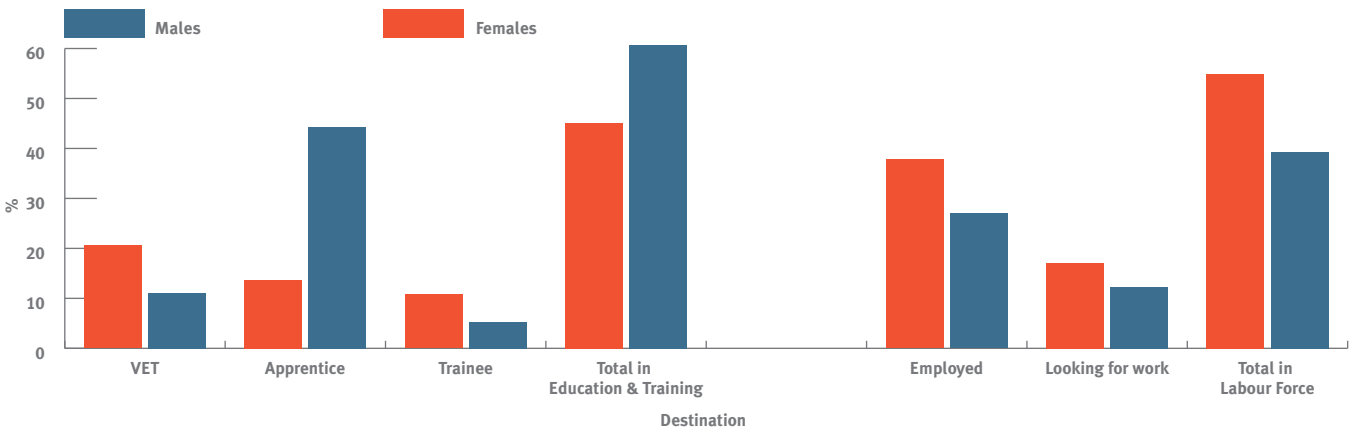


Table 8.2 Comparison of early leaver destinations, by cohort year and gender, 2002–2007 (%)

Destination	2002			2003			2004			2005			2006			2007		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
VET	20.1	28.9	23	19.2	28.8	22.4	17.6	23.8	19.8	11.8	20.1	14.6	12.6	21.9	15.8	11.1	20.6	14.6
Apprentice	37.3	11.4	28.7	31.7	7.4	23.5	39.4	12.7	29.8	45.9	14.7	35.5	41.0	10.0	30.2	44.3	13.7	33.2
Trainee	4.1	8	5.4	3.7	8.4	5.3	5.7	12	8	5	11.4	7.1	4.2	12.5	7.1	5.3	10.8	7.3
Education & training (sub-total)	61.5	48.3	57.1	54.6	44.6	51.2	62.7	48.5	57.6	62.7	46.3	57.2	57.8	44.4	53.2	60.7	45.1	55.1
Employed	24.3	29	25.9	27.1	34.5	29.6	23.6	33.2	27	24.2	35.3	27.9	28.8	36.7	31.5	27.0	37.8	30.9
Looking for work	14.2	22.6	17	18.3	20.9	19.2	13.7	18.3	15.4	13.1	18.3	14.8	13.4	18.9	15.3	12.3	17.1	14.0
Labour force (sub-total)	38.5	51.6	42.9	45.4	55.4	48.8	37.3	51.5	42.4	37.3	53.7	42.8	42.2	55.6	46.8	39.3	54.9	44.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note: The cohort year refers to year in which the respondents left school; the survey is administered in April–May of the following year and so, for example, the 2007 cohort was surveyed in 2008.

Figure 8.3 Destinations of early leavers, by year level of exit

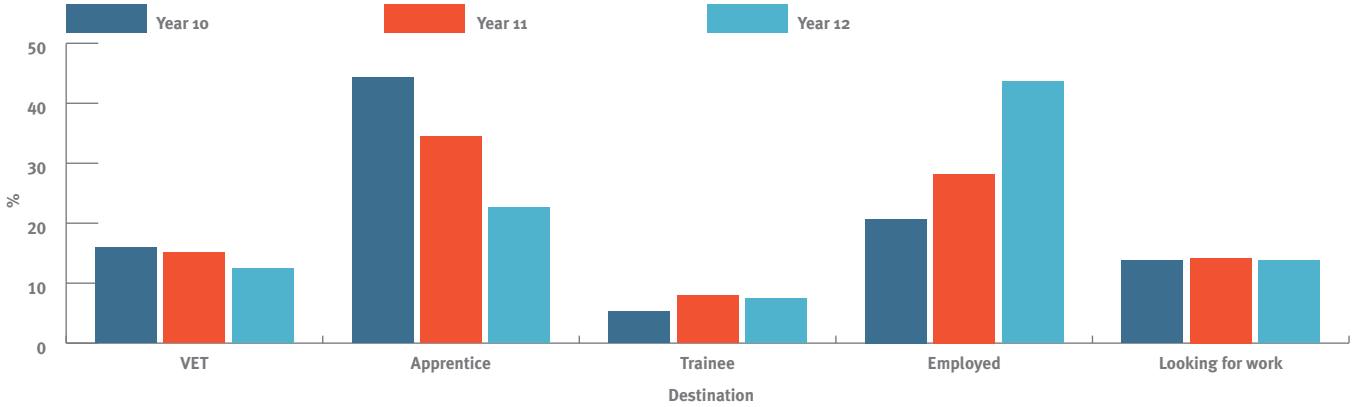


Table 8.3 Destinations of early leavers, by year level of exit

Destination	Year 10 or below		Year 11		Year 12		Total	
	No.	%	No.	%	No.	%	No.	%
VET	146	15.9	359	15.1	157	12.5	662	14.6
Apprentice	408	44.3	818	34.5	284	22.6	1510	33.2
Trainee	49	5.3	189	8.0	94	7.5	332	7.3
Working full-time	123	13.4	400	16.9	357	28.4	880	19.3
Working part-time	67	7.3	268	11.3	191	15.2	526	11.6
Looking for work	127	13.8	337	14.2	174	13.8	638	14.0
Total	**920**	**100.0**	**2,371**	**100.0**	**1,257**	**100.0**	**4,548**	**100.0**

Destinations were strongly associated with the year level at which an early leaver exited from school (see Table 8.3 and Figure 8.3). In general, greater proportions of those who left earlier, compared to those who left in senior secondary years, were enrolled in an entry-level VET course at a TAFE institute or community or private provider. In addition, of those who left school in Year 10 or below during 2007, 44.3% entered an apprenticeship. Among Year 11 leavers, 34.5% entered an apprenticeship; among Year 12 early leavers, 22.6% followed this pathway.

The higher the year level of exit, the greater the proportion of early leavers who were working in either a full-time or part-time capacity. The proportion of those who left during Year 12 and were employed either full or part-time (43.6%) was more than twice that of those who left in Year 10 or earlier (20.7%). Across all exit points (Year 10, 11 and 12) the proportions of leavers experiencing a more troublesome transition from school were similar, with approximately 14% of each group of early leavers unemployed and looking for work.

Destinations and perceptions of academic achievement

In previous *On Track* surveys, early leavers were asked to rate their academic performance during their final year of schooling by indicating which of the following statements best reflected their view of their performance: 'overall very good results', 'some good results, overall satisfactory', 'some poor results, overall didn't do well', 'overall very poor results'. In the 2008 *On Track* survey, early leavers were asked to indicate their level of satisfaction with their school results, using the following response options: very satisfied; somewhat satisfied; neither satisfied nor dissatisfied; somewhat dissatisfied; very dissatisfied.

Due to the changes in the questions, comparisons with previous analyses of the relationship between perceptions of academic achievement are not appropriate.

Figure 8.4 Destinations of early leavers, by perceived satisfaction with school results

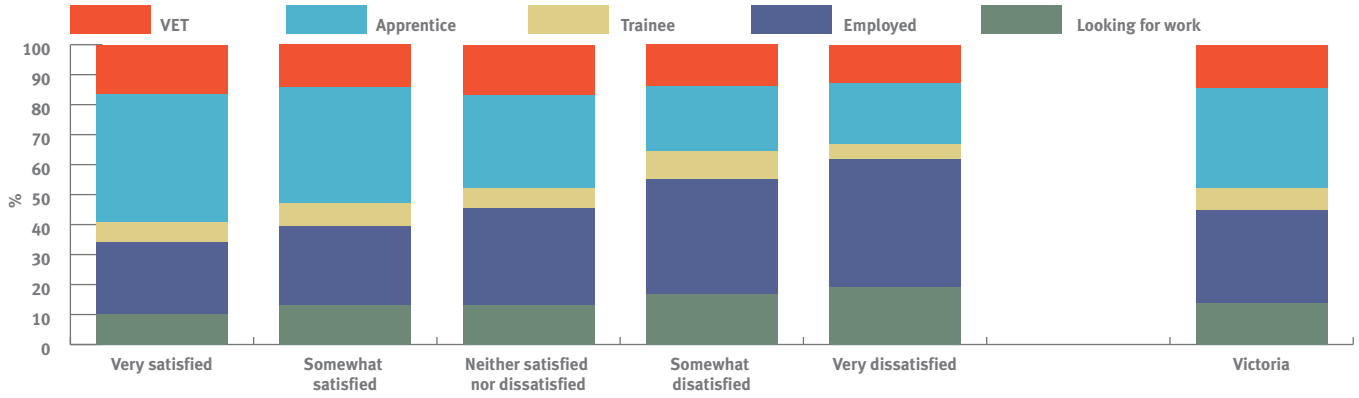
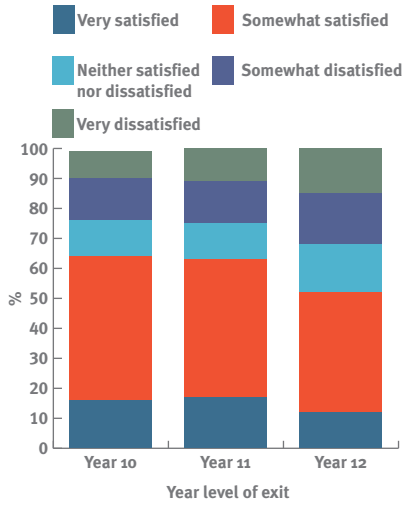


Figure 8.5 Early school leavers, perceived satisfaction with school results, by year level of exit



As shown in Figure 8.4, almost two-thirds of early leavers who were 'very satisfied' with their school results moved into further education or training, compared to just over one-third of those were 'very dissatisfied' with their results. Conversely, the proportion of early leavers who were employed was greater among those who were 'very dissatisfied' with their results (42.4%) compared to those who were less negative in their view of their performance (38.3% of those who were 'somewhat dissatisfied', 32.3% of those who were 'neither satisfied nor dissatisfied', 26.4% of those who were 'somewhat satisfied' and 23.8% of those who were 'very satisfied' with their results).

Interestingly, analysis by year level (see Figure 8.5 below) shows that young people exiting from Year 10 or below and Year 11 displayed similar profiles of satisfaction with their school results. Those who leave in Year 12, however, were less satisfied with their school performance. This may indicate that the demands of Year 12 were a factor in this group's decision to leave school part way through the year.

Destinations of early leavers, by Indigenous status

Only a very small group of early leavers (0.9%) identified as Aboriginal or Torres Strait Islander in the 2008 survey. As such, the results need to be treated with caution. The destinations of Indigenous and non-Indigenous respondents are shown in Figure 8.6.

Unlike in previous years, enrolment in VET programs was slightly lower among Indigenous respondents than among non-Indigenous early leavers (13.0% compared to 14.6%). Fewer Indigenous early leavers were in apprenticeships (19.1% compared to 34.2%), but a higher proportion, compared to non-Indigenous leavers, had entered traineeships (11.5% compared to 7.3%). Indigenous and non-Indigenous respondents had similar rates of employment (31.3% and 30.3%) and rates of full-time versus part-time

employment were also quite similar across the groups. Among Indigenous respondents, 17.6% were employed full-time and 13.7% part-time, while the comparable rates for non-Indigenous respondents were 19.3% and 11.0%, respectively. In contrast, the proportion of Indigenous early leavers who were looking for work was almost twice that of non-Indigenous early leavers, at 25.3% and 13.6%, respectively.

Regional differences in early school leaver destinations

There was considerable regional variation in the post-school destinations of early leavers. While for Victoria as a whole, 60.7% of males were enrolled in some form of education or training, this ranged from a low of 38.5% in the Inner Melbourne labour force region to a high of 68.5% in the Gippsland region of country Victoria (see Figure 8.7).

Enrolment in further education and training for male early leavers tended to be higher in country regions than in metropolitan areas, thus partially offsetting males' comparatively lower retention school rates. Apprenticeships contributed significantly to this overall higher participation rate among male early leavers in further education and training in country Victoria.

Female participation in further education and training also displayed marked regional differences (see Figure 8.8). There were also other important differences. Transition depended heavily on entry-level VET courses, which played a much larger role for female early leavers than for their male counterparts. Apprenticeships played a much smaller role for females, and the proportion of females in traineeships was usually not high enough to bring participation in all employment-based training to the male rate.

Figure 8.6 Destinations of early leavers, by Indigenous status

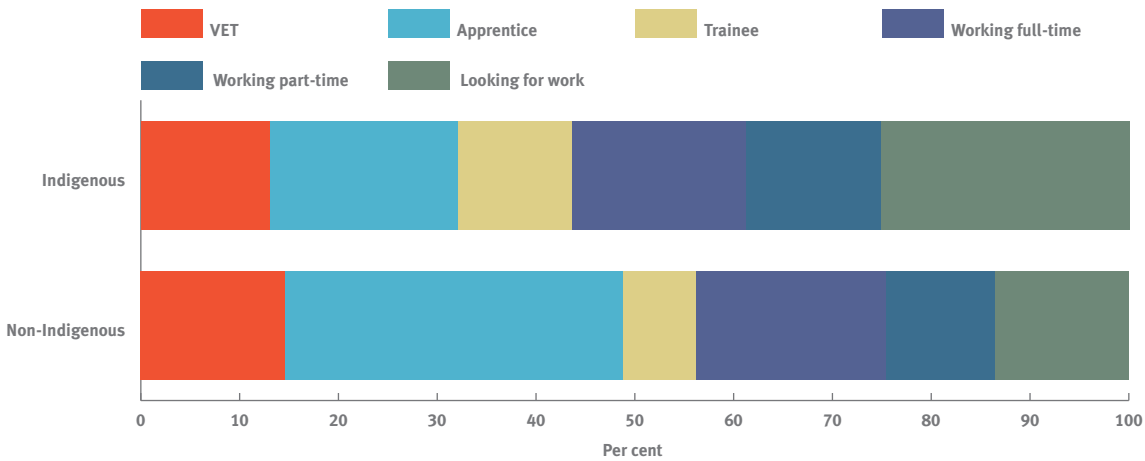


Figure 8.7 Differences in early school leaver destinations by ABS labour force region – males

Figure 8.8 Differences in early school leaver destinations by ABS labour force region – females

In some labour force regions, for example North Western Melbourne, Outer Western Melbourne and South Eastern Melbourne, the proportion of female early leavers either working or looking for work was very high, with approximately six in every ten female early leavers in the labour force and not participating in further education or training.

The jobs of early leavers

The jobs most frequently found by early leavers who do not enter further education or training are presented in Figure 8.9 and Figure 8.10. Among males the three most common employment areas were in labouring (12.1%, comprising 9.8% as general

Figure 8.9 Most common jobs of early leavers – males

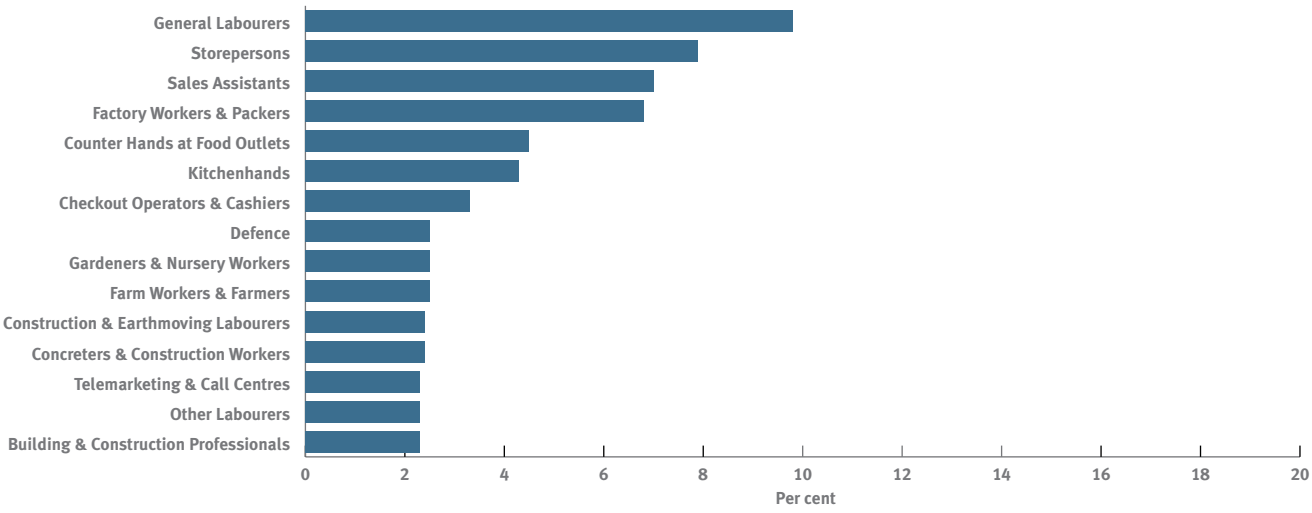
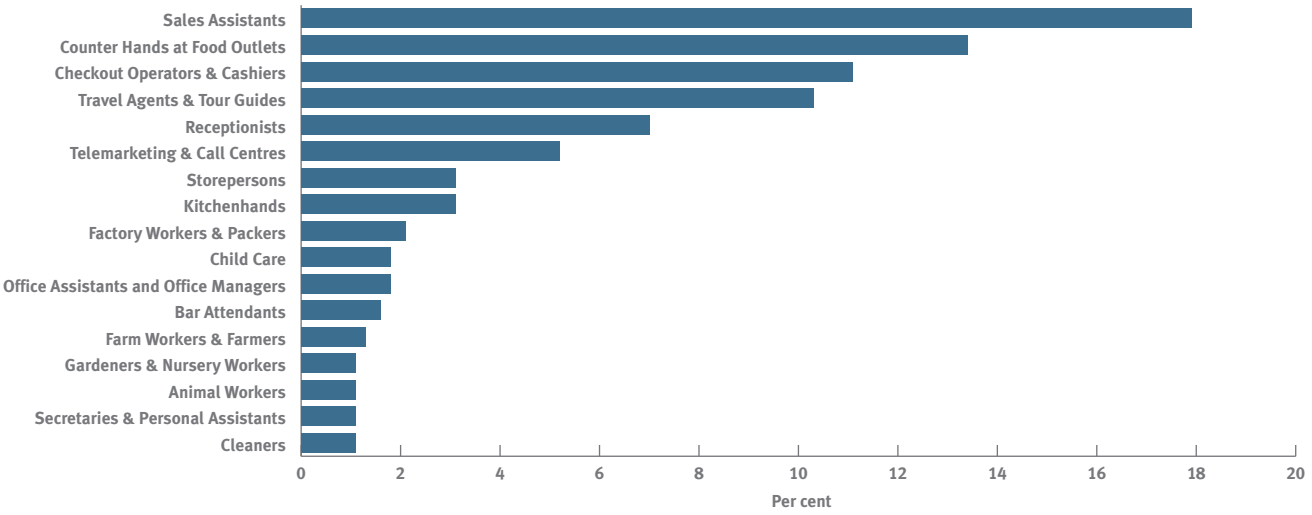


Figure 8.10 Most common jobs of early leavers – females



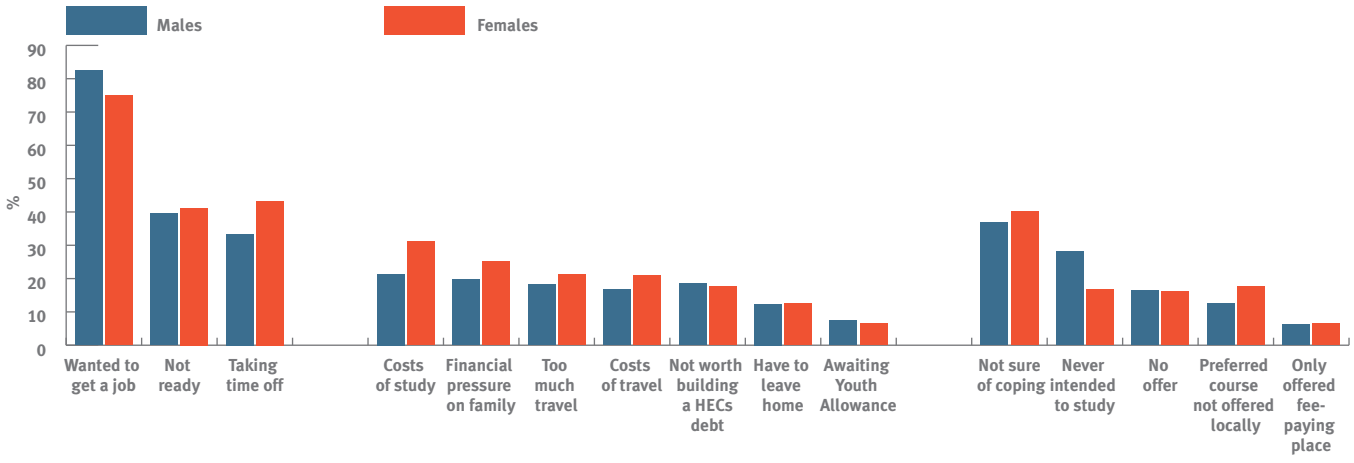
labourers and 2.3% as other labourers), retail (10.3%, comprising 7.0% as sales assistants and 3.3% as checkout operators and cashiers) and hospitality (8.8%, comprising 4.5% as counter hands at food outlets and 4.3% as kitchenhands). Female early leavers are even more heavily concentrated in retail and hospitality, with 29.0% of those employed working in retail (17.9% as sales assistants and 11.1% as checkout operators and cashiers), and 18.1% in hospitality (13.4% as counter hands at food outlets, 3.1% as kitchenhands and 1.6% as bar attendants). In general, these are jobs with a high proportion of part-time employment, and where wages and skill requirements are relatively low.

Reasons for early leavers not continuing in education and training

As is the case with Year 12 completers, early leavers indicated multiple reasons for not continuing in study, which suggests an accumulation of factors influencing students exiting school early (see Figure 8.11). Wanting to get a job was the reason cited most often by early leavers for not continuing in education or training (nominated by 75.0% of females and 82.9% of males), followed by not feeling ready for further study or training (41.2% of females and 39.6% of males), and wanting to take some time off (43.3% of female and 33.3% of males).

Gender differences were evident in the responses relating to barriers to further study. While the financial pressure study would place on their family and the amount of travel involved were cited more frequently by females than males, a greater proportion of males reported that they never intended to study. Similar proportions of males and females indicated that they had not received an offer, they were reluctant to leave home or that they did not see the value of further study in terms of building up a Higher Education Contribution Scheme (HECS) debt.

Figure 8.11 Early school leavers: reasons for not studying, by gender



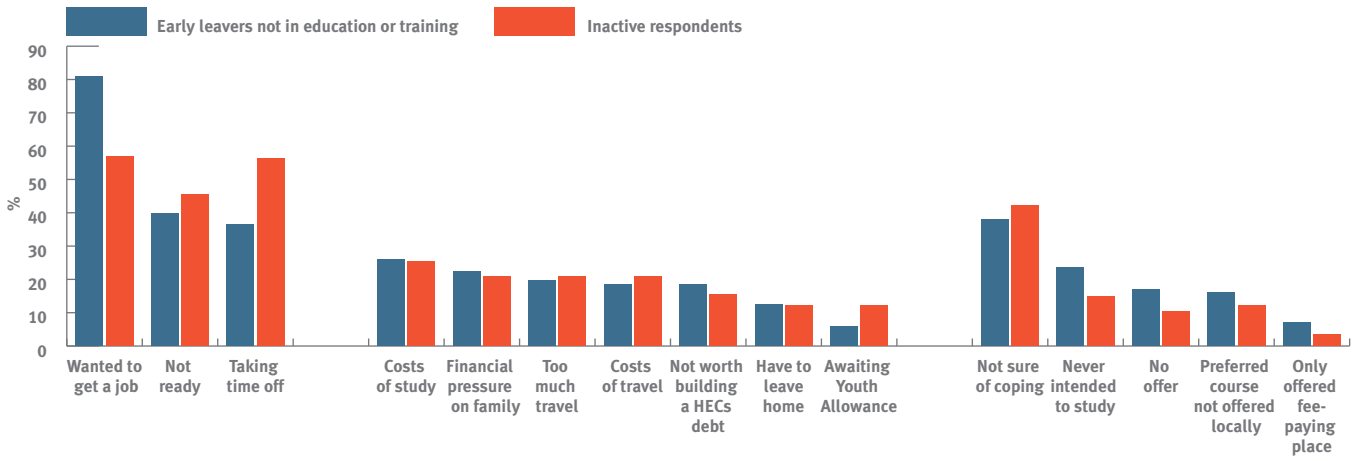
Early leavers neither in education or training nor in the labour force

The early leaver survey sample included 4.1% of respondents who indicated that they were neither in study or training, nor in the labour force.[21] A comparison of the reasons for not enrolling in further study given by these 'inactive' respondents and other early leavers is shown in Figure 8.12.

While over 80% of those early leavers who were in the labour force in April–May 2008 cited wanting to get a job as a reason for their decision to leave school, 57.0% of those who were inactive also indicated wanting a job as a reason for their decision. Presumably, something had happened in their lives in between making the decision to leave school to get a job and their current situation, in which they were no longer actively seeking employment. Like the early leavers who did not continue in education or training, and were in the labour force after exiting school, early leavers who were not in a study, training or employment pathway also cited a lack of readiness as a reason for not being in study or training (45.6% of inactive respondents compared with 39.7% of early leavers in the labour force).

Reasons that centred around financial difficulties in accessing further study or training, including travel and financial pressure on family, were nominated by inactive early leavers in very similar proportions to early leavers in the labour force. A greater proportion of inactive respondents, compared to early leavers in the labour force, reported waiting to qualify for Youth Allowance as a reason for not pursuing further study or training. The perceived

Figure 8.12 Reasons for not studying: early leavers in the labour force and inactive leavers (respondents neither in education or training, nor in the labour force)



[21] The equivalent proportion among Year 12 or equivalent completers was just 1.1% (see Chapter 5).

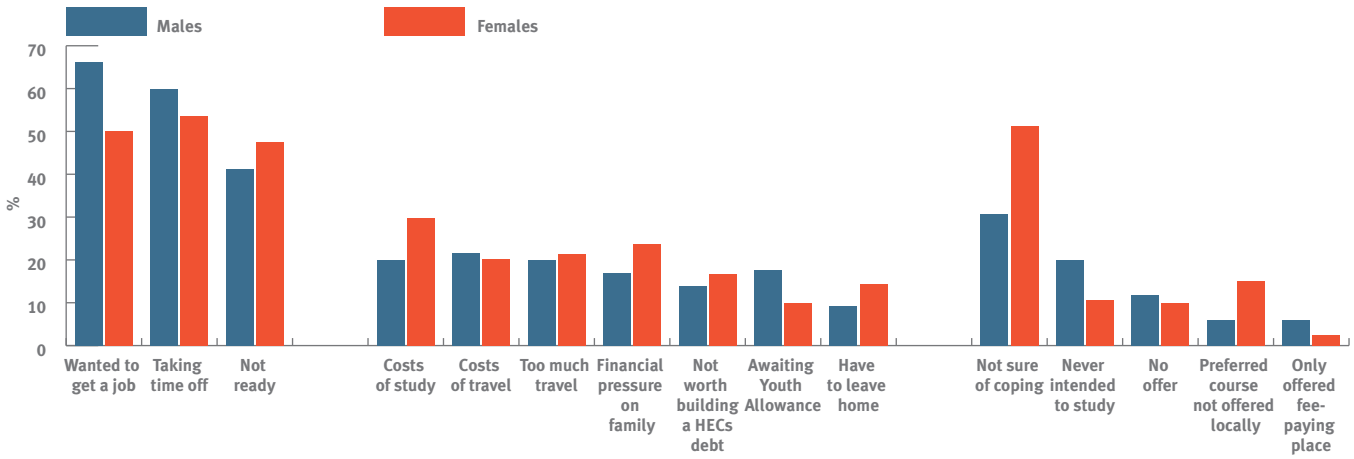
ability to cope with study was cited almost equally by inactive early leavers and those in the labour force (42.3% compared with 38.0%, respectively), while a slightly larger proportion of those who had entered the labour force indicated that they had never intended to study further – 23.6% compared to 14.8% of those who were inactive at the time of the survey.

As Figure 8.13 indicates, inactive female early leavers more frequently cited costs of study (32.3% compared to 24.5% of males) and the need to move away from home (18.2% compared to 13.2% of males) as potential barriers. Inactive male early leavers more commonly cited costs of travel (30.2%) and too much travel (30.2%) than did females (with 25.3% and 23.2% citing travel costs and amount, respectively). Similar proportions of inactive male and female early leavers cited the decision to await Youth Allowance (11.3% in comparison to 14.1%). Males indicated more frequently than females that they never intended to study (30.2% compared to 13.1%).

Among the group of respondents who were not actively looking for employment, a greater proportion of females compared to males indicated that they had chosen not to pursue any further study or training because they were unsure of their ability to cope (51.2% compared to 30.3%). A greater proportion of males indicated that they had never intended to study (20% compared to 10.7% of females) or that they wanted to get a job (66.2% compared to 50% of females).

Similar proportions of inactive male and female early leavers cited costs associated with travel and the amount of travel required as a reason for not pursuing further study or training (around 20% of inactive respondents).

Figure 8.13 Reasons for not studying: inactive early leavers (respondents neither in study or training, nor in the labour force), by gender



Reasons for leaving school early

Polesel and Helme (2004) describe the various influences leading to early school leaving as 'push' and 'pull' factors. 'Push' factors operate from within the school setting, in a mostly negative manner, and act to drive young people away from the school environment. 'Pull' factors arise from beyond the school setting and work to attract individuals and into another pathway (for example, apprenticeship, traineeship, employment), thus acting in a predominantly positive way.

Early school leavers were invited to indicate from a list of possible reasons for leaving school those that applied to them. On average, respondents indicated that three main reasons played a role in their decision, which suggests that a range of factors are involved. Figure 8.14 shows the reasons given by early leavers for exiting school, for males and females separately, with 'push' factors in the top half of the figure and 'pull' factors the three rows at the bottom.

The most important 'push' factor was not wanting to be a student anymore, a reason which three in every five early leavers agreed played a role in their decision (60.8%). Males reported this as a reason slightly more frequently than females (62.9% compared with 57.1%, respectively). The next most frequently cited 'push' factor ('you were not coping with your schoolwork or falling behind') was nominated by four out of every ten early leavers as a reason for leaving school (45.9% and 36.9% of females and males, respectively).

Another set of reasons indicated by early leavers as motives behind their early exit from school pertained to factors which draw young people into the labour market. Figure 8.14 shows that the large majority of males (84.7%) and females (67.4%) indicated that a factor in their decision to leave school was that they 'wanted to get an apprenticeship or traineeship'. Already having a job, apprenticeship or traineeship to go to was cited as reason for leaving school by more than four in every ten early leavers (51.7% of males and 34.3% of females). Similar proportions of male and female leavers cited a desire to attend TAFE as a factor in their decision to leave school early (43.5% and 46.0%, respectively).

When the reasons for leaving school early are analysed by year level of exit, it emerges that the 'pull' factors increase in importance. Greater proportions of those who leave in Year 12 cited having a job or training to go to, or wanting to access an apprenticeship or traineeship, as a factor in their decision compared to those who leave in Year 10 or earlier (Figure 8.15). No longer wanting to be a student was similarly more commonly reported as a factor in the decision of later leavers than those who left prior to Year 11. Early leavers who exited at

Year 10 or below more frequently cited poor performance or inability to cope with the schoolwork, or illness or poor health, as a reason for their decision, compared to students who left at later points in their schooling.

Factors in staying at school

Figure 8.16 shows the factors reported by early leavers that would have influenced their decision to stay on at school. Respondents could indicate

Figure 8.14 Reasons given by early leavers for leaving school, by gender (percentage respondents agreeing/strongly agreeing)

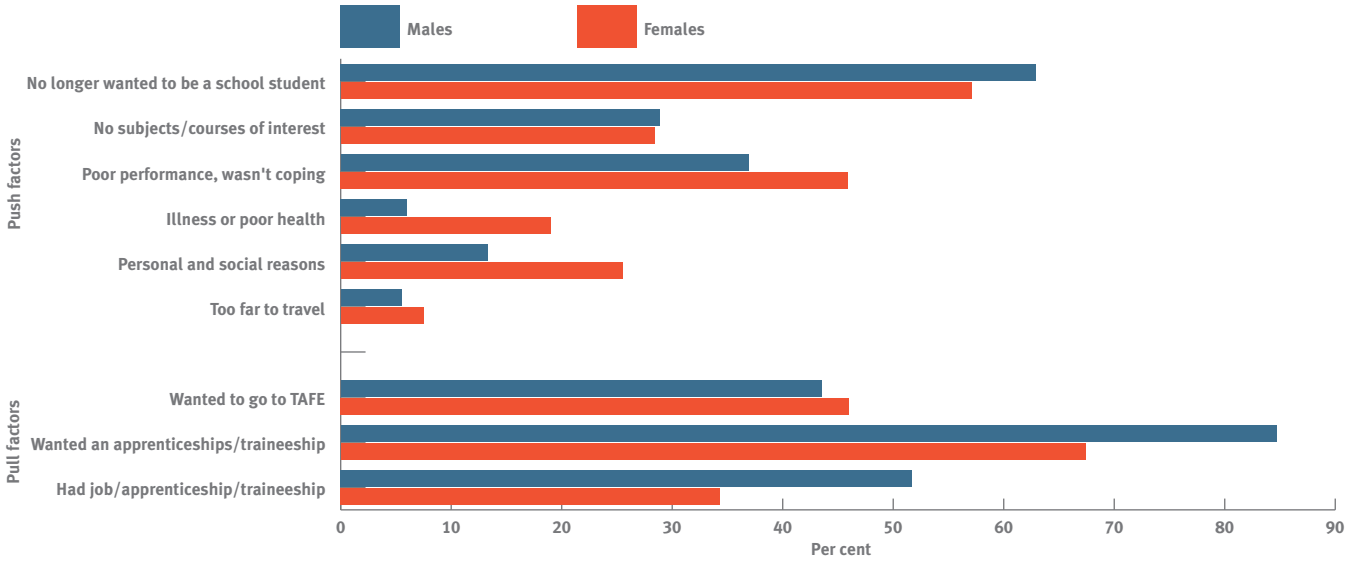
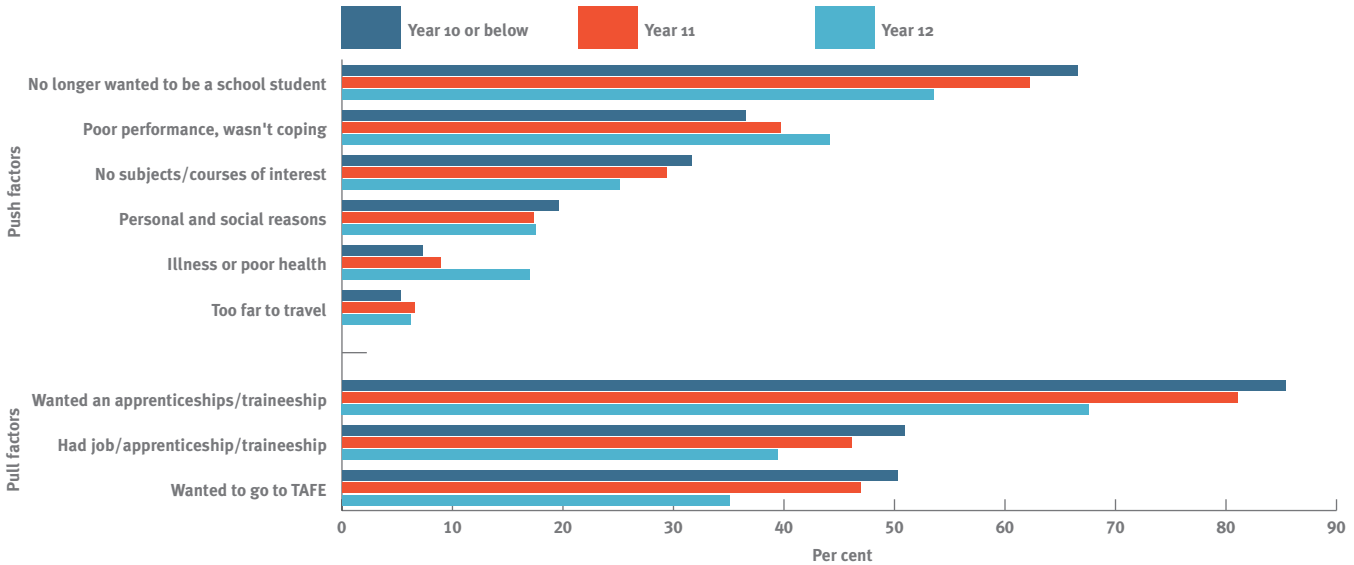


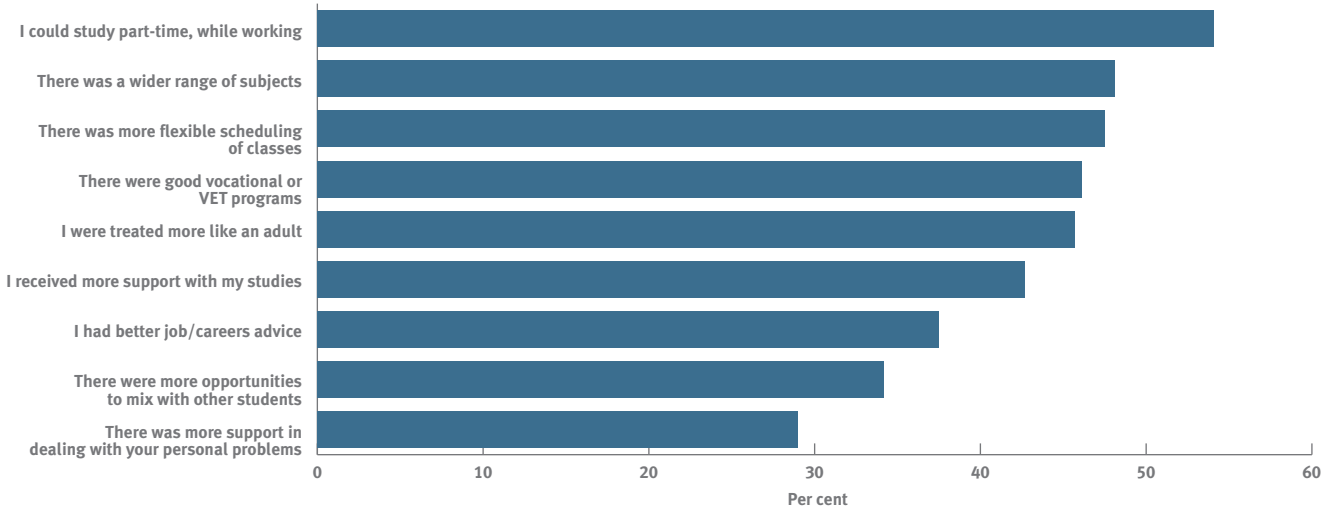
Figure 8.15 Reasons given by early leavers for leaving school, by year level of exit (percentage respondents agreeing/strongly agreeing)



multiple factors, and on average indicated several factors each. These factors fall broadly into two categories: those that relate to the social or academic success and wellbeing of students at school, and those that relate to the flexibility of learning in terms of attendance arrangements, learning styles and broader school programs.

As Figure 8.16 illustrates, all of the listed factors gained at least 29% support from respondents. The most important factor nominated by early leavers concerned the delivery arrangements of schooling and accommodation of employment while studying. More than half of all respondents (54.0%) agreed that if they could have studied part-time while working they would have been less likely to leave school. Similar proportions of respondents indicated they would have stayed on at school had they had access to a wider range of subjects (48.1%), or if scheduling of classes had been more flexible (47.5%). The availability of vocational programs was nominated as a reason to stay at school by 46.1% of early leavers, while being treated in a more adult-like manner was an important consideration for 45.7% of the group. Least important were social factors, such as having greater opportunities to mix with other students (34.2%) or having more support from the school in dealing with personal problems (29.0%).

Figure 8.16 Factors that would have motivated early leavers to stay at school



Chapter 9
Respondents requesting referrals

An important feature of On Track is that school leavers who appear to be at-risk in the transition process are offered the opportunity of counselling and support. At the time of the survey, students who had not continued in education or training and were either working in a part-time capacity or were looking for work, were asked whether they wished to be contacted in order to be advised about study and employment opportunities. The responses generated by this question allowed an intervention to be made for individuals who requested it.

The names and contact details of all students wanting a referral were made available to their LLEN as the data became available from the SRC, the organisation conducting the survey. The LLENs then contacted respondents and assisted them with their requests for further information or referrals to other agencies.

Year 12 or equivalent completers

Table 9.1 and Figure 9.1 record the numbers and proportions of Year 12 or equivalent completers who were either offered a referral or who requested a referral to their LLEN for further assistance. In all, 3928 respondents who were not in education or training, and were either working part-time or looking for work (a total of 11.8%) were invited to receive further assistance or advice. This group was then further divided into those requesting a referral (3.6%) and those refusing it (8.2%).

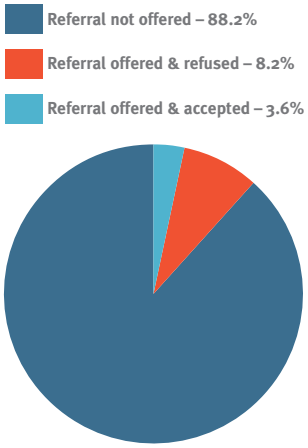
Table 9.1 Referral status of Year 12 or equivalent completers who were not in education or training and were either working part-time or looking for work, April–May 2008, by gender

		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Males	**No.**	13,615	492	1,227	15,334
	%	88.8	3.2	8.0	100.0
Females	**No.**	15,707	694	1,515	17,916
	%	87.7	3.9	8.5	100.0
All	**No.**	29,322	1,186	2,742	33,250
	%	88.2	3.6	8.2	100.0

Note: These figures exclude 361 respondents who were neither in education or training nor the labour force at the time of the survey, and 19 respondents whose destination was unknown.

The number of Year 12 or equivalent completers who were offered a referral in 2008 was 1340 lower than in 2007. This was essentially because the proportion of sample members who were not in education or training, and were either working part-time or looking for work had declined from 15.2% in 2007 to 11.8% in 2008.

Figure 9.1 Referral status of Year 12 or equivalent school leavers who were not in education or training and were either working part-time or looking for work, April–May 2008



As Table 9.1 shows, there were only slight differences in the referral behaviour of male and female respondents, with 3.2% of male Year 12 or equivalent completers requesting a referral, compared with 3.9% of females. A slightly higher proportion of females (8.5%) were offered a referral but refused it than was the case with males (8.0%). Overall, a higher proportion of females (12.4%) in the group were eligible for referrals than males (11.2%) because slightly more female completers were employed part-time.

Table 9.2 documents the numbers and proportions of Year 12 or equivalent completers who were offered a referral or who requested a referral within each LLEN. The proportions offered a referral were generally lower in metropolitan than in non-metropolitan LLENs. Among the metropolitan LLENs the proportion offered a referral ranged from 5.9% in Inner Eastern to 19.0% in Frankston Mornington Peninsula. In non-metropolitan localities the proportion offered a referral ranged from 9.7% in the North Central LLEN to 21.9% in Goldfields.

Across the state the proportion of Year 12 or equivalent completers who accepted a referral ranged from zero in the North Central LLEN to 7.7% in Campaspe Cohuna.

Table 9.2 Referral status of Year 12 or equivalent completers who were not in education or training and were either working part-time or looking for work, by LLEN

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Metropolitan					
Banyule Nillumbik	**No.**	1,457	44	89	**1,590**
	%	91.6	2.8	5.6	**100**
Bayside Glen Eira Kingston	**No.**	1,768	55	135	**1,958**
	%	90.3	2.8	6.9	**100**
Brimbank Melton	**No.**	1,071	39	72	**1,182**
	%	90.6	3.3	6.1	**100**
Capital city	**No.**	762	18	39	**819**
	%	93.0	2.2	4.8	**100**
Frankston Mornington Peninsula	**No.**	1,215	86	200	**1,501**
	%	80.9	5.7	13.3	**100**
Hume Whittlesea	**No.**	1,362	71	143	**1,576**
	%	86.4	4.5	9.1	**100**
Metropolitan					
Inner Eastern	**No.**	3,271	54	149	**3,474**
	%	94.2	1.6	4.3	**100**
Inner Northern	**No.**	1,234	46	120	**1,400**
	%	88.1	3.3	8.6	**100**
Maribyrnong and Moonee Valley	**No.**	1,341	42	91	**1,474**
	%	91.0	2.8	6.2	**100**
Outer Eastern	**No.**	2,366	87	228	**2,681**
	%	88.3	3.2	8.5	**100**
South East	**No.**	2,031	108	186	**2,325**
	%	87.4	4.6	8.0	**100**
The Gateway	**No.**	3,058	61	191	**3,310**
	%	92.4	1.8	5.8	**100**
WynBay	**No.**	878	44	63	**985**
	%	89.1	4.5	6.4	**100**

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Non-metropolitan					
Baw Baw Latrobe	**No.**	638	42	63	**743**
	%	85.9	5.7	8.5	**100**
Campaspe Cohuna	**No.**	192	18	25	**235**
	%	81.7	7.7	10.6	**100**
Central Grampians	**No.**	112	5	28	**145**
	%	77.2	3.4	19.3	**100**
Central Ranges	**No.**	464	18	57	**539**
	%	86.1	3.3	10.6	**100**
Gippsland East	**No.**	447	23	62	**532**
	%	84.0	4.3	11.7	**100**
Glenelg Southern Grampians	**No.**	254	11	42	**307**
	%	82.7	3.6	13.7	**100**
Goldfields	**No.**	579	51	111	**741**
	%	78.1	6.9	15.0	**100**
Goulburn Murray	**No.**	505	30	60	**595**
	%	84.9	5.0	10.1	**100**
Highlands	**No.**	774	54	112	**940**
	%	82.3	5.7	11.9	**100**
Murray Mallee	**No.**	137	10	13	**160**
	%	85.6	6.3	8.1	**100**
North Central	**No.**	93	0	10	**103**
	%	90.3	0.0	9.7	**100**
North East Tracks	**No.**	269	17	36	**322**
	%	83.5	5.3	11.2	**100**
North East	**No.**	294	14	54	**362**
	%	81.2	3.9	14.9	**100**
Northern Mallee	**No.**	309	14	53	**376**
	%	82.2	3.7	14.1	**100**
Smart Geelong Region	**No.**	1,430	82	175	**1,687**
	%	84.8	4.9	10.4	**100**
South Gippsland Bass Coast	**No.**	305	17	45	**367**
	%	83.1	4.6	12.3	**100**
South West	**No.**	507	16	69	**592**
	%	85.6	2.7	11.7	**100**
Wimmera Southern Mallee	**No.**	199	9	21	**229**
	%	86.9	3.9	9.2	**100**
Victoria	**No.**	**29,322**	**1,186**	**2,742**	**33,250**
	%	**88.2**	**3.6**	**8.2**	**100**

Note: These figures exclude 361 respondents who were neither in education or training nor the labour force at the time of the survey, and 19 respondents whose destination was unknown.

Early leavers

Higher proportions of early leavers were offered referrals than were Year 12 or equivalent completers. As Table 9.3 shows, in the 2008 sample of early leavers there were 1133 respondents who were offered a referral, which represented 23.9% of the group. (This was twice the proportion of offers in the Year 12 or equivalent group.) Among the early leavers 10.0% accepted a referral and 13.9% declined. The proportions are also shown in Figure 9.2.

The number of early leavers who were offered a referral in 2008 was 540 higher than in 2007. This essentially was because the early leaver sample was much larger in 2008 (4740 respondents) than in 2007 (2534 respondents). The proportion of the early leaver sample who were not in education or training, and were either working part-time or looking for work, declined slightly from 24.8% in 2007 to 23.9% in 2008.

Table 9.3 shows that there were some marked gender differences in the early leaver group. A much higher proportion of females (32.1%) were offered a referral than males (19.0%). This was because more female early leavers were employed part-time or looking for work. Female early leavers accepted the offer of a referral at twice the rate (14.7%) of males (7.3%).

Table 9.4 examines the referral rate of early leavers in terms of the year level from which they left school.

Figure 9.2 Referral status of early leavers who were not in education or training and were either working part-time or looking for work, April–May 2008

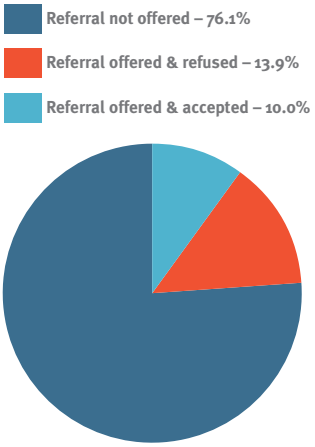


Table 9.3 Referral status of early leavers who were not in education or training and were either working part-time or looking for work, April–May 2008, by gender

		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Males	**No.**	2,408	217	349	2,974
	%	81.0	7.3	11.7	100.0
Females	**No.**	1,199	259	308	1,766
	%	67.9	14.7	17.4	100.0
All	**No.**	3,607	476	657	4,740
	%	76.1	10.0	13.9	100.0

Interestingly, a slightly lower proportion (21.6%) of those who left school at Year 10 or below were offered referrals than those who left at either Year 11 (23.9%) or Year 12 (25.6%). It would appear that in terms of the initial transition from school, a lower proportion of the very early leavers were not in education or training, or were either working part-time or looking for work, than those who left from Year 11 or 12 before completing school. On the other hand, the proportion of those who accepted the offer of a referral was about the same (10%) for leavers from each of the three year levels.

Table 9.5 reports on the proportion of early leaver respondents in each LLEN who either requested a referral or were offered a referral. As was found for the Year 12 or equivalent completer group, referrals were generally higher in non-metropolitan areas than among metropolitan LLENs.[22]

Among the metropolitan LLENs the proportion of early leavers offered a referral ranged from 14.0% in Banyule Nillumbik to 41.7% in the Inner Northern LLEN. In non-metropolitan localities the proportion of early leavers offered a referral ranged from 13.0% in the Wimmera Southern Mallee LLEN to 29.0% in Central Grampians. Across the state the proportion of early leavers who accepted a referral ranged from 3.2% in Central Grampians to 18.8% in Inner Northern.

Table 9.4 Referral status of early leavers who were not in education or training and were either working part-time or looking for work, April–May 2008, by year level of exit

Year level of exit		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Year 10 or below	No.	754	97	111	**962**
	%	78.4	10.1	11.5	**100.0**
Year 11	No.	1,874	238	350	**2,462**
	%	76.1	9.7	14.2	**100.0**
Year 12	No.	979	141	196	**1,316**
	%	74.4	10.7	14.9	**100.0**
All	No.	3,607	476	657	**4,740**
	%	76.1	10.0	13.9	**100.0**

[22] Care is needed with some of the individual LLEN data for early leavers because the numbers involved in referrals are so small.

Table 9.5 Referral status of early leavers who were not in education or training and were either working part-time or looking for work, by LLEN

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Metropolitan					
Banyule Nillumbik	**No.**	104	6	11	**121**
	%	86.0	5.0	9.1	**100**
Bayside Glen Eira Kingston	**No.**	128	16	18	**162**
	%	79.0	9.9	11.1	**100**
Brimbank Melton	**No.**	181	33	29	**243**
	%	74.5	13.6	11.9	**100**
Capital city	**No.**	62	9	13	**84**
	%	73.8	10.7	15.5	**100**
Frankston Mornington Peninsula	**No.**	242	26	57	**325**
	%	74.5	8.0	17.5	**100**
Hume Whittlesea	**No.**	229	32	52	**313**
	%	73.2	10.2	16.6	**100**
Inner Eastern	**No.**	84	20	21	**125**
	%	67.2	16.0	16.8	**100**
Inner Northern	**No.**	127	41	50	**218**
	%	58.3	18.8	22.9	**100**
Maribyrnong and Moonee Valley	**No.**	128	21	31	**180**
	%	71.1	11.7	17.2	**100**
Outer Eastern	**No.**	341	30	43	**414**
	%	82.4	7.2	10.4	**100**
South East	**No.**	229	28	44	**301**
	%	76.1	9.3	14.6	**100**
The Gateway	**No.**	169	27	23	**219**
	%	77.2	12.3	10.5	**100**
WynBay	**No.**	140	20	26	**186**
	%	75.3	10.8	14.0	**100**

LLEN		Referral not offered	Referral offered and accepted	Referral offered and refused	Total
Non-metropolitan					
Baw Baw Latrobe	No.	126	11	22	159
	%	79.2	6.9	13.8	100
Campaspe Cohuna	No.	34	8	5	47
	%	72.3	17.0	10.6	100
Central Grampians	No.	22	1	8	31
	%	71.0	3.2	25.8	100
Central Ranges	No.	63	5	9	77
	%	81.8	6.5	11.7	100
Gippsland East	No.	116	8	16	140
	%	82.9	5.7	11.4	100
Glenelg Southern Grampians	No.	50	4	5	59
	%	84.7	6.8	8.5	100
Goldfields	No.	159	23	41	223
	%	71.3	10.3	18.4	100
Goulburn Murray	No.	90	8	11	109
	%	82.6	7.3	10.1	100
Highlands	No.	176	29	27	232
	%	75.9	12.5	11.6	100
Murray Mallee	No.	44	2	9	55
	%	80.0	3.6	16.4	100
North Central	No.	12	2	2	16
	%	75.0	12.5	12.5	100
North East Tracks	No.	36	5	3	44
	%	81.8	11.4	6.8	100
North East	No.	45	4	14	63
	%	71.4	6.3	22.2	100
Northern Mallee	No.	75	11	18	104
	%	72.1	10.6	17.3	100
Smart Geelong Region	No.	198	23	25	246
	%	80.5	9.3	10.2	100
South Gippsland Bass Coast	No.	96	12	14	122
	%	78.7	9.8	11.5	100
South West	No.	61	7	8	76
	%	80.3	9.2	10.5	100
Wimmera Southern Mallee	No.	40	4	2	46
	%	87.0	8.7	4.3	100
Victoria	No.	3,607	476	657	4,740
	%	76.1	10.0	13.9	100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Appendix 1
Published data

		VTAC Data 2007/08 (See Note) Including International Students					*On Track* Survey Data 2008 Not Including International Students					
		Tertiary Applications and Offers					In Education and Training – April 2008			Not In Education and Training – April 2008		
NAME	LOCALITY	Total Completed Year 12 (Actual Number)	Tertiary applicants (Actual number)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)	Deferred (%)
Academy Of Mary Immaculate	Fitzroy	95	93	66	40	97	54	23	8	6	1	8
Aitken College	Greenvale	117	102	69	31	94	56	24	4	10	1	5
Alexandra Secondary College	Alexandra	52	43	53	33	86	28	8	15	26	3	21
Al-Taqwa College	Hoppers Crossing	37	37	57	19	73	58	31	4	4	4	0
Antonine College	Brunswick	24	19	58	53	100	58	17	8	8	8	0
Apollo Bay P-12 College	Apollo Bay	14	12	50	25	75	18	18	9	36	9	9
Aquinas College	Ringwood	208	177	61	34	91	48	22	12	14	1	3
Ararat Community College - Secondary	Ararat	71	35	51	34	86	10	16	14	36	10	14
Ashwood Secondary College	Ashwood	55	43	58	35	88	28	25	11	14	8	14
Assumption College	Kilmore	146	117	71	26	93	38	14	14	16	3	14
Australian International Academy Of Education	Coburg	62	61	92	7	97	85	4	6	0	2	2
Ave Maria College	Aberfeldie	110	103	62	39	95	55	25	4	9	3	4
Avila College	Mount Waverley	170	163	72	33	98	67	20	2	7	2	3
Bacchus Marsh College	Bacchus Marsh	75	41	39	46	83	16	25	19	25	12	4
Bacchus Marsh Grammar	Bacchus Marsh	82	74	59	35	88	39	21	12	15	4	9
Baimbridge College Hamilton	Hamilton	88	48	58	25	81	15	9	32	26	1	16
Bairnsdale Secondary College	Bairnsdale	133	96	65	27	89	20	13	18	21	1	26
Ballarat And Clarendon College - Senior	Ballarat	137	130	94	10	99	45	5	7	6	0	37
Ballarat Grammar School	Wendouree	123	120	90	9	98	52	5	9	4	1	28
Ballarat High School	Ballarat	168	106	62	20	79	27	8	10	38	7	10
Ballarat Secondary College	Ballarat	131	88	36	38	74	24	21	24	15	10	5
Balwyn High School	Balwyn North	302	292	82	18	97	71	12	4	7	0	6
Bayside Christian College	Langwarrin South	30	23	35	65	91	19	43	10	14	5	10
Bayside College	Newport	204	149	36	47	81	24	32	8	25	6	4
Bayswater Secondary College	Bayswater	28	16	44	44	88	17	35	13	30	0	4
Bayview College	Portland	37	27	85	7	93	42	15	12	19	4	8
Beaconhills College	Pakenham	131	126	74	29	98	55	21	6	5	0	13
Beechworth Secondary College	Beechworth	36	24	67	13	79	9	22	9	39	0	22
Bellarine Secondary College	Drysdale	140	96	60	20	79	30	12	23	18	3	14
Belmont High School	Belmont	140	96	58	25	82	32	14	11	27	7	10
Benalla College - Faithfull Campus	Benalla	83	67	73	18	87	14	8	13	27	3	35
Bendigo Senior Secondary College	Bendigo	624	415	70	15	84	30	8	11	23	8	20
Bentleigh Secondary College	Bentleigh East	66	53	36	53	87	25	27	19	21	0	8

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Berwick Secondary College	Berwick	169	120	43	46	87	28	36	9	12	4	11
Billanook College Ltd	Mooroolbark	100	92	74	28	95	52	10	4	10	1	22
Birchip P-12 School	Birchip	20	13	77	8	85	27	27	7	20	0	20
Blackburn High School	Blackburn	101	89	73	19	90	68	16	4	11	0	1
Boort Secondary College	Boort	26	16	69	31	81	27	40	0	13	0	20
Boronia Heights College	Boronia	48	31	32	68	94	21	24	18	29	6	3
Box Forest Secondary College	Glenroy	39	22	23	55	73	21	33	25	4	8	8
Box Hill High School	Box Hill	117	103	83	13	93	74	17	0	6	0	3
Box Hill Senior Secondary College	Mont Albert North	185	117	23	51	70	15	19	26	29	4	7
Braemar College	Woodend	102	94	85	17	97	53	11	7	7	3	20
Brauer College	Warrnambool	163	134	74	16	87	23	7	26	14	0	30
Braybrook College	Braybrook	100	84	45	46	90	33	39	3	11	7	7
Brentwood Secondary College	Glen Waverley	174	174	59	39	93	52	23	13	6	0	6
Bright P-12 College	Bright	33	27	81	19	93	48	13	4	17	0	17
Brighton Grammar School	Brighton	127	119	87	9	96	79	5	2	2	2	10
Brighton Secondary College	Brighton East	164	139	68	32	95	48	10	8	14	2	18
Brimbank College	St Albans	90	71	27	65	89	25	39	19	13	3	1
Broadford Secondary College	Broadford	63	43	44	42	86	23	21	15	23	8	10
Broadmeadows Secondary College***	Broadmeadows	56	50	30	44	74	30	30	10	15	10	5
Brunswick Secondary College	Brunswick	79	76	54	41	92	50	31	2	9	2	6
Buckley Park College	Essendon	107	81	72	25	94	55	8	12	16	4	4
Bundoora Secondary College	Bundoora	82	68	28	56	84	26	38	12	18	5	2
Camberwell Anglican Girls Grammar School	Canterbury	101	100	89	9	95	80	8	2	0	0	10
Camberwell Grammar School	Canterbury	148	148	94	10	99	82	4	6	0	0	8
Camberwell High School	Canterbury	193	174	75	23	93	52	12	4	18	1	12
Camperdown College	Camperdown	16	13	54	31	77	42	0	17	42	0	0
Canterbury Girls Secondary College	Canterbury	133	127	85	13	95	70	10	4	4	0	12
Carey Baptist Grammar School	Kew	253	245	89	13	97	70	8	1	3	1	17
Caroline Chisholm Catholic College	Braybrook	225	202	53	41	92	47	24	9	6	6	8
Caroline Springs College - Brookside	Caroline Springs	30	23	48	39	83	42	37	0	16	5	0
Carwatha College P-12	Noble Park North	77	58	40	57	91	28	33	15	20	2	2
Casey Grammar School++	Cranbourne	33	24	46	46	88	38	33	5	19	0	5
Casterton Secondary College	Casterton	25	15	47	47	87	14	18	9	27	18	14

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Castlemaine Secondary College	Castlemaine	99	65	55	26	80	19	19	13	22	9	19
Catholic College Bendigo	Bendigo	175	133	83	4	86	33	7	9	20	3	28
Catholic College Sale	Sale	101	73	73	21	85	23	8	18	30	3	17
Catholic College Wodonga	Wodonga	137	107	76	17	91	34	6	6	14	1	38
Catholic Ladies College	Eltham	111	104	78	23	97	60	16	7	12	0	6
Catholic Regional College Sydenham	Sydenham	306	246	57	38	92	49	27	7	12	2	3
Caulfield Grammar School - Caulfield Campus	St Kilda East	181	177	83	15	95	63	9	2	5	0	21
Caulfield Grammar School - Wheelers Hill Campus	Wheelers Hill	171	166	86	17	97	79	7	4	1	0	9
Chairo Christian School	Drouin	42	37	57	19	76	27	23	5	18	0	27
Chandler Secondary College	Keysborough	75	51	47	39	84	35	31	4	18	8	4
Charlton College	Charlton	16	13	92	8	100	63	13	19	0	0	6
Cheltenham Secondary College	Cheltenham	144	123	63	35	93	47	21	9	15	0	7
Chisholm Institute - Frankston Campus	Frankston	47	26	35	42	73	16	32	20	20	0	12
Christian Brothers' College St Kilda	St Kilda East	105	88	50	43	91	33	34	8	11	2	13
Christian College Institute Of Senior Education	Waurn Ponds	142	119	72	13	83	50	13	5	13	2	17
Clonard College	Geelong West	106	93	73	23	90	52	15	6	14	2	11
Cobden Technical School	Cobden	24	24	17	54	71	14	14	38	29	0	5
Cobram Secondary College	Cobram	60	47	60	28	87	42	16	11	26	0	5
Cohuna Secondary College	Cohuna	33	19	89	11	89	42	8	8	19	12	12
Colac College+	Colac	43	25	64	8	72	16	8	27	24	3	22
Colac High School+	Colac	70	59	71	19	90	27	14	22	14	2	27
Coomoora Secondary College	Springvale South	68	57	32	67	95	29	40	4	12	12	4
Copperfield College	Delahey	200	140	51	40	88	34	28	12	19	2	5
Corryong College	Corryong	24	17	53	24	76	6	6	11	33	17	28
Covenant College	Bell Post Hill	18	15	47	40	87	27	40	7	27	0	0
Craigieburn Secondary College	Craigieburn	90	49	35	47	80	21	31	11	27	7	1
Cranbourne Secondary College	Cranbourne	118	76	41	54	89	25	30	12	24	7	2
Croydon Secondary College	Croydon	71	48	50	25	75	31	22	10	29	4	4
Damascus College	Mount Clear	123	92	67	17	84	30	10	18	22	3	17
Daylesford Secondary College	Daylesford	47	34	68	18	82	31	13	19	13	6	19
De La Salle College	Malvern	191	159	75	24	94	54	13	13	11	1	7

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Debney Park Secondary College	Flemington	25	21	33	48	76	33	47	7	7	0	7
Derrinallum P12 College	Derrinallum	11	7	57	71	100	50	20	20	10	0	0
Diamond Valley College	Diamond Creek	65	48	38	56	92	23	46	12	13	2	4
Dimboola Memorial Secondary College	Dimboola	26	14	86	7	93	27	27	14	18	9	5
Distance Education Centre Victoria	Thornbury	88	35	63	11	74	18	27	4	24	18	9
Donald High School	Donald	25	23	83	9	91	42	5	11	11	0	32
Doncaster Secondary College	Doncaster	179	169	67	29	95	62	22	8	3	1	4
Donvale Christian College	Donvale	88	81	69	30	93	51	17	3	13	1	14
Drouin Secondary College	Drouin	80	59	59	39	93	32	32	19	13	2	3
East Doncaster Secondary College	Doncaster East	198	185	77	23	98	70	17	3	3	1	6
East Loddon P-12 College	Dingee	18	11	73	45	100	23	8	23	38	8	0
Echuca College	Echuca	81	54	54	24	78	14	5	26	24	12	19
Edenhope College	Edenhope	14	11	82	9	91	36	9	9	9	0	36
Elisabeth Murdoch College	Langwarrin	93	50	30	46	74	16	33	13	25	7	5
Eltham College Of Education	Research	174	154	79	21	95	56	15	2	8	1	19
Eltham High School	Eltham	159	130	65	32	93	43	21	9	12	6	10
Elwood College	Elwood	146	109	54	41	93	44	27	7	13	4	5
Emerald Secondary College	Emerald	97	80	33	63	93	25	31	15	20	3	6
Emmanuel College - Altona North Campus+++	Altona North	102	87	46	46	90	26	10	19	12	5	28
Emmanuel College - Warnambool Campus	Warrnambool	128	119	72	25	93	48	26	9	10	3	4
Emmaus College	Burwood	128	112	69	34	98	55	17	7	9	2	10
Epping Secondary College	Epping	52	28	21	79	96	10	33	28	23	8	0
Erinbank Secondary College***	Westmeadows	39	25	16	72	88	11	11	4	48	11	15
Essendon Keilor College	Essendon	257	239	31	54	82	27	31	13	17	6	6
Eumemmerring College	Hallam	310	204	30	52	79	23	35	14	19	5	4
Euroa Secondary College	Euroa	42	38	39	39	76	14	18	18	21	4	25
F.C.J. College	Benalla	38	27	70	11	81	13	10	19	26	0	32
Fairhills High School	Knoxfield	111	95	40	54	93	21	29	11	13	10	16
Fawkner Secondary College	Fawkner	40	23	22	78	100	12	32	28	16	8	4
Fintona Girls School	Balwyn	63	63	90	5	95	94	2	2	2	0	0
Firbank Grammar School	Brighton	94	92	85	24	100	76	6	0	6	0	12
Flinders Christian Community College	Tyabb	89	79	68	33	96	31	18	2	20	2	28

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Flinders Christian Community College - Carrum Downs Campus	Carrum Downs	18	15	53	20	73	35	18	6	29	6	6
Footscray City College	Footscray	144	113	36	43	79	24	29	14	18	9	6
Forest Hill College	Burwood East	89	74	46	36	81	33	33	14	12	5	5
Frankston High School - Vce Campus	Frankston	229	191	61	28	82	47	16	7	16	1	13
Galen College	Wangaratta	116	81	78	16	93	21	7	14	16	5	37
Galvin Park Secondary College	Werribee	119	87	25	53	78	22	27	11	34	3	2
Geelong Grammar School	Corio	128	121	93	6	97	55	4	4	3	0	35
Geelong High School	East Geelong	97	67	58	30	87	29	11	11	31	3	15
Genazzano F.C.J. College	Kew	140	140	87	16	99	87	9	0	2	0	3
Gippsland Grammar - Senior	Sale	103	95	85	12	94	46	4	9	6	0	35
Girton Grammar School Ltd	Bendigo	92	88	88	7	92	53	7	4	3	0	33
Gisborne Secondary College	Gisborne	127	81	60	31	90	24	27	17	13	3	17
Gladstone Park Secondary College	Gladstone Park	150	122	48	48	93	45	28	7	10	5	4
Glen Waverley Secondary College	Glen Waverley	307	297	87	12	97	81	13	1	4	0	1
Glenvale School	Glenroy	72	0	-	-	-	0	4	31	65	0	0
Good Shepherd College	Hamilton	17	14	57	29	86	25	25	17	17	0	17
Goulburn Valley Grammar School	Shepparton	74	69	90	13	99	58	8	4	9	0	21
Greensborough Secondary College	Greensborough	52	51	45	51	94	38	26	7	17	0	12
Grovedale College	Grovedale	71	51	39	39	76	19	25	15	27	7	7
Haileybury College	Keysborough	162	152	89	15	99	73	9	3	2	2	12
Haileybury Girls College	Keysborough	54	53	89	17	96	83	8	5	3	0	3
Hampton Park Secondary College	Hampton Park	135	88	34	59	90	30	30	7	22	1	9
Hawkesdale College	Hawkesdale	23	16	88	0	88	29	14	14	7	0	36
Hawthorn Secondary College	Hawthorn East	117	78	44	33	76	33	19	9	30	4	6
Heathdale Christian College	Werribee	74	59	49	37	80	28	25	20	18	5	5
Heatherhill Secondary College	Springvale South	45	39	31	64	92	34	41	0	14	3	7
Heathmont College	Heathmont	76	52	40	35	73	33	21	18	23	2	4
Heywood And District Secondary College	Heywood	15	9	89	0	89	8	17	0	33	0	42
Highvale Secondary College	Glen Waverley	80	66	70	29	91	45	18	7	15	4	11
Highview Christian Community College	Maryborough	34	27	59	22	78	38	14	10	17	10	10
Hillcrest Christian College - Ayr Hill Campus	Clyde North	22	18	50	33	78	43	43	10	5	0	0

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Hillcrest Secondary College***	Broadmeadows	36	22	41	45	86	12	23	15	15	23	12
Hopetoun Secondary College	Hopetoun	18	13	54	23	69	19	6	6	31	13	25
Hoppers Crossing Secondary College	Hoppers Crossing	112	78	31	59	90	25	35	16	14	5	5
Horsham College	Horsham	105	73	78	7	82	31	8	14	25	3	19
Huntingtower School	Mount Waverley	58	56	84	27	100	71	13	2	2	2	10
Ilim College Of Australia	Broadmeadows	22	20	70	35	100	73	18	0	0	9	0
Isik College	Broadmeadows	39	38	97	0	97	96	0	0	0	0	4
Isik College - Upfield Campus	Upfield	25	24	88	8	96	81	6	13	0	0	0
Ivanhoe Girls' Grammar School	Ivanhoe	117	117	92	11	99	78	8	0	2	0	12
Ivanhoe Grammar School	Ivanhoe	152	150	87	12	97	80	7	0	1	1	11
Ivanhoe Grammar School - Plenty Campus	Mernda	54	53	72	30	100	65	19	7	7	2	0
John Paul College	Frankston	143	106	44	44	86	27	28	9	28	1	7
Kambrya College	Berwick	98	75	31	64	88	22	36	13	18	6	4
Kangan Institute Of Tafe	Broadmeadows	92	24	17	42	58	7	53	22	7	9	2
Kaniva P-12 College	Kaniva	10	4	75	0	75	11	11	33	44	0	0
Karingal Park Secondary College	Frankston	96	45	38	51	87	11	23	15	41	5	5
Kealba Secondary College	Kealba	19	18	17	72	89	21	50	7	21	0	0
Keilor Downs College	Keilor Downs	173	142	45	44	89	36	31	9	18	2	5
Kerang Technical High School	Kerang	58	40	73	23	90	37	15	22	22	0	4
Kew High School	Kew East	156	142	68	20	85	53	12	6	13	3	13
Kilbreda College	Mentone	138	125	64	33	95	56	22	5	8	3	6
Killester College	Springvale	99	98	67	28	92	61	23	4	7	1	4
Kilvington Baptist Girls' Grammar School	Ormond	61	61	89	13	98	83	11	0	0	0	6
Kings College	Warrnambool	18	17	71	24	94	50	10	10	0	0	30
Kingswood College	Box Hill	66	63	59	25	81	44	22	4	9	4	16
Koo Wee Rup Secondary College	Koo Wee Rup	75	42	57	43	90	33	17	13	29	6	2
Koonung Secondary College	Mont Albert North	101	94	74	22	95	64	15	4	6	3	8
Korowa Anglican Girls' School	Glen Iris	68	68	99	6	100	84	4	0	4	0	8
Korumburra Secondary College	Korumburra	63	39	56	31	82	21	17	21	31	2	8
Kurnai College - Precinct Campus	Churchill	113	69	46	28	72	29	26	18	20	1	6
Kurunjang Secondary College	Melton	91	61	28	44	72	17	25	24	29	0	5
Kyabram Secondary College	Kyabram	106	66	73	21	91	24	11	13	27	5	21

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Kyneton Secondary College	Kyneton	57	41	54	39	90	41	21	17	14	0	7
La Trobe Secondary College*	Macleod	16	9	22	78	100	0	17	25	25	25	8
Lake Bolac College	Lake Bolac	20	12	42	58	92	20	33	20	7	20	0
Lakeside Secondary College	Reservoir	48	41	39	49	88	39	23	13	19	6	0
Lalor Secondary College	Lalor	63	63	37	54	87	38	23	11	13	6	9
Lavalla Catholic College	Traralgon	177	108	61	27	84	28	22	21	17	2	10
Laverton Secondary College**	Laverton	52	26	27	73	96	18	24	21	21	15	0
Leongatha Secondary College	Leongatha	71	41	66	32	85	25	13	32	14	4	13
Lighthouse Christian College	Keysborough	24	19	42	42	74	37	37	0	16	0	11
Lilydale Adventist Academy	Lilydale	29	26	65	35	96	29	12	29	6	6	18
Lilydale Heights College	Lilydale	84	58	24	64	84	14	29	21	29	3	3
Lilydale High School	Lilydale	220	166	50	39	86	31	22	7	24	4	12
Loreto College	Ballarat	127	117	76	20	93	40	9	14	11	2	24
Loreto Mandeville Hall	Toorak	100	99	90	8	98	84	3	3	8	1	1
Lowanna College	Newborough	137	69	45	22	65	18	26	16	25	9	6
Lowther Hall Anglican Grammar School	Essendon	65	64	84	17	98	87	12	0	2	0	0
Loyola College	Watsonia	142	125	63	30	87	51	22	9	7	2	9
Luther College	Croydon	144	133	85	16	98	69	12	7	2	0	10
Lyndale Secondary College	Dandenong North	134	134	43	55	98	39	24	5	24	0	8
Lyndhurst Secondary College	Cranbourne	96	62	26	61	85	16	37	13	24	7	3
Mackillop College Swan Hill	Swan Hill	82	69	52	32	80	27	24	14	24	0	12
Macleod College	Macleod	95	68	59	26	85	41	25	12	14	7	1
Macrobertson Girls High School	Melbourne	238	238	100	1	100	88	1	1	0	0	10
Maffra Secondary College	Maffra	75	63	56	35	90	34	16	13	21	7	8
Mansfield Secondary College	Mansfield	51	39	77	23	97	24	5	8	18	5	39
Marcellin College	Bulleen	167	145	76	25	96	58	17	11	5	2	7
Marian College Ararat	Ararat	44	36	67	14	81	39	11	7	29	4	11
Marian College Myrtleford	Myrtleford	28	21	67	38	100	22	26	13	9	0	30
Marian College Sunshine	Sunshine West	117	109	50	40	88	53	21	6	12	3	5
Maribyrnong Secondary College	Maribyrnong	53	50	40	48	88	39	39	3	8	6	6
Maroondah Secondary College	Croydon	83	53	38	34	72	21	23	15	38	2	2
Mary Mackillop Catholic Regional College	Leongatha	42	39	72	23	92	47	9	0	16	6	22
Maryborough Education Centre	Maryborough	83	55	55	18	69	17	11	19	24	6	22
Mater Christi College	Belgrave	140	124	77	19	94	47	19	9	13	0	12

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Matthew Flinders Girls' Secondary College	Geelong	125	105	66	16	82	40	13	11	23	0	12
Mazenod College	Mulgrave	174	152	86	13	98	67	13	11	5	2	3
Mcguire College Shepparton	Shepparton	66	28	46	36	79	9	23	31	17	11	9
Mckinnon Secondary College	Mckinnon	208	187	81	15	96	68	12	5	8	1	6
Melbourne Girls' College	Richmond	185	180	85	12	95	67	6	2	7	2	17
Melbourne Girls Grammar	South Yarra	113	113	92	6	97	76	4	1	1	1	17
Melbourne Grammar School	Melbourne	184	180	93	9	99	83	3	2	0	0	12
Melbourne High School	South Yarra	345	344	99	1	100	91	2	1	1	0	6
Melbourne Rudolf Steiner School	Warranwood	40	32	72	31	97	19	12	8	23	0	38
Melton Christian College	Melton South	12	9	56	33	89	56	0	22	22	0	0
Melton Secondary College	Melton	71	39	46	38	85	30	20	6	32	8	4
Mentone Girls' Grammar School	Mentone	51	51	84	16	98	83	3	3	3	0	8
Mentone Girls' Secondary College	Mentone	160	147	78	27	97	58	19	2	13	1	8
Mentone Grammar School	Mentone	128	119	82	16	95	64	6	6	7	1	15
Mercy College	Coburg	116	115	58	39	94	50	24	6	12	0	8
Mercy Regional College Camperdown	Camperdown	56	53	70	26	89	30	13	10	18	5	25
Merrilands College Prep-12	Reservoir	30	23	39	57	96	38	33	10	10	10	0
Methodist Ladies College	Kew	289	286	88	15	99	73	9	2	4	1	11
Mildura Senior College	Mildura	276	142	70	15	82	20	16	19	24	3	20
Mill Park Secondary College	Epping	244	168	57	38	91	37	24	10	21	4	3
Mirboo North Secondary College	Mirboo North	46	44	41	41	80	12	29	15	17	0	27
Monbulk College	Monbulk	85	61	64	30	89	37	13	13	21	1	13
Monivae College	Hamilton	87	68	79	19	94	28	10	21	13	1	26
Monterey Secondary College	Frankston North	64	42	21	64	83	12	35	16	22	6	8
Mooroolbark College	Mooroolbark	75	56	51	45	91	38	23	17	20	2	0
Mooroopna Secondary College	Mooroopna	89	54	67	24	89	22	12	15	23	11	17
Mordialloc College	Mordialloc	88	78	38	36	68	21	31	10	29	5	5
Mornington Secondary College	Mornington	125	97	30	45	72	12	21	10	37	9	10
Mortlake College	Mortlake	16	9	100	0	100	45	9	9	36	0	0
Mount Beauty Secondary College	Mount Beauty	28	14	71	14	86	15	0	25	25	25	10
Mount Clear College	Mount Clear	109	61	77	10	87	43	13	13	22	5	5
Mount Eliza Secondary College	Mount Eliza	156	120	55	28	81	27	23	17	19	2	12

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Mount Erin College	Frankston	104	71	34	51	79	20	22	13	32	5	8
Mount Evelyn Christian School	Mount Evelyn	37	20	85	25	95	29	21	13	25	4	8
Mount Lilydale Mercy College	Lilydale	202	155	60	36	92	41	20	14	12	0	13
Mount Scopus Memorial College	Burwood	130	129	90	12	98	65	6	2	3	0	25
Mount St Joseph Girls' College	Altona	97	92	57	41	93	50	30	3	8	4	5
Mount Waverley Secondary College	Mount Waverley	274	250	76	25	97	63	20	5	5	1	5
Mountain District Christian School	Monbulk	24	19	53	21	68	8	17	25	42	0	8
Mowbray College Town Centre Campus	Caroline Springs	34	34	59	24	82	57	22	0	4	4	13
Mullauna College	Mitcham	55	49	51	27	76	35	30	7	16	0	12
Murtoa P-12 College	Murtoa	17	14	71	14	79	50	29	7	14	0	0
Nagle College	Bairnsdale	129	95	75	15	87	33	11	15	16	3	22
Narre Warren South P-12 College	Narre Warren South	138	47	28	45	72	7	18	20	39	12	3
Nathalia Secondary College	Nathalia	22	14	93	0	93	32	11	26	16	5	11
Nazareth College	Noble Park	138	122	50	46	92	41	35	6	13	0	6
Neerim District Secondary College	Neerim South	21	10	50	40	90	7	21	14	21	7	29
Newcomb Secondary College	Newcomb	97	49	47	31	76	13	20	23	28	9	9
Newhaven College	Newhaven	62	54	67	26	89	32	15	6	17	2	28
Nhill College	Nhill	19	13	54	23	77	22	17	22	17	6	17
Niddrie Secondary College	Niddrie	89	66	47	45	88	28	34	12	18	3	6
Noble Park Secondary College	Noble Park	88	70	37	53	89	33	33	6	21	4	4
North Geelong Secondary College	Geelong North	53	36	36	36	72	29	17	12	38	5	0
Northcote High School	Northcote	183	159	69	28	94	56	17	6	11	2	8
Northland Secondary College	Preston East	98	60	17	68	83	14	41	5	24	7	9
Norwood Secondary College	Ringwood	131	94	62	36	95	45	13	13	18	0	12
Notre Dame College	Shepparton	197	146	78	21	94	29	13	20	15	1	21
Numurkah Secondary College	Numurkah	35	16	81	19	94	27	9	23	23	5	14
Nunawading Christian College - Secondary Campus	Nunawading	36	33	52	18	70	33	33	5	10	14	5
Oakleigh Greek Orthodox College	Oakleigh	37	37	51	46	92	58	29	0	0	4	8
Oberon High School	Belmont	185	123	71	24	90	27	14	18	23	4	14
Orbost Secondary College	Orbost	36	22	68	18	82	27	9	9	23	0	32
Our Lady Of Mercy College	Heidelberg	159	149	77	27	99	71	17	3	6	1	3

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Our Lady Of Sacred Heart College	Bentleigh	91	84	55	40	92	42	26	5	16	3	8
Our Lady Of Sion College	Box Hill	97	91	63	33	95	51	17	5	17	1	9
Ouyen Secondary College	Ouyen	25	21	81	24	100	65	10	0	10	0	15
Overnewton Anglican Community College	Keilor	155	147	70	28	95	68	14	6	8	0	4
Oxley College	Chirnside Park	70	58	74	21	91	43	14	7	16	0	20
Padua College	Mornington	235	178	62	35	93	33	18	16	15	4	14
Pakenham Secondary College	Pakenham	91	40	28	38	65	16	26	19	28	7	4
Parade College	Bundoora	215	164	63	35	95	46	23	21	5	1	4
Parkdale Secondary College	Mordialloc	108	73	51	34	82	38	22	14	22	1	1
Parkwood Secondary College	Ringwood North	37	24	46	46	92	30	37	22	7	4	0
Pascoe Vale Girls Secondary College	Pascoe Vale	168	137	51	47	93	42	28	2	15	2	10
Patterson River Secondary College	Carrum	112	66	48	33	80	25	14	15	35	2	8
Pembroke Secondary College (Senior Campus)	Mooroolbark	104	79	27	58	84	12	26	11	34	6	11
Penleigh And Essendon Grammar School	Keilor East	225	223	95	9	99	87	5	3	1	0	4
Penola Catholic College	Broadmeadows	192	154	54	38	92	36	32	11	13	2	6
Peter Lalor Secondary College	Lalor	20	11	27	55	82	19	25	13	25	19	0
Plenty Valley Christian College	Doreen	58	48	58	44	94	45	20	10	16	0	10
Portland Secondary College	Portland	80	50	76	18	92	25	14	15	22	5	19
Presentation College Windsor	Windsor	97	93	70	30	96	57	16	11	5	0	11
Preshil The Margaret Lyttle Memorial School	Kew	38	35	63	29	89	26	21	0	21	5	26
Preston Girls Secondary College	Preston	34	29	72	28	97	46	25	4	13	4	8
Princes Hill Secondary College	Carlton North	102	93	77	23	97	48	14	3	8	2	26
Rainbow Secondary College	Rainbow	14	12	67	33	92	25	0	42	17	0	17
Red Cliffs Secondary College	Red Cliffs	65	28	75	4	75	37	15	12	17	5	15
Reservoir District Secondary College	Reservoir	126	95	41	37	77	30	36	11	14	7	3
Ringwood Secondary College	Ringwood	194	166	71	30	96	49	20	6	12	3	10
Rmit Tafe	Carlton	135	96	52	33	84	40	22	13	16	1	6
Robinvale Secondary College	Robinvale	25	15	53	33	80	35	18	0	35	12	0
Rochester Secondary College	Rochester	55	37	78	16	95	34	16	9	18	5	18
Rosebud Secondary College	Rosebud	154	105	73	29	91	17	11	9	34	1	28
Rowville Secondary College	Rowville	227	156	44	42	85	30	30	14	23	2	2

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Roxburgh College	Roxburgh Park	119	119	39	52	90	42	24	6	10	6	13
Rushworth P-12 College	Rushworth	19	16	56	13	69	24	0	12	24	12	29
Rutherglen High School	Rutherglen	40	24	79	8	88	33	0	21	18	3	24
Ruyton Girls' School	Kew	63	63	84	13	97	77	11	0	0	0	13
Sacre Coeur	Glen Iris	75	75	96	4	99	90	3	3	0	0	3
Sacred Heart College Geelong	Newtown	207	187	75	17	91	42	13	12	10	1	23
Sacred Heart College Kyneton	Kyneton	94	88	63	33	92	42	14	11	11	4	19
Sacred Heart Girls' College Oakleigh	Oakleigh	157	154	77	21	95	74	15	4	2	1	3
Saint Ignatius College Geelong	Drysdale	104	69	62	20	81	29	24	15	18	4	10
Sale College	Sale	98	67	54	28	79	22	15	12	28	4	18
Salesian College	Chadstone	105	89	78	21	97	62	15	9	10	1	3
Salesian College Sunbury	Sunbury	129	88	59	30	89	35	17	22	14	1	11
Samaritan Catholic College	Preston	58	51	37	55	90	36	36	11	8	3	6
Sandringham College	Sandringham	301	171	43	37	78	22	22	13	32	4	8
Santa Maria College	Northcote	132	130	62	37	95	57	25	6	8	0	5
Scoresby Secondary College	Scoresby	86	63	35	62	90	30	32	10	20	7	2
Scotch College	Hawthorn	229	225	91	10	97	80	7	1	2	0	10
Sebastopol College	Sebastopol	78	44	41	25	66	18	20	17	27	18	0
Seymour Technical High School	Seymour	65	30	53	23	77	20	18	14	36	4	8
Shelford Girls' Grammar	Caulfield	52	52	88	13	100	76	10	2	5	0	7
Shepparton High School	Shepparton	77	55	65	9	71	32	18	16	14	10	10
Siena College	Camberwell	94	88	73	26	95	64	17	5	6	0	8
South Coast Christian College	Leongatha	18	13	77	15	85	20	7	7	20	0	47
South Gippsland Secondary College	Foster	48	33	36	42	79	13	25	25	18	5	15
South Oakleigh Secondary College	Oakleigh South	78	78	26	73	97	18	33	18	16	4	11
Southwood Boys Grammar School - Tintern	Ringwood	32	32	81	28	100	70	15	11	0	0	4
Springvale Secondary College	Springvale	49	44	66	30	95	61	19	3	3	6	6
St Albans Secondary College	St Albans	115	100	43	48	91	46	38	9	3	1	3
St Aloysius College	North Melbourne	90	83	72	20	92	61	21	5	5	0	8
St Anthony's Coptic Orthodox College	Frankston North	25	25	28	60	88	41	47	0	6	6	0
St Bernard's College	Essendon	182	148	68	32	97	53	24	10	8	1	4
St Brigid's College	Horsham	31	29	38	24	59	23	27	14	27	0	9
St Catherine's School	Toorak	84	84	93	8	99	88	5	0	3	0	5

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St Columba's College	Essendon	149	147	80	18	94	69	13	2	7	1	9
St Francis Xavier College	Beaconsfield	243	187	61	29	86	42	21	10	20	2	6
St Helena Secondary College	Eltham	188	170	46	47	91	35	24	12	19	2	8
St John's Greek Orthodox College	Preston	31	25	36	60	92	35	35	10	10	0	10
St John's Regional College	Dandenong	143	107	62	30	90	47	28	4	14	5	3
St Joseph's College Echuca	Echuca	54	39	92	0	92	38	7	10	14	0	31
St Joseph's College Melbourne	North Melbourne	138	121	55	42	96	52	27	8	7	2	3
St Joseph's College Mildura	Mildura	102	78	68	19	82	49	12	8	8	1	22
St Joseph's College Newtown	Newtown	165	127	76	17	91	50	8	14	11	2	16
St Joseph's Regional College Ferntree Gully	Ferntree Gully	93	76	57	45	95	45	12	12	20	5	6
St Kevin's College Toorak	Toorak	205	194	88	12	98	73	10	4	4	0	9
St Leonards College	Brighton East	177	171	84	18	97	64	10	2	5	1	18
St Margarets School	Berwick	50	49	92	16	100	66	10	2	2	0	20
St Mary Of The Angels School	Nathalia	38	23	65	17	83	29	10	19	29	0	13
St Mary's Coptic Orthodox College	Coolaroo	37	37	76	22	97	74	15	0	4	4	4
St Michael's Grammar School	St Kilda	127	117	82	18	97	61	4	1	7	1	25
St Monica's College	Epping	242	202	64	34	96	51	26	8	9	2	5
St Patrick's College	Ballarat	117	91	70	24	90	23	13	15	20	3	25
St Paul's Anglican Grammar School	Warragul	146	133	77	20	93	48	7	11	8	1	24
St Peter's College	Cranbourne	133	105	56	42	93	38	25	12	16	0	9
Star Of The Sea College	Gardenvale	161	155	79	22	99	58	15	0	7	0	20
Staughton College	Melton South	20	15	27	67	93	29	41	12	12	6	0
Stawell Secondary College	Stawell	61	38	71	16	87	26	9	16	33	5	12
Strathcona Baptist Girls Grammar School	Canterbury	73	72	90	10	99	80	7	0	3	0	10
Strathmore Secondary College	Strathmore	193	169	67	27	91	55	21	4	16	0	4
Sunbury College	Sunbury	128	85	53	35	87	35	21	11	19	6	9
Sunbury Downs Secondary College	Sunbury	79	42	45	26	71	23	19	11	30	11	7
Sunshine College	Sunshine	113	106	29	58	87	26	48	10	10	2	5
Swan Hill College	Swan Hill	68	52	56	13	67	37	6	22	29	2	4
Swinburne Senior Secondary College	Hawthorn	119	98	34	48	79	20	29	4	27	3	17
Swinburne University Of Technology - Tafe Division	Croydon	45	3	0	100	100	0	15	33	37	15	0
Tallangatta Secondary College	Tallangatta	54	31	74	6	81	18	9	18	25	0	30

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Taylors Lakes Secondary College	Taylors Lakes	141	116	42	46	87	41	27	14	12	4	3
Templestowe College	Templestowe Lower	101	78	49	42	88	43	36	7	12	0	1
Terang College Secondary Campus	Terang	18	12	67	33	100	23	8	23	15	0	31
The Geelong College	Newtown	146	140	88	9	95	54	8	0	9	2	27
The Grange P-12 College	Hoppers Crossing	107	84	49	46	89	32	23	12	18	5	10
The Hamilton And Alexandra College	Hamilton	41	40	83	15	95	27	7	17	10	0	40
The King David School	Armadale	44	43	95	7	100	61	6	0	0	0	33
The Knox School	Wantirna South	94	91	76	21	92	70	16	4	5	0	5
The Peninsula School	Mount Eliza	142	130	82	15	95	38	5	11	8	2	36
Thomas Carr College	Tarneit	162	124	62	26	85	45	18	8	18	3	9
Thomastown Secondary College	Thomastown	54	50	40	58	98	45	28	3	17	0	7
Thornbury High School	Thornbury	81	57	42	49	84	29	21	9	27	11	4
Timboon P-12 School	Timboon	32	25	64	28	92	18	5	14	36	0	27
Tintern Ggs	Ringwood East	139	138	86	17	100	80	11	1	0	2	6
Toorak College	Mount Eliza	108	100	84	13	95	51	5	5	8	2	30
Trafalgar High School	Trafalgar	76	54	61	22	81	28	5	28	16	5	18
Traralgon College	Traralgon	106	76	46	30	75	30	30	11	14	5	10
Trinity College Colac	Colac	63	43	74	26	93	26	7	17	26	2	22
Trinity Grammar School	Kew	150	148	86	13	97	64	9	4	3	0	20
Tyrrell College	Sea Lake	14	8	63	13	75	25	0	50	17	0	8
University High School	Parkville	206	199	86	12	96	69	10	1	6	2	12
Upper Yarra Secondary College	Yarra Junction	65	35	31	57	89	12	21	17	37	4	10
Upwey High School	Upwey	144	123	39	45	82	27	25	10	24	2	13
Vermont Secondary College	Vermont	175	142	65	31	92	46	19	10	14	2	8
Victorian College Of The Arts Secondary School	Southbank	46	30	83	3	87	38	28	6	16	3	9
Viewbank College	Rosanna	140	128	76	22	95	60	22	6	6	2	5
Wanganui Park Secondary College	Shepparton	127	98	62	24	81	24	18	13	17	6	22
Wangaratta High School - Edwards Street Campus	Wangaratta	133	86	72	15	85	18	13	15	22	4	28
Wantirna College	Wantirna	197	148	48	51	93	32	30	14	16	4	4
Warracknabeal Secondary College	Warracknabeal	40	19	58	21	74	13	13	17	30	7	20
Warragul Regional College	Warragul	65	40	53	20	73	22	24	22	13	0	18
Warrandyte High School	Warrandyte	97	74	68	31	96	44	16	15	16	0	9

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Warrnambool College	Warrnambool	82	69	75	12	86	33	7	18	10	3	30
Waverley Christian College	Wantirna South	53	45	82	11	91	50	9	5	18	0	18
Wellington Secondary College	Mulgrave	155	141	47	50	94	45	25	4	16	5	4
Wesley College	Melbourne	228	220	85	14	96	72	10	0	3	1	14
Westbourne Grammar School - Hoppers Crossing Campus	Truganina	133	131	89	10	96	80	8	1	3	2	5
Western Heights College	Geelong North	142	74	55	26	80	22	15	21	28	5	9
Western Port Secondary College	Hastings	80	40	33	53	80	9	26	15	30	7	13
Wheelers Hill Secondary College	Wheelers Hill	64	52	56	46	98	40	35	12	9	0	5
Whitefriars College	Donvale	165	138	70	26	92	52	12	13	11	1	12
Whittlesea Secondary College	Whittlesea	102	57	30	42	70	19	25	25	20	1	10
William Angliss Institute Of Tafe	Melbourne	22	2	0	100	100	0	27	13	40	13	7
Williamstown High School	Williamstown	152	132	61	29	85	47	18	8	13	3	11
Wonthaggi Secondary College (Mcbride Campus)	Wonthaggi	131	82	60	30	85	18	14	18	25	6	18
Woodleigh School	Baxter	84	80	84	19	98	28	9	4	10	0	49
Xavier College	Kew	227	224	89	13	98	80	5	2	3	1	10
Yarra Valley Grammar School	Ringwood	103	97	78	24	95	66	12	3	3	0	16
Yarram Secondary College	Yarram	43	23	65	26	91	24	18	21	18	0	18
Yarrawonga Secondary College	Yarrawonga	24	13	46	38	77	13	19	13	50	0	6
Yea High School	Yea	42	26	58	27	81	33	21	13	17	0	17

*This School Merged With Banksia Secondary College In 2008 To Form Banksia/Latrobe Secondary College

**This School Merged With Laverton Plains Primary School To Form Laverton P-12 College

***These three schools merged in 2008 to form Hume Central Secondary College

+These two schools merged in 2008 to form Colac Secondary College

++Formerly Cranbourne Christian College

+++Formerly St Paul's College - North Altona

Appendix 2
Questionnaires

On Track – 2008 School Completer Survey

Questionnaire V8 18 Apr

Hello, my name is (.....,) calling on behalf of the Department of Education from The Social Research Centre. May I please speak to (FNAME, SNAME from list)?

I'm calling regarding the On Track project. You may have heard advertisements for On Track on the radio. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

IF NECESSARY On Track is looking to find out how school leavers are going since they left school, so that the Victorian government can improve its services to young people.

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

IF NECESSARY If you have any concerns, you may contact the Australian Council for Educational Research on 9277-5476

IF NECESSARY This year those who complete the interview are eligible to be in a draw for over 700 iPOD products. Details of the competition can be found at www.education.vic.gov.au and on www.acer.edu.au and www.srcentre.com.au

Continue

*(MONTORING SPIEL)

Intro5 Before we get started, just to let you know that this interview may be monitored by my supervisor for quality purposes – just to check I am doing my job properly. Is that ok with you?

1 Monitoring allowed
2 Monitoring not permitted

*(ALL)

Q1a. Are you currently studying?

INTERVIEWER NOTE: Late enrolment in Semester 1 included as "currently studying"

1 Yes
2 No

*(ALL)

Q1b. Are you currently doing an apprenticeship?

INTERVIERER NOTE: If enrolled and waiting to start apprenticeship (i.e. has signed a training contract) record as "Yes".

1 Yes
2 No

*(NOT CURRENTLY DOING AN APPRENTICESHIP)

Q1c. Are you currently doing a traineeship?

INTERVIERER NOTE: A traineeship normally lasts one or two years. On completion, the trainee receives a nationally recognized qualification.

Do NOT record cadetships, fieldwork placements or practicum activities as "Yes"

1 Yes
2 No

*(NOT STUDYING / NOT DOING AN APPRENTICESHIP / TRAINEESHIP)

Q1d. Are you currently pa rticipating in an ADF Gap Year training program?

1 Yes
2 No

*(CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q2a Are you studying at … READ OUT

1 School
2 University
3 TAFE
4 Private Training College
5 Adult and Community Education provider, or
6 Studying somewhere else?
7 (Proxy respondent does not know)

*(CURRENTLY DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q2b Are you doing the classroom or off-the-job part of your training at:: READ OUT

(MULTIPLES ACCEPTED)

1 School
2 University
3 TAFE
4 Private Training College
5 Your workplace
6 A Group Training Organisation
7 Adult and Community Education provider, or
8 Somewhere else?
9 Proxy respondent does not know

*(ALL)

*(ALL EXCEPT THOSE STUDYING AT SCHOOL)

Q3. What year level did you do last year? AID AS NECESSARY

IF SAYS: "Did VCAL" PROBE: Would that be more like Year 11 or Year 12

1 Year 11
2 Year 12
3 Year 13
4 Did not study last year

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q4 What is the name of the institution where you are studying?

INTERVIEWER NOTE: If studying at University and also doing traineeship, record name of institution for the University

1 University name given
2 TAFE name given
3 Other Private Training College or Adult & Community Education Provider (Specify_____)
4 Proxy respondent does not know
5 Don't know institution of person conducting training in the workplace

*(STUDYING AT UNIVERSITY)

Q4u RECORD UNIVERSITY NAME

1 Melbourne
2 Monash
3 Deakin
4 La Trobe
5 RMIT
6 Swinburne
7 Ballarat
8 Victoria University
9 Australian Catholic University
10 Charles Sturt University
11 Other NSW University
12 Other QLD University
13 Other SA University
14 Other TAS University
15 Other WA University
16 Other ACT University
17 Other NT University
18 Other University (Specify_____)

*(STUDYING AT TAFE)

Q4t RECORD TAFE NAME

1 Bendigo Regional Institute of TAFE
2 Box Hill Institute of TAFE
3 Central Gippsland TAFE
4 Chisholm Institute of TAFE
5 East Gippsland Institute
6 Gordon Institute
7 Goulburn Ovens Institute of TAFE
8 Holmesglen Institute
9 Kangan Batman Institute of TAFE
10 Northern Melbourne Institute of TAFE (NMIT)
11 RMIT (TAFE Division)
12 South West Institute of TAFE
13 Swinburne (TAFE Division)
14 Sunraysia Institute of TAFE
15 University of Ballarat (TAFE Division)
16 University of Melbourne (TAFE Division / ILFR)
17 Victoria University (TAFE Division)
18 William Angliss Institute of TAFE
19 Wodonga Institute of TAFE
20 Other TAFE (Specify_____)

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q5 On which campus are MOST of your classes located?

1 (First campus name from attached list) (158 listed names)
2 (Last campus name from attached list)
3 Campus name given (Specify_____)
4 (Can't say)
5 (Refused)

*(CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q6 What are you studying?

INTERVIEWER NOTE: Multiples accepted for double degrees

INTERVIEWER NOTE: If studying at University and also doing traineeship, record field of study for University

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q7 What is the level of the qualification you will get?

READ OUT IF NECESSARY

INTERVIEWER NOTE: Apprentice's qualification likely to be "Certificate 3" or Certificate 4"

INTERVIEWER NOTE: Trainee's qualification likely to be "Certificate 1" or Certificate 2"

INTERVIEWER NOTE: If studying at University and also doing traineeship, record level of qualification from university studies

1 Bachelor degree
2 Associate degree
3 Advanced diploma
4 Diploma
5 Certificate 4
6 Certificate 3
7 Certificate 2
8 Certificate 1
9 Certificate unspecified (Specify qualification_____)
10 Other (Specify_____)
11 (Proxy respondent does not know)

*(DOING CERTIFICATE 2, CERTIFICATE 1 OR UNSPECIFIED CERTIFICATE, NOT PROXY INTERVIEW)

Q8 I'm going to read out a list of reasons why young people might do a course. Could you please tell me which reasons apply to you – just tell me "Yes" or No"....

(You are doing this course because.....)

STATEMENTS

a It is a pre-apprenticeship course
b It was the only course available locally
c It was the only course you could get into
d It was a course you felt you could manage
e TAFE did not recognise your VET in Schools qualification
f You could not afford to do VET subjects at school

RESPONSE FRAME

1 Yes
2 No
3 (Can't say)
4 (Refused)

*(NOT CURRENTLY STUDYING AT UNI OR TAFE)

Q9 Were you offered a place in university or TAFE/VET?

1 University
2 TAFE/VET
3 Both
4 Did not receive an offer
5 Proxy does not know

*(CURRENTLY AT UNI)

Q9u Were you also offered a place in TAFE/VET?

1 Yes
2 No
3 Proxy does not know

*(CURRENTLY AT TAFE)

Q9t Were you also offered a place in university?

1 Yes
2 No
3 Proxy does not know

*(ALL)

Q10 Did you apply for a tertiary place through VTAC?

1 Yes
2 No
3 Proxy does not know

*(ALL)

Q10b Did you apply directly to the institution?

1 Yes
2 No
3 Proxy does not know

*(OFFERED A PLACE IN UNIVERSITY OR TAFE/VET)

Q11 Intro A Did you... READ OUT

1 Accept the offer and enrol in that course
2 Reject the offer
3 Cancel your enrolment
4 Defer
5 Other (please specify)
6 (Proxy does not know)

*(NOT CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP, NOT DOING A TRAINEESHIP, NOT PROXY INTERVIEW)

Q12 I'm going to read a list of reasons why young people might choose not to study. Could you please tell me which of these apply to YOU – just tell me yes or no.

IF NOT CURRENTLY STUDYING / DOING AN APPRENTICESHIP, BUT INTENDS TO STUDY / DO APPRENTICESHIP LATER SAY: I realise you said earlier that you are intending to study / do an apprenticeship later (this year), but if I could just run these quickly to see which, if any, apply to you

(You chose not to study this year because...)

STATEMENTS

a You are taking a year off or doing a Gap year
b You never planned or intended to study
c You really wanted to get a job
d You don't feel ready for more study at the moment
e You are waiting to qualify for Youth Allowance to support your future study
f There would have been too much financial pressure on your family
g The costs of study are a barrier
h It's not worth building up a HECS debt
i You only managed to get into a fee-paying course
j The costs of travel are a barrier
k There is too much travel involved
l You have tried to get into a course, but were not successful
m You were unsure whether you would be able to cope with the work
n It would have meant leaving home
o The course you wanted was not offered locally

RESPONSE FRAME

1 Yes
2 No
3 (Can't say)
4 (Refused)

*(ALL)

Q13a Did you have a (paid) job during term time while you were at school last year? That is, a job you worked in regularly during term time, not just a holiday job.

1 Yes
2 No
3 (Proxy does not know)

*(HAD PAID JOB WHILE AT SCHOOL LAST YEAR)

Q13b About how many hours per week did you work on average?

1 Hours per week given (Specify_____)
2 (Can't say) (AVOID)
3 (Refused)
4 (Proxy does not know)

*(NOT CURRENTLY DOING AN APPRENTICESHIP OR TRAINEESHIP OR ADF GAP YEAR)

Q13c Do you currently have a paid job?

1 Yes
2 No, looking for work
3 No, not looking for work
4 (Proxy does not know)
5 Waiting to start job

*(NOT AN APPRENTICE / TRAINEE / ADF GAP YEAR, HAD PAID JOB WHILE AT SCHOOL LAST YEAR AND CURRENTLY HAS PAID JOB OR WAITING TO START JOB)

Q13d How is your (current) job related to the job you had as a student?

1 Not related at all
2 Same job
3 Same employer, different job (include promotion, move to full time)
4 Same industry, different job
5 Student job helped gain contacts or networks
6 Student job provided useful experience for current job
7 Other (Specify_____)
8 (Proxy can't say / does not know)

*(CURRENTLY HAS A JOB, NOT AN APPRENTICE/ TRAINEE)

Q14 Have you received any on-the-job training this year?"

1 Yes
2 No
3 (Proxy does not know)

*(CURRENTLY HAS A JOB,/ CURRENTLY DOING AN APPRENTICESHIP / TRAINEESHIP / ADF GAP YEAR)

Q15c How many hours are you working on average per week in all jobs?

INTERVIEWER NOTE: Hours worked as part of apprenticeship, traineeship or ADF gap year regarded as hours worked in a job

IF "NONE" PROBE: In a usual week (when work is available), how many hours would it be?

1 Hours given (Specify_____)
2 (Can't say)
3 (Refused)
4 (Proxy does not know)

*(CURRENTLY HAS A JOB, ALL CURRENTLY DOING AN APPRENTICESHIP / TRAINEESHIP / ADF GAP YEAR)

Q16 What is your main job?

INTERVIEWER NOTE: for apprentices and trainees, main job should be their apprenticeship or traineeship

DISPLAY TOP TEN OCCUPATIONS FROM 2007 AS PRECODES

DISPLAY OCCUPATION LIST FROM 2007 QUESTIONNAIRE

*(NOT LOOKING FOR WORK)

Q17 What would you say is your present MAIN activity?

1 Study/training
2 Home duties/looking after children
3 Travel or holiday
4 Ill/unable to work
5 Other (Specify_____)
6 (Can't say) AVOID
7 (Refused)

*(NOT STUDYING OR TRAINING, NOT CURRENTLY WORKING FULL TIME)

D4 From your earlier answers it seems that you are not currently working full-time or studying. This may mean that you are interested in some help in exploring possible next steps.

Local Learning and Employment Networks known as LLENs can help you find out more about work and study options. They are funded by the Victorian Government.

If you want, we can pass your name and number to your local LLEN who will contact you to provide information, assistance including referral to support services.

Would you like someone to contact you?

1 Yes
2 No

*(REQUESTED CONTACT FROM LLEN)

D4n Can I confirm that this is the best number for them to call you on?

DISPLAY NUMBER FROM SAMPLE

1 Number from sample correct
2 Collect alternative number (Specify_____)

*(REQUESTED CONTACT FROM LLEN)

D4alt Is there another number that someone from your local LLEN might catch you on?

1 Yes
2 No
3 (Refused)

*(ENROLLED IN ACE OR TAFE)

Q18. What are the main reasons you chose to do your VCE or VCAL at a TAFE or Adult and Community Education provider rather than at a school?

(ACCEPT MULTIPLES)

1 Better learning / adult environment
2 Left and didn't want to go back to school
3 Age
4 School didn't offer my desired course / subjects
5 Didn't like school / teachers
6 Flexible timetable
7 Not coping at school
8 School did not cater for my needs
9 Other (Specify_____)
10 (Can't say)
11 (Refused)

*(ENROLLED IN ACE OR TAFE)

Q20. To what extent would you agree or disagree with the following statement?:

Your VCAL course was an important reason you stayed on at school

Would you say....

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 (Can't say)

*(NOT DONE VCAL)

Q21a Was a VCAL (Victorian Certificate of Applied Learning) program available at your school last year?

1 Yes
2 No
3 (Don't know)

*(NO VCAL PROGRAM AVAILABLE AT SCHOOL)

Q21. If there had been a VCAL (Victorian Certificate of Applied Learning) program at your school last year, would you have taken any VCAL units?

1 Yes
2 No

*(CURRENTLY STUDYING / DOING AN APPRENTICESHIP / TRAINEESHIP / ADF GAP YEAR)

Q23. Next, I have some questions about how you found out about work and study options after secondary school.....

What year level were you in when you FIRST received career advice at school that is related to what you are doing now?

1 Year 13
2 Year 12
3 Year 11
4 Year 10
5 Year 9
6 Year 8
7 Year 7 or earlier (Specify)
8 (Can't say)
9 (Did not receive career advice at school related to current activity)
10*(ALL)

Q24. I'm going to read out a list of people who you might go to for advice about what to do after leaving school. Please indicate which of the following people you have spoken with or received advice from about your career plans and post-school education and training options?

(Did you receive advice about what to do after leaving school from....)

(STATEMENTS)

a Family Members
b Friends or peers
c Teachers at school (includes teachers who double up as school career counsellors)
d University or TAFE Staff
e Community Groups
f Someone else (Specify_____)

RESPONSE FRAME

1 Yes
2 No
3 (Can't say)

*(ALL)

Q25 Overall, how satisfied are you with your main activity since leaving school? Would you say...

1 Very satisfied
2 Satisfied
3 Neither satisfied nor dissatisfied
4 Dissatisfied, or
5 Very dissatisfied
6 (Can't say)

*(ALL)

D3. Are you of Aboriginal or Torres Strait Islander origin?

1 Yes
2 No
3 (Can't say)
4 (Refused)

*(ALL)

Q27 Over the next few years, The Department of Education will be conducting similar surveys as part of the On Track project. Would you be willing to be recontacted to see if you are available to participate?

1 Yes
2 No

*(OK TO RE-CONTACT)

CONTACT Can I confirm that this is the best number to call on?

1 DISPLAY NUMBER FROM SAMPLE
2 Collect alternative number (Specify_____)

*(ALL)

D5 This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes.

IF NECESSARY: As soon as the information processing period has finished, your name and contact details will be separated from your responses to the survey. For the period that your name and contact details remain with your survey responses, which will be approximately 3 months, you will be able to contact us to request access to the information that you have provided. After this time, your contact details will not be stored with your responses, so you will not be able to be identified from your answers to this survey.

Continue

*(ALL)

CLOSE The On-Track report will soon be available on Department's website (www.education.vic.gov.au). That is the end of the interview. Thank you very much for your time and assistance.

Just in case you missed it, my name is (.....), calling on behalf of the On Track project from the Social Research Centre in Melbourne.

On Track – 2008 Early Leaver Survey

Questionnaire V5 20 May

Hello, my name is (.....,) calling on behalf of the Department of Education from The Social Research Centre. May I please speak to (FNAME, SNAME from list)?

I'm calling regarding the On Track project. You may have heard advertisements for On Track on the radio. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

IF NECESSARY On Track is looking to find out how school leavers are going since they left school, so that the Victorian government can improve its services to young people.

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

IF NECESSARY If you have any concerns, you may contact the Australian Council for Educational Research on 9277-5476

IF NECESSARY This year those who complete the interview are eligible to be in a draw for over 700 iPOD products. Details of the competition can be found at www.education.vic.gov.au and on www.acer.edu.au and www.srcentre.com.au

*(MONTORING SPIEL)

Intro5 Before we get started, just to let you know that this interview may be monitored by my supervisor for quality purposes – just to check I am doing my job properly. Is that ok with you?

1 Monitoring allowed
2 Monitoring not permitted

*(ALL)

Q1 Firstly, can I just confirm that you were at school last year...

INTERVIEWER NOTE: If completed Year 12 equivalent study (including VCE at TAFE, VCAL Senior or VCAL Intermediate) code as "No" (not an early leaver)

If undertook SOME study for year 10 / 11/ 12 equivalent last year but did not finish, code as "Yes" (early leaver)

If completed VCAL Foundation last year, code as "Yes"

1 Yes, studied at school last year
2 No, did not study at school last year

*(ALL)

Q1a. Are you currently studying?

INTERVIEWER NOTE: Late enrolment in Semester 1 included as "currently studying"

1 Yes
2 No

*(ALL)

Q1b. Are you currently doing an apprenticeship?

INTERVIERER NOTE: If enrolled and waiting to start apprenticeship (i.e. has signed a training contract) record as "Yes".

1 Yes
2 No

*(NOT CURRENTLY DOING AN APPRENTICESHIP)

Q1c. Are you currently doing a traineeship?

INTERVIERER NOTE: A traineeship normally lasts one or two years. On completion, the trainee receives a nationally recognized qualification.

Do NOT record cadetships, fieldwork placements or practicum activities as "Yes"

1 Yes
2 No

*(CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q2a Are you studying at … READ OUT

1 School
2 University
3 TAFE
4 Private Training College
5 Adult and Community Education provider, or
6 Studying somewhere else?
7 (Proxy respondent does not know)

*(CURRENTLY DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q2b Are you doing the classroom or off-the-job part of your training at:: READ OUT

(MULTIPLES ACCEPTED)

1 School
2 University
3 TAFE
4 Private Training College
5 Your workplace
6 A Group Training Organisation
7 Adult and Community Education provider, or
8 Somewhere else?
9 Proxy respondent does not know

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q4 What is the name of the institution where you are studying?

INTERVIEWER NOTE: If studying at University and also doing traineeship, record name of institution for the University

1 University name given
2 TAFE name given
3 Other Private Training College or Adult & Community Education Provider (Specify_____)
4 Proxy respondent does not know
5 Don't know institution of person conducting training in the workplace

*(STUDYING AT UNIVERSITY)

Q4u RECORD UNIVERSITY NAME

1 Melbourne
2 Monash
3 Deakin
4 La Trobe
5 RMIT
6 Swinburne
7 Ballarat
8 Victoria University
9 Australian Catholic University
10 Charles Sturt University
11 Other NSW University
12 Other QLD University
13 Other SA University
14 Other TAS University
15 Other WA University
16 Other ACT University
17 Other NT University
18 Other University (Specify_____)

*(STUDYING AT TAFE)

Q4t RECORD TAFE NAME

1 Bendigo Regional Institute of TAFE
2 Box Hill Institute of TAFE
3 Central Gippsland TAFE
4 Chisholm Institute of TAFE
5 East Gippsland Institute
6 Gordon Institute
7 Goulburn Ovens Institute of TAFE
8 Holmesglen Institute
9 Kangan Batman Institute of TAFE
10 Northern Melbourne Institute of TAFE (NMIT)
11 RMIT (TAFE Division)
12 South West Institute of TAFE
13 Swinburne (TAFE Division)
14 Sunraysia Institute of TAFE
15 University of Ballarat (TAFE Division)
16 University of Melbourne (TAFE Division / ILFR)
17 Victoria University (TAFE Division)
18 William Angliss Institute of TAFE
19 Wodonga Institute of TAFE
20 Other TAFE (Specify_____)

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q5 On which campus are MOST of your classes located?

1 (First campus name from attached list) (158 listed names)
2 (Last campus name from attached list)
3 Campus name given (Specify_____)
4 (Can't say)
5 (Refused)

*(CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP OR TRAINEESHIP)

Q6 What are you studying?

INTERVIEWER NOTE: Multiples accepted for double degrees

INTERVIEWER NOTE: If studying at University and also doing traineeship, record field of study for University

(MULTIPLES ACCEPTED)

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

Q7 What is the level of the qualification you will get?

INTERVIEWER NOTE: Apprentice's qualification likely to be "Certificate 3" or Certificate 4" (DISPLAY IF Q1b=1).

INTERVIEWER NOTE: Trainee's qualification likely to be "Certificate 1" or Certificate 2" (DISPLAY IF Q1c=1)

INTERVIEWER NOTE: If studying at University and also doing traineeship, record level of qualification from university studies (DISPLAY IF Q1a=1 AND Q1c=1 AND Q4=1)

1 Bachelor degree
2 Associate degree
3 Advanced diploma
4 Diploma
5 Certificate 4
6 Certificate 3
7 Certificate 2
8 Certificate 1
9 Certificate unspecified (Specify qualification_____)
10 Other (Specify_____)
11 (Proxy respondent does not know)

*(NOT CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP, NOT DOING A TRAINEESHIP, NOT PROXY INTERVIEW)

Q12 I'm going to read a list of reasons why young people might choose not to study after leaving school. Could you please tell me which of these apply to YOU – just tell me yes or no.

IF NOT CURRENTLY STUDYING / DOING AN APPRENTICESHIP, BUT INTENDS TO STUDY / DO APPRENTICESHIP LATER SAY: I realise you said earlier that you are intending to study / do an apprenticeship later (this year), but if I could just run these quickly to see which, if any, apply to you

(You chose not to study after leaving school because…)

STATEMENTS

a You are taking some time off
b You never planned or intended to study
c You really wanted to get a job
d You don't feel ready for more study at the moment
e You are waiting to qualify for Youth Allowance to support your future study
f There would have been too much financial pressure on your family
g The costs of study are a barrier
h It's not worth building up a HECS debt
i You only managed to get into a fee-paying course
j The costs of travel are a barrier
k There is too much travel involved
l You have tried to get into a course, but were not successful
m You were unsure whether you would be able to cope with the work
n It would have meant leaving home
o The course you wanted was not offered locally

RESPONSE FRAME

1 Yes
2 No
3 (Can't say)
4 (Refused)

*(NOT CURRENTLY STUDYING, NOT DOING AN APPRENTICESHIP, NOT DOING A TRAINEESHIP, NOT PROXY INTERVIEW)

Q12b How likely is it that you will begin full time study in the next five years? Would you say….

1 Very likely
2 Somewhat likely
3 Not very likely
4 Not at all likely
5 (Can't say) (AVOID)

*(ALL)

Q13a Did you have a (paid) job during term time while you were at school last year? That is, a job you worked in regularly during term time, not just a holiday job.

1 Yes
2 No
3 (Proxy does not know)

*(HAD PAID JOB WHILE AT SCHOOL LAST YEAR)

Q13b About how many hours per week did you work on average?

1 Hours per week given (Specify_____)
2 (Can't say) (AVOID)
3 (Refused)
4 (Proxy does not know)

***(NOT CURRENTLY DOING AN APPRENTICESHIP OR TRAINEESHIP)**

Q13c Do you currently have a paid job?

1 Yes
2 No, looking for work
3 No, not looking for work
4 (Proxy does not know)
5 Waiting to start job

*(NOT AN APPRENTICE / TRAINEE HAD PAID JOB WHILE AT SCHOOL LAST YEAR AND CURRENTLY HAS PAID JOB OR WAITING TO START JOB)

Q13d How is your (current) job related to the job you had as a student?

1 Not related at all
2 Same job
3 Same employer, different job (include promotion, move to full time)
4 Same industry, different job
5 Student job helped gain contacts or networks
6 Student job provided useful experience for current job
7 Other (Specify_____)
8 (Proxy can't say / does not know)

*(CURRENTLY HAS A JOB, NOT AN APPRENTICE/ TRAINEE)

Q14 Have you received any on-the-job training this year?"

1 Yes
2 No
3 (Proxy does not know)

*(CURRENTLY HAS A JOB,/ CURRENTLY DOING AN APPRENTICESHIP / TRAINEESHIP)

Q15c How many hours are you working on average per week in all jobs?

INTERVIEWER NOTE: Hours worked as part of apprenticeship or traineeship regarded as hours worked in a job

IF "NONE" PROBE: In a usual week (when work is available), how many hours would it be?

1 Hours given (Specify_____)
2 (Can't say)
3 (Refused)
4 (Proxy does not know)

*(CURRENTLY HAS A JOB, ALL CURRENTLY DOING AN APPRENTICESHIP / TRAINEESHIP)

Q16 What is your main job?

INTERVIEWER NOTE: for apprentices and trainees, main job should be their apprenticeship or traineeship

DISPLAY TOP TEN OCCUPATIONS FROM 2007 AS PRECODES

DISPLAY OCCUPATION LIST FROM 2007 QUESTIONNAIRE

*(CURRENTLY HAS A JOB, NOT AN APPRENTICE OR TRAINEE, NOT A PROXY INTERVIEW)

Q16b What would you say have been the benefits of your decision to leave school and go into the workforce?
PROBE: Any others? (besides money)

1 Reasons given (Specify_____)
2 (Can't say) AVOID

*(NOT LOOKING FOR WORK)

Q17 What would you say is your present MAIN activity?

1 Study/training
2 Home duties/looking after children
3 Travel or holiday
4 Ill/unable to work
5 Other (Specify_____)
6 (Can't say) AVOID
7 (Refused)

*(NOT STUDYING OR TRAINING, NOT CURRENTLY WORKING FULL TIME)

D4 From your earlier answers it seems that you are not currently working full-time or studying. This may mean that you are interested in some help in exploring possible next steps.

Local Learning and Employment Networks known as LLENs can help you find out more about work and study options. They are funded by the Victorian Government.

If you want, we can pass your name and number to your local LLEN who will contact you to provide information, assistance including referral to support services.

Would you like someone to contact you?

1 Yes
2 No

*(REQUESTED CONTACT FROM LLEN)

D4n Can I confirm that this is the best number for them to call you on?

DISPLAY NUMBER FROM SAMPLE

1 Number from sample correct
2 Collect alternative number (Specify_____)

*(REQUESTED CONTACT FROM LLEN)

D4alt Is there another number that someone from your local LLEN might catch you on?

1 Yes
2 No
3 (Refused)

*(ALL)

Q22a. What year level did you do last year?
AID AS NECESSARY

IF SAYS: "Did VCAL" PROBE: Would that be more like Year 11 or Year 12

1 Year 9
2 Year 10
3 Year 11
4 Year 12
5 Did not study last year

*(ALL)

Q20a (Just confirming) Were you enrolled in a VCAL (Victorian Certificate of Applied Learning) course last year?

1 Yes
2 No
3 (Proxy does not know)

*(ENROLLED IN VCAL, NOT A PROXY INTERVIEW)

Q20. To what extent would you agree or disagree with the following statement?

Your VCAL course was an important reason you stayed on at school last year

Would you say....

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 (Can't say

*(NOT ENROLLED IN VCAL, NOT A PROXY INTERVIEW)

Q21a Was a VCAL (Victorian Certificate of Applied Learning) program available at your school last year?

1 Yes
2 No
3 (Don't know)

*(NO VCAL PROGRAM AVAILABLE AT SCHOOL)

Q21. If there had been a VCAL (Victorian Certificate of Applied Learning) program at your school last year, would you have taken any VCAL units?

1 Yes
2 No

*(WOULD NOT HAVE TAKEN ON ANY VCAL UNITS)

Q22. Why would you not have taken any VCAL units?

(MULTIPLES ACCEPTED)

1 Response given (Specify_____)
2 (Can't say)
3 (Refused)

*(ALL EXCEPT PROXY INTERVIEWS)

Q22b How satisfied are you with your results from last year? Would you say...

INTERVIEWER NOTE: Question refers to academic results

1 Very satisfied
2 Somewhat satisfied
3 Neither satisfied nor dissatisfied
4 Somewhat dissatisfied
5 Very dissatisfied
6 (Can't say) AVOID

*(ALL EXCEPT PROXY INTERVIEWS)

Q22c I'm going to read out a list of reasons why young people might choose to leave school. Can you please tell me which of there apply to YOU – just tell me "yes" or "no"...

STATEMENTS

(RANDOMISE)

a You had a job, apprenticeship or traineeship to go to
b You wanted to get a job, apprenticeship or traineeship
c You wanted to study at a different place, like a TAFE for example
d You were not coping with your schoolwork or falling behind - was that a reason (you chose to leave school)?
e The school didn't offer the subjects or courses you wanted to do
f Because of illness or poor health - was that a reason (you chose to leave school)?
g Because of poor relationships or problems with other students
h It was too far to travel
i You didn't want to be a school student any more

RESPONSE FRAME

1 Yes
2 No

*(ALL EXCEPT PROXY INTERVIEWS)

Q22d Are there any other reasons why you chose to leave school?

1 Other reasons given (Specify_____)
2 No other reasons
3 (Can't say)
4 (Refused)

*(ALL EXCEPT PROXY INTERVIEWS)

Q22e Would you have stayed at school if....?

STATEMENTS

(RANDOMISE)

a You could have studied part-time while working
b There were vocational programs or VET subjects in areas that interested you
c There was more flexible scheduling of classes
d You received more support from the school to keep up with your studies
e The school had a wider range of subjects
f The school provided more support in dealing with your personal problems or difficulties
g The school supported more opportunities to mix with other students (IF NECESSARY PROMPT: for example, extra curricular activities, clubs, socials, etc)
h You received better career advice
i You were treated more like an adult

RESPONSE FRAME

1 Yes
2 No

*(ALL EXCEPT PROXY INTERVIEWS)

Q23. Next, I have some questions about how you found out about work and study options after secondary school.....

What year level were you in when you FIRST received career advice at school that is related to what you are doing now?

1 Year 12
2 Year 11
3 Year 10
4 Year 9
5 Year 8
6 Year 7 or earlier (Specify)
7 (Can't say)
8 (Did not receive career advice at school related to current activity)

*(ALL EXCEPT PROXY INTERVIEWS)

Q24. I'm going to read out a list of people who you might go to for advice about what to do after leaving school. Please indicate which of the following people you have spoken with or received advice from about your career plans and post-school education and training options?

(Did you receive advice about what to do after leaving school from....)

(STATEMENTS)

a Family members
b Friends or peers
c Teachers at school (includes teachers who double up as school career counsellors)
d University or TAFE Staff
e Community groups
f Someone else (Specify_____)

RESPONSE FRAME

1 Yes
2 No
3 (Can't say)

*(ALL EXCEPT PROXY INTERVIEWS)

D3. Are you of Aboriginal or Torres Strait Islander origin?

1 Yes
2 No
3 (Can't say)
4 (Refused)

*(ALL)

Q27 Over the next few years, The Department of Education will be conducting similar surveys as part of the On Track project. Would you be willing to be recontacted to see if you are available to participate?

1 Yes
2 No

*(OK TO RE-CONTACT)

CONTACT Can I confirm that this is the best number to call on?

1 DISPLAY NUMBER FROM SAMPLE
2 Collect alternative number (Specify_____)

*(ALL)

D5 This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes.

IF NECESSARY: As soon as the information processing period has finished, your name and contact details will be separated from your responses to the survey. For the period that your name and contact details remain with your survey responses, which will be approximately 3 months, you will be able to contact us to request access to the information that you have provided. After this time, your contact details will not be stored with your responses, so you will not be able to be identified from your answers to this survey.

Continue

*(ALL)

CLOSE The On-Track report will soon be available on Department's website (www.education.vic.gov.au). That is the end of the interview. Thank you very much for your time and assistance.

Just in case you missed it, my name is (.....), calling on behalf of the On Track project from the Social Research Centre in Melbourne.

Appendix 3
VET in Schools enrolments, 2007

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	1578	Advanced Diploma in Engineering Technology	2
2008	941	Certificate I in Active Volunteering	63
2008	1406	Certificate I in Automotive	24
2008	230	Certificate I in Business	138
2008	1634	Certificate I in Community Recreation	21
2008	1460	Certificate I in ESL	3
2008	605	Certificate I in Electrotechnology	227
2008	1630	Certificate I in Financial Services	22
2008	760	Certificate I in Food Processing	1
2008	1296	Certificate I in Food Processing (Retail Baking)	2
2008	240	Certificate I in Furnishing	58
2008	1297	Certificate I in General Education for Adults	848
2008	227	Certificate I in General Education for Adults	5
2008	1511	Certificate I in General Education for Adults(Introductory)	57
2008	647	Certificate I in Horticulture	93
2008	883	Certificate I in Hospitality (Kitchen Operations)	37
2008	247	Certificate I in Hospitality (Operations)	26
2008	1149	Certificate I in Information Technology	462
2008	1367	Certificate I in Introductory Vocational Education	21
2008	1553	Certificate I in Language	59
2008	264	Certificate I in Learning Pathways for Australian ATSI	7
2008	430	Certificate I in Media	25
2008	301	Certificate I in Music Industry (Foundation)	38
2008	834	Certificate I in Retail Operations	11
2008	1629	Certificate I in Retail Services	7
2008	884	Certificate I in Rural Operations	29
2008	463	Certificate I in Spoken and Written English	5
2008	1077	Certificate I in Transition Education	465
2008	1625	Certificate I in Transport & Logistics(Rail Pathways)	2
2008	723	Certificate I in Visual Arts and Contemporary Craft	25
2008	905	Certificate I in Vocational Preparation	1,547
2008	1098	Certificate I in Work Education	96
2008	1378	Certificate I in Work Preparation	9
2008	1560	Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	7
2008	812	Certificate II in Acting (Film and Television)	34
2008	1542	Certificate II in Active Volunteering	25
2008	710	Certificate II in Aeroskills	9
2008	781	Certificate II in Agriculture	321
2008	679	Certificate II in Agriculture	6
2008	636	Certificate II in Agriculture	126
2008	837	Certificate II in Animal Studies	121
2008	1168	Certificate II in Applied Design in Industry	49
2008	1518	Certificate II in Applied Fashion Design & Technology	44
2008	637	Certificate II in Applied Language	41

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	1145	Certificate II in Asset Maintenance(Cleaning Operations)	17
2008	1363	Certificate II in Automotive Electrical Technology	5
2008	895	Certificate II in Automotive Manufacturing	3
2008	1142	Certificate II in Automotive Mechanical	9
2008	1548	Certificate II in Automotive Sales (Sales Service Station Operations	2
2008	800	Certificate II in Automotive Technology Studies	2,053
2008	1143	Certificate II in Automotive Vehicle Body	25
2008	1136	Certificate II in Automotive Vehicle Servicing	124
2008	127	Certificate II in Automotive(Mechanical-Underbody)	1
2008	126	Certificate II in Automotive(Mechanical-Vehicle Servicing)	4
2008	1472	Certificate II in Boating Services	5
2008	503	Certificate II in Broadcasting (Radio)	35
2008	1482	Certificate II in Building and Construction Pre-apprenticeship	2,439
2008	203	Certificate II in Business	124
2008	193	Certificate II in Business	2,196
2008	484	Certificate II in Business	379
2008	1279	Certificate II in Circus Training (Basic)	1
2008	920	Certificate II in Civil Construction	1
2008	272	Certificate II in Clothing Production (Intermediate)	4
2008	691	Certificate II in Community Pharmacy	6
2008	841	Certificate II in Community Recreation	108
2008	151	Certificate II in Community Recreation	2
2008	970	Certificate II in Community Recreation	2,796
2008	584	Certificate II in Community Services Support Work	5
2008	591	Certificate II in Community Services Work	121
2008	782	Certificate II in Community Services Work	1,657
2008	438	Certificate II in Conservation and Land Management	28
2008	1034	Certificate II in Conservation and Land Management	216
2008	1627	Certificate II in Creative Industries(Media)	7
2008	1641	Certificate II in Custom Electronics Assembly and Setup	1
2008	1492	Certificate II in Dance	279
2008	101	Certificate II in Dance	212
2008	677	Certificate II in ESL (Access)	89
2008	1517	Certificate II in Electrotechnology	9
2008	804	Certificate II in Electrotechnology (Shared Technology)	798
2008	670	Certificate II in Electrotechnology (Technical Support)	5
2008	850	Certificate II in Electrotechnology Servicing	67
2008	1581	Certificate II in Electrotechnology Technical Support	1
2008	1532	Certificate II in Emergency Medical Service First Response	111
2008	1230	Certificate II in Engineering	80
2008	1338	Certificate II in Engineering	27
2008	88	Certificate II in Engineering - Production	3
2008	949	Certificate II in Engineering Studies	70

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	789	Certificate II in Engineering Studies	1,547
2008	1335	Certificate II in Engineering(Production Tech)	78
2008	1273	Certificate II in Engineering(Production Tech)	10
2008	196	Certificate II in Equine Industry	566
2008	874	Certificate II in Floristry	5
2008	730	Certificate II in Food Processing	12
2008	603	Certificate II in Food Processing (Wine)	40
2008	205	Certificate II in Furnishing	24
2008	795	Certificate II in Furnishing (Pre-apprenticeship Cabinet Making)	1,126
2008	241	Certificate II in Furniture Making	26
2008	243	Certificate II in General Construction	110
2008	1299	Certificate II in General Education for Adults	932
2008	228	Certificate II in General Education for Adults	3
2008	540	Certificate II in Glass and Glazing	1
2008	208	Certificate II in Hairdressing	2
2008	1284	Certificate II in Hairdressing	1,226
2008	615	Certificate II in Horticulture	64
2008	761	Certificate II in Horticulture	43
2008	791	Certificate II in Horticulture	387
2008	675	Certificate II in Horticulture (Parks & Gardens)	67
2008	245	Certificate II in Hospitality (Kitchen Operations)	498
2008	79	Certificate II in Hospitality (Operations)	4,917
2008	483	Certificate II in Hospitality (Operations)	428
2008	14	Certificate II in Hospitality (Operations)	458
2008	1162	Certificate II in Information Technology	327
2008	1251	Certificate II in Information Technology	36
2008	1269	Certificate II in Information Technology	888
2008	718	Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-app)	14
2008	1555	Certificate II in Language	3
2008	655	Certificate II in Learning Pathways for ATSI Peoples	3
2008	1642	Certificate II in Library/Information Services	8
2008	906	Certificate II in Live Production, Theatre & Events	20
2008	825	Certificate II in Make-up Services	296
2008	1371	Certificate II in Manufacturing Technology	37
2008	1193	Certificate II in Meat Processing (Abattoirs)	1
2008	1562	Certificate II in Meat Processing (Meat Retailing)	4
2008	959	Certificate II in Meat Processing (Meat Retailing)	1
2008	1124	Certificate II in Modelling	15
2008	527	Certificate II in Multimedia	138
2008	185	Certificate II in Multimedia	1,824
2008	198	Certificate II in Music Industry (Foundation)	795
2008	824	Certificate II in Nail Technology	155
2008	1510	Certificate II in Off-Site Construction	1
2008	1320	Certificate II in Outdoor Power Equipment	1

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	971	Certificate II in Outdoor Recreation	973
2008	908	Certificate II in Outdoor Recreation	29
2008	1638	Certificate II in Plastics Processes(Pre-Apprenticeship)	14
2008	1101	Certificate II in Plumbing (Prevocational)	186
2008	1167	Certificate II in Printing & Graphic Arts	1
2008	1228	Certificate II in Printing & Graphic Arts (Desktop Publishing)	57
2008	1446	Certificate II in Printing & Graphic Arts (Screen Printing)	1
2008	1055	Certificate II in Printing & Graphic Arts(Desktop Publishing)	82
2008	792	Certificate II in Production Horticulture	11
2008	771	Certificate II in Public Safety (Firefighting Operations)	53
2008	452	Certificate II in Public Safety (SES Rescue)	31
2008	651	Certificate II in Racing (Stablehand)	9
2008	1579	Certificate II in Renewable Energy	10
2008	1582	Certificate II in Retail	26
2008	826	Certificate II in Retail Cosmetic Services	113
2008	11	Certificate II in Retail Operations	3,552
2008	439	Certificate II in Retail Operations	433
2008	985	Certificate II in Rural Operations	31
2008	1364	Certificate II in Sampling and Measurement	2
2008	256	Certificate II in Screen	18
2008	1113	Certificate II in Seafood Industry (Aquaculture)	3
2008	1166	Certificate II in Security Operations	22
2008	268	Certificate II in Sign Writing	17
2008	1419	Certificate II in Skills for Work and Training	82
2008	783	Certificate II in Small Business(Operations/Innovation)	295
2008	464	Certificate II in Spoken and Written English	29
2008	998	Certificate II in Sport (Career Orientated Participation)	2
2008	848	Certificate II in Sport (Coaching)	31
2008	999	Certificate II in Sport (Officiating)	10
2008	251	Certificate II in Sport and Recreation	117
2008	830	Certificate II in Telecommunications(Cabling)	15
2008	277	Certificate II in Tourism (Operations)	53
2008	1227	Certificate II in Transport & Distribution (Administration)	18
2008	441	Certificate II in Transport and Distribution (Road Transport)	1
2008	440	Certificate II in Transport and Distribution (Warehousing)	75
2008	1640	Certificate II in Transport and Logistics(Warehousing & Storage)	6
2008	724	Certificate II in Visual Arts and Contemporary Craft	85
2008	836	Certificate III in Aboriginal or Torres Strait Islander Cultural Art	2
2008	813	Certificate III in Acting(Film and Television)	14
2008	589	Certificate III in Aged Care Work	24
2008	868	Certificate III in Agriculture	26
2008	1497	Certificate III in Allied Health Assistance	23
2008	712	Certificate III in Asset Maintenance(Cleaning Operations)	5
2008	1289	Certificate III in Automotive Electrical Technology	6

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	1183	Certificate III in Automotive Mechanical Technology	94
2008	1313	Certificate III in Automotive Mechanical Technology	2
2008	1463	Certificate III in Automotive Specialist	2
2008	1391	Certificate III in Automotive Vehicle Body	6
2008	827	Certificate III in Beauty Services	450
2008	1546	Certificate III in Bicycles	2
2008	590	Certificate III in Broadcasting (Television)	1
2008	683	Certificate III in Broadcasting(Radio)	11
2008	502	Certificate III in Business	133
2008	1204	Certificate III in Business (Legal Administration)	1
2008	1557	Certificate III in Business (Medical Administration)	1
2008	1226	Certificate III in Business (Sales)	61
2008	1626	Certificate III in Business Administration	7
2008	525	Certificate III in Business Administration	112
2008	1428	Certificate III in Business(Frontline Management)	3
2008	593	Certificate III in Children's Services	500
2008	574	Certificate III in Christian Ministry	161
2008	1189	Certificate III in Christian Studies	37
2008	1336	Certificate III in Civil Construction (Plant Operations)	5
2008	888	Certificate III in Clothing Production	15
2008	1654	Certificate III in Community Pharmacy	1
2008	1324	Certificate III in Community Pharmacy (Retail Stream)	1
2008	1003	Certificate III in Community Recreation	57
2008	232	Certificate III in Community Services Work	8
2008	870	Certificate III in Companion Animal Services	3
2008	565	Certificate III in Concept Development for Clothing Products	671
2008	1300	Certificate III in Dance	23
2008	1450	Certificate III in Dental Assisting	2
2008	1164	Certificate III in Design Fundamentals	10
2008	643	Certificate III in Disability Work	5
2008	984	Certificate III in ESL (Access)	44
2008	618	Certificate III in Education	28
2008	1628	Certificate III in Electrotechnology Electrician	16
2008	371	Certificate III in Electrotechnology Systems Electrician	63
2008	1420	Certificate III in Employment Education and Training	82
2008	1314	Certificate III in Engineering - Fabrication Trade	55
2008	1317	Certificate III in Engineering - Mechanical Trade	39
2008	1316	Certificate III in Engineering - Production Systems	9
2008	790	Certificate III in Engineering Studies	21
2008	1530	Certificate III in Financial Services	5
2008	1040	Certificate III in Financial Services	168
2008	925	Certificate III in Fitness	92
2008	898	Certificate III in Floristry	7
2008	1295	Certificate III in Food Processing (Retail Baking - Bread)	4

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	685	Certificate III in Food Processing (Retail Baking-Cake & Pastry)	4
2008	1540	Certificate III in Food Processing (Sales)	1
2008	1302	Certificate III in Food Processing(Retail Baking Combined)	5
2008	897	Certificate III in Furniture Making	15
2008	216	Certificate III in Furniture Making (Cabinet Making)	22
2008	631	Certificate III in Gen Construction(Carp-Framewrk/Formwrk/ Finish)	236
2008	900	Certificate III in General Construction (Bricklaying/Blocklaying)	13
2008	1191	Certificate III in General Construction (Painting & Decorating)	7
2008	902	Certificate III in General Construction (Wall and ceiling lining)	8
2008	1298	Certificate III in General Education for Adults (CGEA)	192
2008	1283	Certificate III in Hairdressing	223
2008	257	Certificate III in Hairdressing	32
2008	1516	Certificate III in Health Services Assistance	54
2008	1134	Certificate III in Health Support Services	8
2008	1539	Certificate III in Health Support Services	2
2008	629	Certificate III in Home and Community Care	19
2008	645	Certificate III in Horticulture	4
2008	688	Certificate III in Horticulture (Turf Management)	1
2008	1467	Certificate III in Horticulture- Parks & Gardens	3
2008	467	Certificate III in Hospitality (Commercial Cookery)	119
2008	455	Certificate III in Hospitality (Operations)	999
2008	1265	Certificate III in Information Technology	1,945
2008	1267	Certificate III in Information Technology	41
2008	106	Certificate III in Information Technology (General)	3
2008	92	Certificate III in Information Technology (General)	1
2008	104	Certificate III in Information Technology (Software Applications)	4
2008	1622	Certificate III in Laboratory Skills	4
2008	1037	Certificate III in Laboratory Skills	38
2008	1507	Certificate III in Library/Information Services	12
2008	1580	Certificate III in Locksmithing	1
2008	1567	Certificate III in Marine	1
2008	1545	Certificate III in Meat Processing (Meat Retailing)	3
2008	770	Certificate III in Meetings & Events	34
2008	493	Certificate III in Multimedia	39
2008	186	Certificate III in Multimedia	2,342
2008	199	Certificate III in Music	615
2008	1213	Certificate III in Music Industry (Business)	1
2008	1570	Certificate III in Music Industry (Technical Production)	3
2008	200	Certificate III in Music Industry (Technical Production)	823
2008	1563	Certificate III in Off-Site Construction (Shop fitting)	10
2008	911	Certificate III in Off-Site Construction (Sign Writing/Computer Ops)	2
2008	627	Certificate III in Off-Site Construction(Joinery/Timber/Alum/ Glass)	2

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	1361	Certificate III in Outdoor Power Equipment	2
2008	1002	Certificate III in Outdoor Recreation	11
2008	1423	Certificate III in Performing Arts	2
2008	1184	Certificate III in Plumbing	91
2008	1526	Certificate III in Printing & Graphic Arts (Multimedia)	33
2008	1235	Certificate III in Printing and Graphic Arts	58
2008	1402	Certificate III in Printing and Graphics(Graphic Design Production)	1
2008	1590	Certificate III in Production Horticulture	1
2008	725	Certificate III in Racing (Advanced Stablehand)	8
2008	1583	Certificate III in Retail	3
2008	303	Certificate III in Retail Operations	1505
2008	302	Certificate III in Retail Supervision	251
2008	434	Certificate III in Roof Tiling and Slating	35
2008	1088	Certificate III in Rural Business	1
2008	805	Certificate III in Screen	18
2008	1537	Certificate III in Seafood Industry (Aquaculture)	3
2008	634	Certificate III in Spoken and Written English	18
2008	847	Certificate III in Sport (Coaching)	63
2008	1000	Certificate III in Sport (Officiating)	10
2008	254	Certificate III in Sport and Recreation	115
2008	1202	Certificate III in Stonemasonry (Monumental/Installation)	11
2008	1272	Certificate III in Textile Production	11
2008	1207	Certificate III in Tourism (Operations)	7
2008	663	Certificate III in Transport & Distribution (Administration)	15
2008	1018	Certificate III in Transport & Distribution (Aviation Fight Operatio	7
2008	696	Certificate III in Transport & Distribution(Warehousing & Storage)	58
2008	1315	Certificate III in Transport and Distribution (Road Transport)	2
2008	681	Certificate III in Upholstery	1
2008	854	Certificate III in Visual Arts and Contemporary Craft	63
2008	1325	Certificate III in Youth Works	2
2008	1496	Certificate IV Printing & Graphic Arts (Multimedia)	19
2008	1561	Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	1
2008	1534	Certificate IV in Acting for Stage and Screen	12
2008	871	Certificate IV in Aged Care Work	1
2008	1558	Certificate IV in Agriculture	1
2008	950	Certificate IV in Beauty Therapy	2
2008	1568	Certificate IV in Business	6
2008	491	Certificate IV in Business (Small Business Management)	2
2008	672	Certificate IV in Business Administration	15
2008	1536	Certificate IV in Community Recreation	1
2008	1564	Certificate IV in Dance (Teaching & Management)	10
2008	846	Certificate IV in Design	134
2008	719	Certificate IV in Disability Work	8

APS_YR	VES_CERT_CD	Certificate Title	Enrolments
2008	926	Certificate IV in Fitness	7
2008	1529	Certificate IV in Frontline Management	2
2008	1344	Certificate IV in Information Technology (Support)	6
2008	1584	Certificate IV in Information Technology Networking	2
2008	1185	Certificate IV in Information Technology(General)	1
2008	1535	Certificate IV in Justice	3
2008	1586	Certificate IV in Liberal Arts	1
2008	1312	Certificate IV in Live Production, Theatre and Events	1
2008	1656	Certificate IV in Marketing	9
2008	1533	Certificate IV in Massage Therapy Practice	2
2008	1508	Certificate IV in Ministry	1
2008	410	Certificate IV in Multimedia	6
2008	1084	Certificate IV in Music	13
2008	1565	Certificate IV in Music Industry	1
2008	1531	Certificate IV in Nursing (Enrolled/Division 2 nursing)	15
2008	1379	Certificate IV in Out of School Hours Care	1
2008	910	Certificate IV in Retail Management	7
2008	1547	Certificate IV in Science	1
2008	853	Certificate IV in Screen	31
2008	1519	Certificate IV in Sport & Recreation	97
2008	1159	Certificate IV in Theatre Arts	26
2008	577	Certificate IV in Transport & Distribution (Aviation Flight Ops)	23
2008	869	Certificate IV in Veterinary Nursing	1
2008	948	Certificate IV in Visual Arts & Contemporary Craft	24
2008	649	Certificate IV in Youth Work	3
2008	802	Cisco Networking Academy Program	241
2008	1556	Course in Construction (OH&S Induction)	52
2008	840	Course in First Aid Level 1 - Emergency Life Support	11
2008	839	Course in First Aid Level 2 - Provide First Aid	11
2008	1509	Course in Initial General Education for Adults	20
2008	1559	Diploma of Agriculture	1
2008	297	Diploma of Arts (Applied Photography)	96
2008	1514	Diploma of Dental Technology	1
2008	1171	Diploma of Theatre Arts	1
2008	201	VCE VET Building and Construction	440
2008	59	VCE VET Retail Operations	110

Source: VCAA database as at 24 November 2008