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The *On Track* Survey 2010

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
LBOTE	Language Background Other Than English
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

Findings presented in this report are based on the *On Track* telephone survey of 36,179 Year 12 or equivalent completers and 4,094 early leavers from the 2009 school year in Victoria. The survey was conducted in April-May 2010.

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 (98.3%), or in TAFE institutions or adult and community education providers (1.7%).

Early leavers are defined for the survey's purposes as those students 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 any one of the qualifications mentioned in the previous paragraph.

School leavers who had earlier given consent to be surveyed were contacted in April–May 2010 and destination data were collected from them on two dimensions: education and training, and employment and occupation. In addition, respondents were asked about the reasons for their choices and their views on aspects of their schooling.

The first *On Track* survey was in 2003 and this is the eighth annual report in the series. The project is designed to provide a database and tool for guiding policy and practice at government, school, regional and local levels.

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. 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 2010 data were 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). Summary data on the main destinations of Year 12 or equivalent completers for individual schools was published in the Victorian print media in June 2010 and detailed reports provided to schools, LLENs and TAFE institutions in August. Participants in the *On Track* survey are guaranteed confidentiality and it is not possible to identify individual leavers in any reporting.

The 2010 sample of school leavers

Of the 50,527 Year 12 or equivalent completers in 2009, 44,932 (88.9%) allowed their contact details to be released. Responses were achieved from 36,179 (71.6%) of all Year 12 or equivalent completers, or 80.5% of those who agreed to take part. This is the highest response rate achieved since the survey commenced in 2003. The achieved and target samples of Year 12 or equivalent completers had a very similar composition in terms of gender, school sector and geographic location, which provides further confidence in the representativeness of the results.

Most of the Year 12 or equivalent respondents achieved the VCE qualification (93.5%), followed by VCAL (5.5%) and IB (0.9%). The survey achieved a higher response rate among VCE graduates (81.5%) than either IB (67.3%) or VCAL (69.1%) graduates. However, as the qualifications other than VCE enrol relatively small proportions of students, this is unlikely to cause any marked bias in the results.

The early leavers consent file from the VCAA comprised 8,223 individuals. A total of 4,094 early leavers were successfully contacted and surveyed, yielding a response rate of 49.8% of those who consented to be contacted. The 2010 response rate was lower than that achieved in 2009 (52.9%). The main reason for the low response rate was the large number of unusable or incorrect telephone numbers (34.9% of the target sample).

A little over one-half (50.7%) of the achieved sample comprised leavers from Year 11. One-sixth (16.9%) of the achieved sample were leavers from Year 10 or below, and a little under one-third (32.4%) had been in Year 12 when they left school. The response rate varied by the year level when young people left school. The highest rate was among those who had left school in Year 10 or below, at 57.8%. The lowest rate (42.6%) was among those who had left in Year 12.

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

Overview of completers' education and training destinations

Main destinations in 2010

Nearly three-quarters (74.9%) of the group continued in some form of education or training in the year following the completion of Year 12 or its equivalent (up from 71.4% in 2009). Study toward a bachelor degree was the most common activity for

respondents (48.5%), followed by entry into Certificate IV, diploma or advanced diploma courses ('Certificate IV and above',13.9%). Certificate I, II and III courses enrolled 4.0% of completers, and apprenticeships and traineeships attracted 8.4%. One-quarter of 2009 Year 12 or equivalent completers (25.1%) were not in education or training, comprising 19.2% who were employed either full-time or part-time, 4.9% who were in the labour market but unemployed and looking for work, and 1.0% who were not in the labour force, education or training (NILFET).

Almost one-tenth of the respondents (9.8%) indicated that they had been offered a tertiary place but had deferred. The proportion of deferrers was lower than in 2009 (12.0%) and 2010 was the first year in *On Track's* history that this proportion had declined from the year before. Table 1 shows how destinations differ when deferrers are allocated to their main activity and when they are assigned to the 'deferred' category. The large majority of deferrers were either employed at the time of the survey (81.4%) or looking for work (12.9%).

Gender differences in destinations

Females make up a higher proportion of the sample of Year 12 or equivalent completers (52.8%) than males (47.2%). This largely reflects the higher retention to Year 12 of females than males. There are marked gender differences in destinations:

- Young women more frequently than young men entered bachelor degree study (51.5% compared to 45.3%).
- Young men much more frequently than young women entered an apprenticeship (9.6% compared to 1.4%), and young women more frequently than men entered a traineeship (3.8% compared to 2.4%).

Table 1 Main destinations of Year 12 or equivalent completers

Destination	Showing deferees in main activity		Showing deferees separately	
	Number	%	Number	%
Bachelor degree	17,561	48.5	17,561	48.5
Certificate IV and above	5,037	13.9	5,037	13.9
Certificate I, II and III	1,452	4.0	1,452	4.0
Apprenticeship/Traineeship	3,046	8.4	3,046	8.4
Employed	6,948	19.2	4,075	11.3
Looking for work	1,763	4.9	1,308	3.6
Not in the labour force, education or training	372	1.0	169	0.5
Deferred taking up a tertiary education place			3,531	9.8
Total	36,179	100.0	36,179	100.0

- Young women were more frequently employed than young men (19.5% compared to 18.8%), but young men were more frequently working full-time. Young men were more frequently looking for work (5.4%) than were young women (4.4%).

Destinations by academic achievement level

Achievement at school is a major influence on the likelihood of completing Year 12 and entering tertiary education after school. Using the General Achievement Test (GAT) as a measure of academic achievement, higher achievers were more frequently enrolled in bachelor degree study and lower achievers were more commonly enrolled in certificate-level programs and in apprenticeships and traineeships. Academic achievement also had an impact in the labour market. Lower achievers in the GAT were more likely to be in the labour force and more likely to be unemployed.

Destinations by senior certificate and study strand

Students in Victorian secondary schools are able to choose from a number of different senior certificates and undertake nationally accredited vocational education and training (VET) studies while at school.

By far the largest proportion (66.4%) studied for the VCE and did not undertake any VET subjects. More than one-quarter (25.8%) included at least one VET subject in their VCE studies, and 6.9% of the sample had enrolled in VCAL, comprising 5.5% in VCAL only and 1.3% in VCE and VCAL.

- More than one-half (58.1%) of completers who studied VCE without any VET were enrolled in a bachelor degree in April 2010 and one-sixth (16.5%) were employed. A bachelor degree course was also the most common destination (35.3%) for those who included some VET in their VCE, although quite high proportions of these completers were enrolled in certificate-level course (23.0%) or an apprenticeship/traineeship (11.0%) or were employed (24.7%).
- Among IB completers 82.6% were in bachelor degree study and 10.5% were employed in April 2010.
- An apprenticeship was the common destination (30.2%) of the VCAL-only group, followed by employment (25.3%). These destinations were also important for VCE-VCAL completers and involved 25.0% and 26.9% respectively of this group in April 2010.
- Smaller proportions of those who had undertaken VCE were looking for work in April 2010 than those who had undertaken VCAL. Among those did VCE without any VET, 3.9% were looking for work, as were 5.3% of those who had done some VET. About 12-13% of the VCAL completers were looking for work in April 2010.

Destinations by Indigenous status

Only a small proportion (0.9%) of the Year 12 or equivalent completers identified as being either Aboriginal or Torres Strait Islander in the *On Track* survey.

Among Indigenous completers, 28.3% were studying towards a bachelor's degree, which was similar to the proportion in 2009. Indigenous completers were more likely than non-Indigenous completers to engage in certificate-level courses (23.8% and 17.7% respectively) or to enter an apprenticeship or traineeship (14.3% compared to 8.4%). Indigenous completers were more frequently employed (22.9% compared to 18.6%) but also looking for work (9.2% and 4.8%, respectively).

Socioeconomic status and completers' destinations

On Track uses a measure of socioeconomic status (SES) based on students' home address when in Year 12. The SES of the area in which students live (classified by quartile) and destinations are clearly related, although differences between the lower two quartiles are much smaller.

- Completers from the highest SES quartile were more frequently enrolled for a bachelor degree in April 2010 (57.9%) than completers in the other three quartiles (48.0% for the upper middle quartile, 43.0% for the lower middle quartile and 39.1% for the lowest quartile).
- Between 2009 and 2010 bachelor degree study increased most as a destination among completers from the two middle SES quartiles, particularly among males.
- Completers from the lower SES quartiles were more likely to be enrolled in certificate-level courses than were those from the higher quartiles (23.0% from the lowest quartile and 14.7% from the highest).
- There were only small differences in the proportions entering an apprenticeship/traineeship from among the three lower SES quartiles, but the proportion from the highest SES quartile was lower.
- Completers from the lower SES quartiles were more frequently in the labour market than were those from the highest quartile, either in employment (19.5% of the lowest and 16.4% of the highest) or looking for work (7.4% and 3.2% respectively).

Destinations by geographic location

Participation in education, training and employment varies by geographic location. The DEECD includes nine regions, four in the metropolitan area and five in the remainder of the state. A key difference between the metropolitan and non-metropolitan regions is the proportion of Year 12 or equivalent completers who defer tertiary study. In the metropolitan regions, the deferral rate is 7.8% overall; in the non-metropolitan regions, the rate is 15.2%. This difference helps shape the overall patterns of destinations.

Among Year 12 or equivalent completers from metropolitan regions, the most common destination was bachelor degree study, attracting 53.0% of the group (Eastern Metropolitan region was highest, at 58.0% and Northern Metropolitan lowest at 48.3%). Among those from non-metropolitan regions, 36.4% of completers had enrolled for a bachelor degree (Barwon South Western region was the highest at 40.0% and Hume the lowest at 31.0%).

Metropolitan completers (19.6%) were also much more likely to be enrolled in a certificate-level course in April 2010 than non-metropolitan completers (13.4%). On the other hand, completers from non-metropolitan regions were much more likely to be in an apprenticeship/ traineeship (13.7% compared to 6.5% in metropolitan regions) or employed (29.9% and 15.3% respectively).

Careers advice while at school: completers' perceptions

Overall, 95.7% of Year 12 or equivalent completers said they had received some form of careers advice, including 95.8% of VCE and IB completers and 94.1% of VCAL completers. Among those who did receive careers advice in the VCE/IB and VCAL groups, the distribution of handouts and other written materials was the most common form of careers advice, received by 95.7% of VCE/IB completers and 89.4% of VCAL completers. VCE/IB completers tended to receive a wider range of careers advice than VCAL completers, especially regarding school-organised presentations from a university (26.2% of VCE/IB completers, compared to 15.3% of VCAL completers). VCAL completers, on the other hand, more frequently reported attending information sessions for a TAFE institution organised by the school (34.8% of VCAL completers, compared to 18.7% of VCE/IB completers). VCE/IB completers also reported more frequently than did VCAL completers contact with the schools careers advisor, either by attending a talk or by having a one-on-one talk.

When asked to comment on how useful they had found the careers advice, completers responded very positively. While overall comments were very positive, with 88.2% of completers saying the advice they had received at school was 'useful' or 'very useful', VCE/IB completers were slightly more positive (and less negative) about the careers advice they received than were VCAL completers.

Careers and the availability of school subjects

In the 2010 *On Track* survey, questions were asked for the first time about whether the subjects completers leavers needed for their preferred career path had been available at their school. . Overall, 83.6% said all subjects had been available, but there were differences by certificate strand. Of the combined VCE and IB students, 84.3% found all their subjects at their schools, but only 71.1% of VCAL students could do so.

Those who stated that they could not find the subjects they wanted at their schools were then asked whether they found alternative subjects. Two-fifths of completers said that they could not find alternatives, with rates similar for VCE/IB (40.2%) and VCAL (39.8%) completers. When they did find alternative subjects, 35.6% of VCE/IB completers found them at their schools and 39.8% of VCAL completers found them at a TAFE institute. Approximately 6% of completers found subjects at another school. Among those who did not find alternative subjects, more than three-quarters (77.4%) indicated they did not change their intended career path.

Completers in degree or certificate study

Campus-based tertiary education in a bachelor degree or certificate course involved two-thirds (66.5%) of Year 12 or equivalent completers in April 2010. Most of this group (48.5% of all completers) were enrolled in a bachelor degree; higher-level certificates (Certificate IV and above) enrolled 13.9% of all completers and 4.0% were enrolled in Certificates I, II and III.

Gender

Overall, 69.9% of female completers and 62.7% of males commenced campus-based tertiary study in 2010. A slightly higher proportion of females who were studying (73.7%) than males (72.2%) were enrolled in a bachelor degree. Males were more frequently than females enrolled in courses leading to Certificate I-III and to Certificate IV and above.

Geographic location

There are only small differences in the level of study between metropolitan and non-metropolitan completers engaged in campus-based education and training. These differences are in the level of qualification: a higher percentage of Year 12 completers from metropolitan schools were enrolled for a Certificate IV or above, and those from non-metropolitan schools were more frequently enrolled for a Certificate III or lower. There was no difference by location in the percentage of those in campus-based education and training who were enrolled for a bachelor degree (73.0% in both metropolitan and non-metropolitan regions).

School sector

The percentage of those in campus-based study who were studying toward a bachelor degree differs by school sector: 66.3% of former Government school students; 75.7% of former Catholic school students; and 85.4% of former Independent school students. Conversely, enrolment in certificate-level courses is highest among former Government school students. For higher-level certificates, the percentage was highest for students from Government schools (25.9%). For lower-level certificates, the percentage for former Government school students was 7.7%.

Socioeconomic background

The highest proportion of those in campus-based study who were enrolled for a bachelor degree was in the highest SES quartile (79.7%) in contrast to 63.0% of those in the lowest quartile. Participation in certificate-level courses displays the opposite pattern. Of those in campus-based study, 20.3% of the highest SES quartile were enrolled in a certificate-level course compared to 37.0% of the lowest quartile.

A greater proportion of school completers who were participating in campus-based study or training studying and whose socioeconomic background is in the highest quartile (79%) are participating at university compared to completers from the lowest SES quartile (62%). Participation VET courses display the opposite pattern. Of the highest SES quartile, 21% are participating in a VET program compared to 38% of completers from the lowest SES quartile.

Year 12 GAT achievement and study destinations

The proportion of completers in campus-based study who are enrolled for a bachelor degree increases substantially with each increase in GAT quartile, from 41.5% of those in the lowest quartile to 94.9% of those in the highest. Conversely, as GAT quartile increases, enrolment in both higher-level and lower-level certificate courses decreases. Among Year 12 or equivalent completers whose performance on the GAT was in the highest quartile, 4.0% were studying toward a higher-level certificate and 1.1% toward a lower-level certificate. Of those scoring in the lowest GAT quartile, 45.1% were studying toward a higher-level certificate and 13.3% toward a lower-level certificate.

Course of tertiary study

Young people who completed Year 12 or its equivalent in 2009 and made the transition to campus-based tertiary study in 2010 enrolled in a wide range of courses. Arts was the most frequently enrolled degree course, enrolling 14.8% of all bachelor degree students, followed by Science (9.8%), Other Management and Commerce (8.3%), and Engineering and Related Technologies (7.0%). Other degree courses with high enrolments by completers are Nursing, Business Management, Other Health, and Teacher Education.

The distributions of courses are quite different among the two groups of certificate students. The most common courses for higher-level certificate students were Graphic and Design Studies (7.5%), Engineering and Related Technologies (7.1%), Information Technology (7.0%) and Business and Management (5.7%). For lower-level certificate students, the most common course was Engineering and Related Technologies (13.2%), followed by Building (7.9%), Business and Management (6.8%) and Food and Hospitality (5.0%).

There were some marked differences in course of study by gender. In degree-level courses more than 80%

of students in Engineering and Related Technologies, Information Technology and Building are male. Degree courses with a predominance of female completers include Medical Studies (60.5%), Dental Studies (56.3%) and Law (66.3%). Over 90% of certificate students in Engineering and Related Technologies, Information Technology and Building are male. Certificate courses that have higher percentages of female completers include Nursing, Human Welfare and Services, Veterinary Studies, Personal Services, Teacher Education and Tourism.

Tertiary students' participation in the labour force

More than one-half (55%) of all bachelor degree and certificate-level students reported that they were working part-time in April 2010, about 30% said they were looking for work and only about 15% were not looking for work. Less than 1% of degree students and less than 4% of certificate students were working full-time. A greater proportion of female students were working part-time compared to male students, but males were more likely to be looking for work.

Higher proportions of females than males were working in four of the most common occupation areas: Sales Assistants; Checkout Operators and Cashiers; Waiters; and Counter Hands at Food Outlets.

Completers in apprenticeships and traineeships

In 2010 8.4% of Year 12 or equivalent completers were in a training contract as an apprentice (5.3%) or trainee (3.1%) as at April. This is a slight increase compared to 8.0% (4.7% and 3.3%, respectively) in 2009.

Male completers more frequently entered apprenticeships than females (9.6% of males, 1.4% of females). Conversely, more females entered traineeships than males (3.8% of females, 2.4% of males). Of the completers in apprenticeships in April 2010, 85.9% are male.

More than one-half of all apprentices and trainees (53.2%) were undertaking the study component of their training at Certificate III award level. An additional 23.2% were studying at a higher award level (Certificate IV, Diploma, Advanced Diploma or Associate Degree) and 23.5% were studying at lower or unknown levels.

The highest overall participation rates in apprenticeships and traineeships among completers were in Hume (15.2%) and Gippsland (14.9%). The highest participation rates in metropolitan regions were in Northern and Western metropolitan regions (7.1% each).

Occupations of apprentices and trainees

Building and Construction (36.4%), Electrical and Electronics Trades (14.9%) and Food, Hospitality & Tourism (9.7%) are the most common apprentice occupations among Year 12 or equivalent completers. Males constituted more than one-half of apprentices in 10 of the 13 occupation groups analysed.

Clerks, Receptionists and Secretaries (20.9%), Food, Hospitality and Tourism (18.1%), and Sales Assistants and Storepersons (14.4%) are the most common traineeships. Females constituted more than one-half of trainees in 8 of the 14 occupation groups analysed. highlighting the gender differences between apprenticeships and traineeships.

Completers not in education or training

At the time of the survey (April 2010), one-quarter of completers (25.1%) indicated that they were not enrolled in campus-based study and were not undertaking an apprenticeship or traineeship. This group included most of the 9.8% of completers who had deferred taking up a tertiary place. Almost all of the completers not in education or training were in the labour force (24.1% of all completers) and very few were not in the labour force or education or training (NILFET, which comprised 1% of completers).

The highest percentage of completers not in education or training was in Hume region (41.4%). Of all non-metropolitan regions, Barwon South Western had the lowest percentage of completers not in education or training (33.6%). Across metropolitan regions, the percentage ranged from 18.1% in Western Metropolitan to 24.2% in Southern Metropolitan. There is a clear relationship between these proportions and the percentages of completers from each region who indicated that they had deferred a tertiary place.

Labour force destinations

Of all Year 12 completers, 7.6% reported that their main activity was working full-time —35 hours or more per week in all jobs — and 11.6% were employed part-time (less than 35 hours per week in all jobs). An additional 4.9% of completers were looking for work, and 1.0% were not in the labour force. These percentages represent decreases since 2009 in all labour force destinations.

There were some differences in the proportions of young men and women entering specific destinations within the labour market. A higher proportion of males (33.4%) than females (27.2%) were employed full-time, while 41.1% of males and 51.2% of females were employed part-time. Higher proportions of young men were looking for work (21.2% compared to 17.8% of young women) and NILFET (4.4% compared to 3.8% of young women). Overall, 78.3% of female completers not in education or training and 74.5% of males were working.

More than one-third (34.4%) of those from non-metropolitan areas were employed full-time; among metropolitan youth not studying, 27.4% were employed full-time. Young people from metropolitan regions were more often looking for work (21.8%) or not in the labour force (5.3%) than their peers from non-metropolitan regions (15.7% looking for work and 2.3% NILFET). The proportion of young people in part-time work is roughly the same irrespective of location.

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. Completers from lower SES backgrounds who were not in education or training were slightly less likely to be employed full-time and were more frequently looking for work.

Jobs of respondents in the labour force

School leaver employment is concentrated in limited range of fields. More than one-third were employed as sales assistants or storepersons (35.8%) and almost one-quarter in food, hospitality and tourism (24.8%).

Young men were most frequently employed as Sales Assistants (13.1%), Store persons (11.5%), Check Out Operators and Cashers (5.9%), Counter Hands at Food Outlets (5.8%) and Kitchen-Hands (5.5%) . Young women were most commonly employed as Sales Assistants (21.7%), Checkout Operators and Cashiers (13.2%), Waiters (12.8%), Counter Hands at Food Outlets (9%) and Receptionists (7%).

Reasons for not continuing in education and training

The reasons given by Year 12 or equivalent completers for not continuing in education or training are largely work-related. The large majority (82.2%) said they wanted to start earning their own money. The next most common reason was wanting to start a career straight away (43.3%), followed by never having planned or intended to study (30.3%). Financial reasons were less commonly cited. When offered the option 'There would be too much financial pressure on [my] family', 24.6% agreed with the statement. The least commonly cited response for not continuing in education or training was 'Having to move away from home' (19.0%).

VET in Schools and Year 12 or equivalent completers

Participation in VET in Schools

Among the 2010 sample Year 12 or equivalent completers, 32.7% had enrolled in at least one VET in Schools (VETiS) unit during their school years – an increase from 31.8% in 2009 and 27.9% in 2008.

Participation was generally higher in non-metropolitan regions—particularly Hume (47.0%) and Loddon Mallee (45.7%)—and in regions where Year 12 completion rates have been relatively low. Among the metropolitan regions,

participation was highest in Northern Metropolitan with 40.4% of completers having taken taking a VET subject at school. Participation was lowest in Eastern Metropolitan (24.5%).

Proportionally more male completers (35.8%) than female completers (29.9%) participated in VETiS during their senior years of schooling. Participation was higher among those in Government schools (36.3%) than in Catholic (31.0%) or Independent schools (23.1%). Participation was highest among adult and community education students (67.8%).

Participation in VETiS subjects was more common among students from lower SES backgrounds (40.0% of those from the lowest SES quartile, compared to 26.9% of those from the highest) and lower academic achievement levels (42.2% of those from the lowest GAT quartile, compared to 16.7% of those from the highest).

Destinations of former VET in Schools students

Participation in a VET subject while at school is related to post-school destinations. Those who had participated in VETiS programs were less commonly enrolled in bachelor degree study in April 2010 than were those with no VETiS unit in senior secondary, but proportionately more had enrolled in a certificate-level course, taken up an apprenticeship or traineeship, or entered the labour force. An increasing proportion of completers who were in an apprenticeship had taken a VET subject during their senior years of schooling: This proportion increased from 67.3% in 2009 to 70.8% in 2010. In contrast, less than one in five (19.0%) of completers who were enrolled in bachelor degree study had participated in VETiS.

Over one-half of the VETiS participants were enrolled in tertiary education in April 2010, with 23.2% enrolling in a certificate-level course mostly at TAFE institutions but including small numbers of students who accessed private training colleges and ACE providers, and 28.2% commencing study toward a bachelor degree.

A relatively smaller percentage of VETiS participants (15.9%) were in an apprenticeship or traineeship. Of the other former VETiS participants, 32.7% were not enrolled in any further education or training: 10.2% were in employed full-time, 14.6% were employed part-time, and 6.9% were unemployed and looking for work, and 0.9% were not in the labour force, education or training.

Gender differences in destinations

There were gender differences in the destinations of former VETiS participants among the Year 12 or equivalent completer group. Over time, these have shown consistent patterns with:

- Proportionally more females enrolled in bachelor degree study;
- Proportionally more males in apprenticeships;

- Proportionally more females in traineeships;
- Proportionally more females in part-time work; and
- Similar proportions of males and females in full-time employment and looking for work.

Differences between the patterns of female and male VETiS participants' labour force status were not large. Females were more frequently working part-time (16.7% compared to 12.7% of males), while males were more commonly working full-time (11.5% compared to 8.9% of females). A slightly higher proportion of males than females among former VETiS participants were looking for work at the time of the 2010 interview (7.5% and 6.3%, respectively).

Geographic differences in destinations

The pattern of differences in destinations of VETiS participants from metropolitan and non-metropolitan areas is similar to that of all completers from these areas. VETiS participants from metropolitan areas were more frequently enrolled in tertiary education — 31.5% for bachelor degrees and 26.8% for certificates— compared to 21.7% enrolled for bachelor degrees and 16.2% for certificates among those from non-metropolitan areas. In contrast, participation in apprenticeships, traineeships and the labour force was higher for non-metropolitan VETiS participants than for those from metropolitan locations.

Part of the reason for this is that deferral of tertiary study was much more common for VETiS participants from non-metropolitan areas (11.7%) than for those from metropolitan locations (7.1%).

School completers who defer tertiary study

A total of 3,531 school completers (9.8% of respondents) indicated in the 2010 *On Track* survey that they had been offered a place at a university, TAFE or other tertiary institution, but had deferred that place. The percentage of completers who had deferred a tertiary place had increased each year from 6.0% in 2004 to 12.0% in 2009. The decrease to 9.8% in 2010 represents the first decrease in the proportion of completers deferring since this information was first collected in 2004.

Who defers?

In the 2010 survey deferrals were higher among:

- Completers from non-metropolitan regions (15.2% overall) than metropolitan regions (7.8%);
- Female completers (10.5%) than male completers (8.9%);
- Completers for whom English was the main language spoken at home (10.1%) than completers whose main language at home was not English (3.8%);

- Completers from the highest SES quartile (10.8%) than the lowest quartile (7.6%);
- Completers who had achieved in the highest GAT quartile (12.9%) than those who had achieved in the lowest quartile (6.0%); and
- Completers who had attended an Independent school (13.0%) than those who attended a Catholic school (9.6%), Government school (8.7%) or an adult and community education organisation (2.6%).

What are deferrers doing?

The vast majority of deferrer respondents (94.3%) indicated they had entered the labour market and were either employed or actively looking for work at the time they were interviewed. The remaining deferrers (5.7%) were not in the labour force, education or training (NILFET). Part-time employment was the most commonly reported activity of those who had deferred tertiary study (49%).

Full-time employment was slightly higher among deferrers in the non-metropolitan regions. Rates of unemployment (and looking for work) and NILFET were higher among deferrers in metropolitan regions. These regional differences in activity status may well be related to the reasons for deferring. Among all deferrers who were NILFET, almost 60% said their main activity was travelling.

Activity differences between male and female deferrers follow the same pattern that tends to be found in the entire cohort, with greater proportions of males in full-time employment and greater proportions of females in part-time employment.

What jobs do deferrers have?

The most common occupation among both females and males who deferred study was Sales Assistant, with 18.2% of all employed deferrers working in this area (13.2% of males and 21.8% of females). The second most common occupation among males who had deferred was Storeperson (11.0% of deferrers who were employed); among males, Waiter was the second most common occupation (14.1%).

Reasons for deferring

The most commonly nominated reasons for deferring were feeling like they needed a break from study and wanting to start earning their own money, with over 80% of males and females indicating that these had been reasons for their decision. When asked to nominate the main reason for deferring tertiary study, 27.5% of male deferrers and 33.4% of female deferrers cited the desire for other experiences, such as travel, before continuing with their education.

Among deferrers from non-metropolitan regions, 43.6% said they were waiting to qualify for Youth Allowance to finance their studies in the future. This reason was cited by only 12.9% of deferrers from metropolitan regions. Other reasons related to finances, such as financial pressure on the family, and location — travel distance, moving away from home and locally-available courses — were more frequently cited by those from non-metropolitan regions than those from metropolitan regions.

Early leavers

A total of 4,094 early leavers participated in the 2010 survey. Half of the achieved sample (50.7%) had attempted or completed Year 11, while 16.9% had been in Year 10 or below in 2009. Students who commenced but did not complete Year 12 make up the remaining 32.4% of the sample.

There are more male early leavers than female leavers. Overall, males constituted 59.3% of the early leaver sample, slightly less than in the 2009 survey.

Early leavers' destinations

Almost all early leaver respondents (94.4%) 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 (5.4%). Table 2 reports on early leavers' destinations by gender.

Table 2 Destinations of early leavers, by gender

Destination	Females		Males		Total	
	n	%	n	%	n	%
Certificate IV or above	152	9.1	91	3.8	243	5.9
Certificate I-III	339	20.3	240	9.9	579	14.1
Apprenticeship	149	8.9	942	38.8	1,091	26.6
Traineeship	144	8.6	104	4.3	248	6.1
Education and training (sub-total)	784	47.0	1,377	56.8	2,161	52.8
Working full-time	174	10.4	339	14.0	513	12.5
Working part-time	300	18.0	250	10.3	550	13.4
Looking for work	285	17.1	362	14.9	647	15.8
NILFET	125	7.5	98	4.0	223	5.4
Not in education or training (sub-total)	884	53.0	1,049	43.2	1,933	47.2
Total	**1,668**	**100.0**	**2,426**	**100.0**	**4,094**	**100.0**

More than one-half (52.8%) of the early leavers were enrolled in some form of education or training in April 2010, their first year out from school. This is similar to the proportions of early leavers in the 2007, 2008 and 2009 surveys who were involved in further education or training (between 50% and 55%). The proportion of female early leavers enrolled in some form of education or training (47.0%) was smaller than the proportion of males (56.8%). Participation in the labour force and not studying was greater among female early leavers (45.5%) than among male early school leavers (39.2%), and the proportion of female early school leavers who were NILFET was greater (7.5% of females and 4.0% of males).

For females, the most frequent education or training destination was a course leading to a Certificate I, II or III (20.3%); another 9.1% were enrolled in a course leading to Certificate IV or above. Apprenticeships and traineeships accounted for a further 17.6% of females. For males, apprenticeships dominated the education or training destinations of early school leavers (38.8%), followed by Certificate I-III courses (9.9%), traineeships (4.3%) and higher-level certificate courses (3.8%).

An early exit from school frequently results in part-time work, especially among females. The proportion of female early leavers in full-time employment at the time of the survey (10.4%) was lower than the proportion of males (14.0%). The proportion of female early school leavers in part-time employment (18.1%) was higher among males (10.5%).

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 (in Year 10 or below), compared to those who left in senior secondary years, were enrolled in lower-level certificate (Certificate I, II or III) course at a TAFE institute or community or private provider. Earlier leavers were also more frequently undertaking an apprenticeship than were later leaver: Almost one third (32.7%) of those who left in Year 10 followed this pathway compared to less than one-fifth (18.8%) of those who left during Year 12. The higher the year-level of exit, the greater the proportion of early school leavers who were working at the time of the survey.

Destinations and perceptions of academic achievement

In the 2010 *On Track* survey, early leavers were asked to indicate their level of satisfaction with their school results. Satisfaction with results (including the responses 'very satisfied' and 'somewhat satisfied') appeared to be greater amongst those early leavers who took up apprenticeships (71.2% satisfied) or traineeship (60.4%), while the proportions of young people who were unhappy with their results from school were greatest amongst those who were employed or still seeking employment, with around one in five leavers in this destination category being very dissatisfied with their results.

Those who left in Year 12 were less satisfied with their school performance than were leavers from Years 10 or 11. 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 small group of early leavers (3.2%) identified as Aboriginal or Torres Strait Islander in the 2010 survey. As such, the results need to be treated with caution.

Enrolment in certificate courses was slightly higher amongst Indigenous respondents than among non-Indigenous early school leavers (23.0% compared to 20.0%); however, Indigenous early leavers were less frequently in higher-level courses (Certificate IV or above) than were non-Indigenous early leavers. Fewer Indigenous early school leavers were in apprenticeships (15.6% compared to 27.7%), but there was very little difference in the proportions of Indigenous and non-Indigenous leavers who had entered traineeships (5.7% and 6.0%, respectively).

Indigenous respondents had slightly higher rates of employment (27.0%) than non-Indigenous early leavers: (25.8%). However, greater proportions of Indigenous early school leavers were looking for work when surveyed compared to their non-Indigenous peers or were NILFET.

Regional differences in early leaver destinations

There was regional variation in the post-school destinations of early leavers. While for Victoria as a whole, 56.6% of males were enrolled in some form of education or training, this ranged from a low of 47.8% in the Northern Metropolitan region to a high of 67.7% in Gippsland, due largely to strong participation in apprenticeships in this region.

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

In almost all regions the proportion of female early school leavers not in education or training and either working or looking for work was higher than the proportion of male early school leavers not studying and in the labour force. Only in Gippsland region was participation in the labour force higher among male than female early leavers. In all regions, the proportion of female early leavers who were NILFET was higher than the proportion of male early leavers who were NILFET.

Socioeconomic status and early leavers' destinations

In the main, there were smaller differences among early leavers in destinations by SES than were evident among Year 12 or equivalent completers.

- Early leavers from the lowest SES quartile were slightly more frequently in an apprenticeship or traineeship (25.2%) than early leavers from the other three quartiles (37.8% for the highest quartile, 37.3% for the upper middle quartile and 33.6% for the lower middle quartile). The relationship between SES and apprenticeship/traineeship destinations is much stronger for males (who constitute the large majority of apprentices, the biggest group) than for females.
- Early leavers from the lower SES quartiles were generally more frequently enrolled in Certificate I-III courses than were those from higher quartiles (24.8% from the lowest quartile and 27.4% from the highest). This pattern was similar for both males and females, although the differences between SES groups were generally quite small.
- Among females, early leavers from the lowest SES quartile were less frequently employed (24.5%) than were those from the highest quartile (32.6%). Among males there were few SES differences in the rate of employment as a destination.
- Male early leavers from the lowest SES quartile were much more

frequently either looking for work (19.5%) or NILFET (5.5%) than were those from the highest quartile (10.1% and 3.8%, respectively). The SES differences among female early leavers were even greater in this regard: in total 31.6% of females from the lowest SES quartile were either looking for work or NILFET compared to 17.2% from the highest quartile.

- At all SES levels, female early leavers were more frequently than males to be either looking for work or NILFET.

The jobs of early leavers

The jobs most frequently found by early leavers who do not enter further education or training highlight the difficulties of early leaving. Among males the most common jobs were in construction and labouring (21.8%), hospitality (14.3%), factory and stores work (12.9%) and retail (11.5%).

Female early school leavers are even more heavily concentrated in hospitality (31.8% and retail (30.5%). 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 or training

Early school leavers indicated multiple reasons for not continuing in study post-school, which suggests an accumulation of factors influencing students exiting school early. Issues to do with getting a job, including starting a career and earning money, were the most frequently nominated reasons for not pursuing further education or training after school. Earning money was a factor for 87.6% of male and 75.7% of female early leavers who did not go on to further education or training. Many early school leavers also indicated that they simply felt the need for a break before continuing with their education – 58.8% of males and 62.7% of females nominated this reason.

While the financial pressure study would place on their family and the amount of travel involved were cited more frequently by females (27.0%) than males (20.3%), a greater proportion of males reported that they wanted to start a career (65.4% compared to 45.7% of females) and that they never intended to study (29.1% compared to 19.2% of females).

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

The early school leaver survey sample included 5.4% of respondents who indicated that they were not in the labour force and not in education or training (NILFET). Compared to early leavers who were in the labour force, those who were NILFET much less frequently indicated the desire to start earning their own money, start a career or have other experiences before continuing study.

When indicating the *main* reason they had chosen not to undertake any further education or training upon leaving school, more than one-third of the NILFET early leavers (34.3%) reported that they just needed a break from study and more than one-third (37.1%) of those who were in the labour force indicated that wanting to start earning their own money. Nearly one-half of early school leavers who were not in education or training at April 2010 — 47.7% of those who were in the labour force and 52.9% of those who were NILFET — indicated that it was 'extremely likely' they would enter some form of study leading to a qualification in the next two years.

Reasons for leaving school early

For the 2010 *On Track* survey, early school leavers were invited to say, without prompting, why they left school. They were invited to provide as many reasons they felt were applicable. In 2010, 22.9% of early leavers nominated more than one reason. (In previous years, early leavers had been asked to select from a list of possible reasons which reasons applied to them. This change in how the question was asked makes it difficult to compare the 2010 responses with previous years.)

The most important 'push' factor was that early leavers did not like school or they were not interested in school. This reason was nominated by 21.8% of female early leavers as the first reason for their exit and by another 5.9% of young women. Among male early school leavers, this reason was nominated by 20.6% as the first reason and by another 5.4% of young men. 'Not coping well at school' and 'failing subjects' was the next most frequently cited 'push' factor: 9.6% of females cited this as the first reason and 3.3% as an additional reason; 7.7% of males cited this as the first reason and another 2.0% as an additional reason.

Young men most frequently cited a reason relating to work or career as the major 'pull' factor for leaving school early, and as the main factor overall. More than one-third of male early leavers (36.6%) cited work or career as the main reason, and an additional 7.9% cited it as a second reason.

Among young women it was the main 'pull' factor, with 15.7% of female early leavers citing work or career as the main reason and an additional 4.5% citing it as a second reason.

'Family and other personal reasons' was cited by 13.1% of young women as the main reason, and 2.6% cited it as an additional reason. Expulsion or being asked to leave was cited as the main reason by 6.1% of young men and 3.3% of young women.

The pattern of reasons differed by year level of exit. The 'pull' factor of work or career was nominated by 36.3% of Year 10 or below leavers, 38.7% of Year 11 leavers and 27.4% of Year 12 leavers. Among the 'push' factors, 35.0% young people who left during or at the end of Year 10 or below stated that they did not like school or were not interested compared to 27.9% of those who left in Year 11 and 20.4% of Year 12 leavers. While this was the most commonly cited 'push' factor among Year 12 leavers, poor school performance was also a major factor among those who left in Year 12, and was less frequently cited by those who left before Year 12.

Careers advice while at school: early leavers' perceptions

The most common careers advice activity, reported by 80% of early leavers receiving careers advice, is receipt of handouts or other written materials about career options, followed by one-on-one sessions with the school's career advisor (close to 70% of early school leavers).

There were some differences in the careers advice activities accessed by school leavers in different year levels – greater proportions of those who left in Year 12, compared to those who left earlier, had researched their career options on-line or attended a presentation from a university or similar institute or attended an open day.

The majority of early leavers reported that overall they had found the activities somewhat or very useful (70.8%). There was little difference in this assessment between year levels of exit.

Careers and the availability of school subjects

In the 2010 *On Track* survey, questions were asked for the first time about whether the subjects early leavers needed for their preferred career path were available at their school. Overall, 59.9% of early leavers said all subjects had been available, which is much lower than the 83.6% reported by Year 12 completers. There was little variation in the percentages by year level of exit. Those who stated that they could not find the subjects they wanted at their

schools were then asked whether they found alternative subjects. One-half of early leavers said that they could not find alternatives, which was greater than the proportion of Year 12 or equivalent completers who could not find alternatives. When they did find alternative subjects, 25.4% of leavers found them at a TAFE institute and 14.2% found them at their school. Only 4.0% of completers found subjects at another school. Among those who did not find alternative subjects, close to one-third (31.9%) indicated they had changed their intended career path.

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, those who had not continued in education or training and were not employed full-time were asked whether they wished to be contacted and advised about study and employment opportunities. The contact details of school leavers who accepted the offer of a referral were made available to the relevant Youth Connections provider. (Prior to 2010 the LLENs were responsible for making contact with those who accepted a referral offer.)

Year 12 or equivalent completers

In total, 5,842 respondents who met the criteria for being defined as at-risk were invited to receive further assistance or advice. This amounted to 16.2% of the Year 12 or equivalent completer group. The majority (12.0%) declined the offer, and 4.2% accepted.

The number of completers who accepted the offer of a referral was much lower than in 2009. This was because the number of respondents who met the criteria for being assessed as at-risk was lower in 2010, and the proportion who accepted the offer of a referral was also lower this year.

A slightly higher proportion of females (16.8%) met the criteria for being offered a referral than males (15.5%). This was mainly because a higher proportion of female Year 12 completers were employed part-time than were males.

The proportions who met the criteria for a referral offer were lower in metropolitan LLEN areas (13.9%) than in non-metropolitan areas (22.5%). This was due to lower proportions of Year 12 completers from schools in non-metropolitan regions being enrolled in education or training or employed full-time. The much higher rates of deferral of entry to tertiary education in non-metropolitan areas also play a role.

Early leavers

There were 1,264 early leaver respondents who were offered a referral as they were neither in education or training nor working full-time (30.9% of all respondents). Among the whole early leaver group 10.8% accepted the offer of a referral and 20.1% declined.

The number of early leavers who accepted the offer of a referral was lower than in 2009 (697). This was because: (a) the sample of early leaver respondents was smaller in 2010; (b) the proportion who met the criteria for being assessed as at-risk was lower than in 2009 (32.4%), due largely to lower rates of part-time work and unemployment in 2010; and (c) the proportion who accepted the offer of a referral was lower (35%) than in 2009 (46%).

A much higher proportion of female early leavers were offered a referral (38.2%) than were male early leavers (25.8%). This is because females were much less likely to be involved in apprenticeships and were more likely to be working part-time or NILFET.

A slightly lower proportion of those who left school at Year 10 or below (27.4%) were offered referrals than those who left at either Year 11 (29.8%) or during Year 12 (34.4%). In addition, the proportion of those who were offered a referral and accepted was higher among leavers from Year 10 or below. This suggests that higher proportions of the 'later' early leavers at risk, and lower proportions of them take up the services that are offered.

The proportions of early leavers who met the at-risk criteria for being offered a referral were generally higher in metropolitan LLEN areas (33.8%) than in non-metropolitan areas (26.2%). This is likely to reflect the relatively high proportions of early leavers in non-metropolitan regions who enter apprenticeships and traineeships.

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, around 310,000 school leavers have participated in the *On Track* surveys, providing valuable insights into their post-school destinations and pathways. The *On Track* survey seeks to:

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

Focus of this report

This report is based on data from the *On Track* telephone surveys of 36,179 Year 12 or equivalent completers and 4094 early leavers from the 2009 school year in Victoria. The information was collected in April and May 2010.

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 (98.3%), or in TAFE institutions or adult and community education providers (1.7%).

Early school leavers are defined for the survey's purposes as those students 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 one of the qualifications included above (VCE, IB, VCAL Senior or VCAL Intermediate). In general, early leavers had been in Year 10, 11 or 12 when they left school.

The report focuses on analyses at the state-wide and regional levels. Results for individual schools were published in June 2010 and are reproduced in Appendix 1. Results for regional and other groupings were included in the briefings the Australian Council for Educational Research (ACER) provided throughout Victoria in October and November 2010.

All the *On Track* reports, including those from the longitudinal component of the program, are available from http://www.education.vic.gov.au/sensecyouth/ontrack.

Survey administration

The *On Track* survey was conducted in April-May 2010 by the Social Research Centre (SRC) in collaboration with ACER. This involved a short telephone survey of school leavers who had earlier agreed to participate. At the commencement of the 2009 school year, eligible students were asked through the VCAA 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. The questionnaires were updated and revised in minor ways from those used in 2009. The questionnaires are included in Appendix 2.

Data collected by the SRC were 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 are 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 regions, Youth Connections providers, LLENs and TAFE study areas), and tables for the purpose of public reporting.

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

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 2009. International students were defined as out-of-scope for the purposes of *On Track* and were not included in the information provided by the VCAA.

The 2010 survey collected information from 40,273 school leavers, comprising 36,179 in the Year 12 or equivalent completers group and 4094 in the early leavers group. *On Track* provides by far the largest database on Victorian school leavers.

Year 12 or equivalent completers sample

Of the 50,527 Year 12 or equivalent completers in 2009, 44,932 (88.9%) 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 36,179 (71.6%) of all Year 12 or equivalent completers, or 80.5% of those who agreed to take part.[1] This is the highest response rate achieved since the survey commenced in 2003.

There are two categories of non-response among students in the contact list. The first comprises those individuals who declined to participate. A total of 5595 Year 12 or equivalent completers declined to release their contact details at the time of completing their VCAA enrolment form (11.1%) and were excluded immediately.[2] A further 949 individuals who had supplied their contact details (1.9%) declined to participate when contacted by the SRC in April-May 2010.[3] In combination, those who declined to participate amounted to 13.0% of all Year 12 or equivalent completers.

The second broad category comprises those school leavers 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, 6951 individuals (13.8% of all Year 12 or equivalent completers) could not be contacted.

The other main reason for non-contact relates to a lack of availability, resulting in unsuccessful contacts with 224 former students. All of these former students had correct contact details, but were unavailable at the time of surveying due to being overseas, ill

[1] The eligible population and sample were similar to the 2009 survey. There were 50,770 Year 12 or equivalent completers in 2008. Of these students 44,970 (88.6%) allowed their contact details to be released, and responses were received from 36,022 in April-May 2009. The 2009 response rate represented 71.0% of Year 12 completers or 80.1% of those who agreed to take part.

[2] Among the population of Year 12 or equivalent students in 2008, the decline rate at the time of enrolment was 11.4%.

[3] About one-half of these refusals were made by another household member rather than the former student.

or otherwise inaccessible. This group represented 0.4% of all Year 12 or equivalent completers. A further small number (629 or 1.2%) were outside the survey's scope, principally because they were either overseas students or, when contacted, indicated they were still at school.

Table 1.1 and Figure 1.1 provide summaries of the target population and achieved sample, 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 voluntary 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 those 44,932 Year 12 or equivalent completers who had released details for contact, representing 88.9% of the defined population. The gender make-up of the achieved sample of 36,179 was only marginally different from that of the target sample (males: 47.2% and 47.5% respectively; females: 52.8% and 52.5% respectively).

Sector composition was also similar between the achieved sample and target sample (Government sector: 52.5% and 52.7%, respectively; Catholic sector: 23.9% and 23.1%, respectively; Independent sector: 21.8% and 21.8%, respectively; adult education sector: 1.7% and 2.4%, respectively). The regional distribution of the schools attended by Year 12 completers in the achieved sample also showed little deviation from those in the target sample (metropolitan regions:

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

Category	Number	Proportion (%)
Surveyed (achieved sample)	36,179	71.6
Opted-out	5,595	11.1
Declined on contact	949	1.9
Contact unsuccessful	6,951	13.8
Unavailable for surveying	224	0.4
Out-of-scope	629	1.2
Total population	**50,527**	**100.0**

73.1% and 73.7%, respectively; non-metropolitan regions: 26.9% and 26.3%, respectively).

Although the possibility of non-response bias is always present in any survey, the fact that the achieved and target samples 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 certificates completed by the survey respondents among the Year 12 or equivalent completers group. Most of the respondents completed the VCE qualification (93.5%), followed by VCAL (5.5%) and IB (0.9%). In relation to the target sample, the survey achieved a higher response rate among VCE graduates (81.5%) than either IB (67.3%) or VCAL (69.1%) graduates. In addition, 484 VCE completers (1.3%) had also completed a VCAL qualification at either the Foundation, Intermediate or Senior level. However, as the qualifications other than VCE enrol relatively small proportions of students, this is unlikely to cause any marked bias in the overall results.

Early school leavers sample

The early leavers sample in *On Track* comprises 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 during 2009 before completing equivalent VCE, VCAL Intermediate, VCAL Senior or IB qualification. As such, the sample does not represent the full spectrum of early leavers from Victorian schools.

For the 2010 survey, the early leavers consent file from the VCAA comprised 8,223 individuals who were eligible for the survey. This was smaller than the eligible early leavers sample in

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

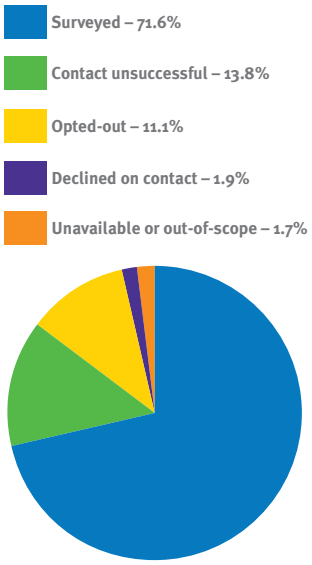


Table 1.2 Year 12 or equivalent completers, by certificate completed

Qualification	Number	Proportion (%)
VCE	33,843	93.5
VCAL	2,002	5.5
IB	334	0.9
Total	36,179	100.0

Note: 484 VCE students also received a VCAL qualification; to avoid double-counting they are included in the VCE group only. Percentages may not sum to 100% because of rounding.

the previous year (8,834). A total of 4,094 early leavers were successfully contacted and surveyed through *On Track*, yielding a response rate of 49.8% of those who consented to be contacted. The 2010 response rate was lower than that achieved in 2009 (52.9%). The response rate was affected by the number of unusable or incorrect telephone numbers, which accounted for 2,869 or 34.9% of the target sample.[4]

Table 1.3 records the composition of the target and achieved sample of early school leavers in relation to the year level at which they left school. The response rate varied by the year level when young people left school. The highest rate was among those who had left school in Year 10 or below, at 57.8%. The lowest rate (42.6%) was among those who had left in Year 12. As a result, Year 12 early leavers are slightly underrepresented in the achieved sample and Year 10 early leavers slightly overrepresented.

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

Confidence intervals

The results presented in this report are based on interviews with 36,179 Year 12 or equivalent completers, from a total population of 50,527 young people (including some overseas students who were not in scope). A total of 44,932 completers consented to participate in *On Track* for the 2010 survey. Among the

Table 1.3 Early school leavers: target sample and achieved sample, by year level of exit in 2009

Year level of exit	Target sample	Achieved sample	Response rate
	Number	Number	%
Year 10 or lower	1,196	691	57.8
Year 11	3,908	2,076	53.1
Year 12 (before completion)	3,119	1,327	42.6
Total	**8,223**	**4,094**	**49.8**

[4] In 2009 there were 3215 unusable or incorrect telephone numbers, or 27.7% of the target sample.

early leavers group, there were 4,094 respondents from a total population of 8,223. These population numbers were further reduced because some schools or students did not provide accurate contact details and students could not be contacted. For the calculations of confidence intervals provided here, however, the larger population sizes were used, resulting in confidence intervals that are larger than is likely to be 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 the population, the finite population correction (fpc), which is based on both the population size 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 in Table 1.4, separately for Year 12 or equivalent completers and for early leavers. The largest confidence interval for Year 12 or equivalent completers data is ±0.3 percentage points for percentages of 19–81%. For early leavers data, the largest confidence interval is ±1.5 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 for bachelor degree study is 48.5% ±0.3%; that is, the rate of bachelor degree enrolment is between 48.2% and 48.8%.

Table 1.4 Confidence intervals, 2010 survey

Year 12 or equivalent completers		Early school leavers	
Range	Confidence interval	Range	Confidence interval
19-81%	±0.3%	34-66%	±1.5%
6-18% and 82-94%	±0.2%	27-33% and 67-73%	±1.4%
1-5% and 95-99%	±0.1%	21-26% and 74-79%	±1.3%
		17-20% and 80-83%	±1.2%
		14-16% and 84-86%	±1.1%
		11-13% and 87-89%	±1.0%
		1-10% and 90-99%	±<1.0%

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 young people who completed Year 12 or its equivalent during 2009, and were interviewed for *On Track* in April 2010. Following this overview, Chapters 3 to 8 provide detailed analyses of different aspects of the post-school experiences of the group.

This chapter introduces some changes of terminology used in *On Track*, reflecting changes in post-school education and training in Victoria. Victoria has more 'dual-sector' post-secondary institutions than any other jurisdiction in Australia. A number of universities have separate TAFE units and offer certificate and diploma courses that were previously offered only in TAFE institutions. More recently, TAFE institutions have begun to offer bachelor degrees. As a result, this report introduces the term 'Bachelor degree' to replace 'University' as the destination for students in higher education, and reports by certificate level — divided into 'Certificates I-III' and 'Certificate IV and above' — rather than 'VET entry-level', 'VET higher-level' or 'TAFE/VET'. With these changes, the focus is on the level of study rather than the physical location of that study.

Main destinations in 2010

Table 2.1, Figure 2.1 and Figure 2.2 look in more detail at the main destinations as at April 2010 of those who completed Year 12 or its equivalent in 2009. In order to prevent double-counting, the figure shows the 'main destination' of respondents: where young people are combining study and work, *On Track* emphasises the study destination. For example, a bachelor degree student who also holds a part-time job is classified in the 'bachelor degree' category and not in the 'employed' category. Similarly, apprentices and trainees are classified in the 'apprentice/trainee' category rather than as 'employed', although most of them are employed as a condition of their training contracts.

Table 2.1 shows how destinations differ when deferrers are allocated to their main activity and when they are assigned to the 'deferred' category. The figures show the distributions when deferrers are allocated to their main activity in April 2010 (Figure 2.1) and when they are placed in a separate category (Figure 2.2). For the remainder of this report, deferrers are allocated to their main activity, as in Figure 2.1. A separate discussion on deferrers is included as Chapter 7.

Nearly three-quarters (74.9%) of 2009 Year 12 or equivalent completers continued in some form of education or training in 2010. Study toward a bachelor degree was the most common activity for respondents (48.5%), followed by entry into Certificate IV, diploma or advanced diploma courses ('Certificate IV and above',13.9%). Certificate I, II and III courses enrolled 4.0% of completers, and

Table 2.1 Main destinations of Year 12 or equivalent completers

Destination	Showing deferrers in main activity		Showing deferrers separately	
	Number	%	Number	%
Bachelor degree	17561	48.5	17561	48.5
Certificate IV and above	5037	13.9	5037	13.9
Certificate I, II and III	1452	4.0	1452	4.0
Apprenticeship/Traineeship	3046	8.4	3046	8.4
Employed	6948	19.2	4075	11.3
Looking for work	1763	4.9	1308	3.6
Not in the labour force, education or training	372	1.0	169	0.5
Deferred			3531	9.8
Total	36179	100.0	36179	100.0

Figure 2.1 Main destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity)

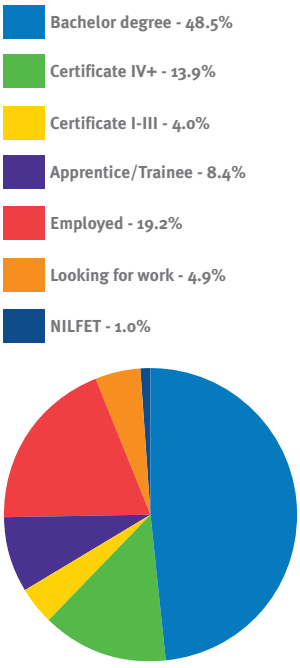
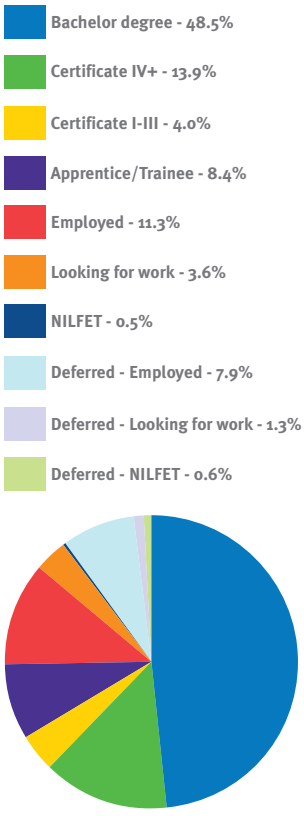


Figure 2.2 Main destinations of Year 12 or equivalent completers (showing deferrers as separate categories)



apprenticeships and traineeships attracted 8.4%. One-quarter of 2009 Year 12 or equivalent completers (25.1%) were not in education or training, comprising 19.2% who were employed either full-time or part-time, 4.9% who were in the labour market but unemployed and looking for work, and 1.0% who were not in the labour force, education or training (NILFET).

In Figure 2.1 deferrers are assigned to their actual labour market destination (employed or looking for work); it is also possible to illustrate the destinations of school completers with deferrers identified separately. Figure 2.2 shows that 7.9% of Year 12 or equivalent completers had deferred a tertiary place and entered employment, 1.3% of completers had deferred and were looking for work, and 0.6% had deferred tertiary study and were NILFET as at April 2010.

Figure 2.3 separates apprentices from trainees, as well as full-time and part-time employment. Apprenticeships constituted 5.3% of the destinations of Year 12 or equivalent completers in 2010, and traineeships 3.1%. Apprenticeships increased from 4.7% of completers in 2009, but traineeships decreased from 3.3%.

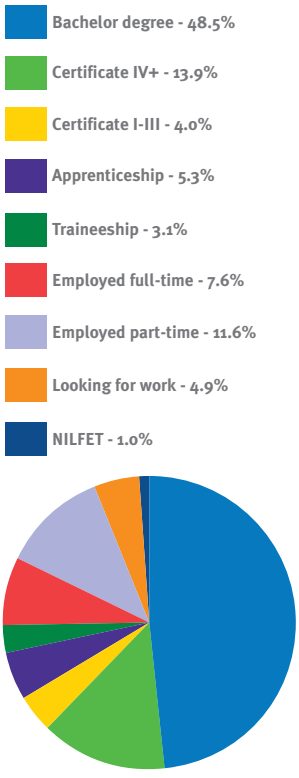
Gender differences in destinations

There are well-known gender differences in patterns of school completion and post-school destinations (e.g., Curtis & McMillan, 2008), and these have been documented in previous *On Track* reports. Such differences are apparent in the 2010 *On Track* results, and have been shown in the results of previous years.

Females make up a higher proportion of respondents who had completed Year 12 or its equivalent in 2009 (52.8%) than males (47.2%). This largely reflects the higher retention to Year 12 of females than males.[1] Table 2.2 and Figure 2.4 present destination data by gender. There are marked gender differences in destinations:

- Young women more frequently than young men entered bachelor degree study (51.5% compared to 45.3%).
- Young men much more frequently than young women entered an apprenticeship (9.6% compared to 1.4%), and young women had more frequently than men entered a traineeship (3.8% compared to 2.4%).

Figure 2.3 Main destinations of Year 12 or equivalent completers, showing apprentices and trainees and employment status separately (showing deferrers allocated to a main activity



[1] In Victoria in 2009 the grade progression rates for female full-time students for Years 9–10, Years 10–11 and Years 11–12 were higher than the rates for male full-time students (ABS, 2010).

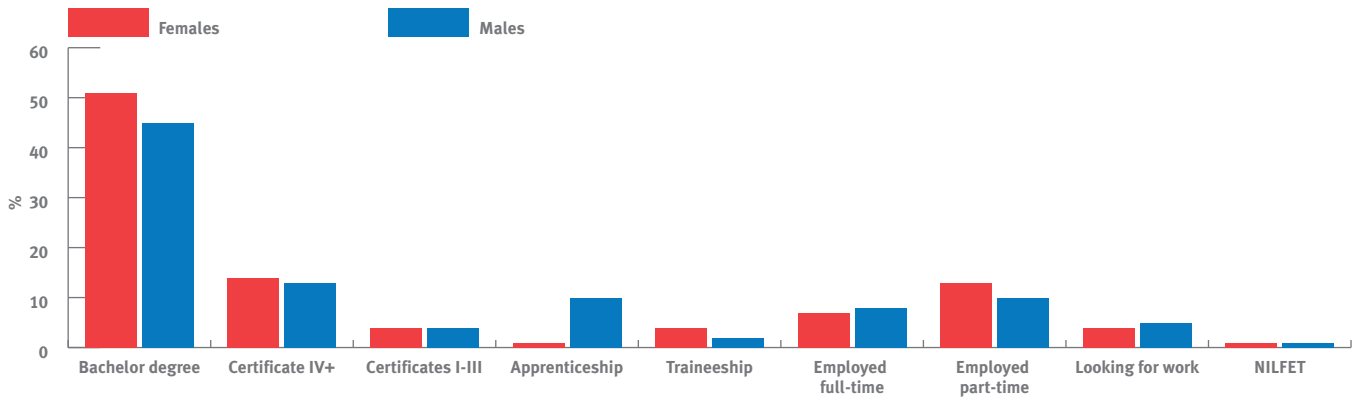
Young women were more frequently employed than young men (19.5% compared to 18.8%), but young men were more frequently working full-time. Of those employed, 44.8% of young men and 34.7% of young women were working full-time. Young men were more frequently looking for work (5.4%) than were young women (4.4%).

Table 2.3 provides data on gender differences in post-school destinations for Year 12 or equivalent completers from 2007 to 2010. Completers who were NILFET have not been included in this table, because they had not been included in all earlier years. This results in slight differences in the percentages reported for destinations in Table 2.3 when compared to destinations reported in Table 2.2. Over the four

Table 2.2 Main destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by gender

	Females		Males		Persons	
Destination	Number	%	Number	%	Number	%
Bachelor degree	9830	51.5	7731	45.3	17561	48.5
Certificate IV and above	2733	14.3	2304	13.5	5037	13.9
Certificates I-III	783	4.1	669	3.9	1452	4.0
Apprenticeship	269	1.4	1640	9.6	1909	5.3
Traineeship	720	3.8	417	2.4	1137	3.1
Employed full-time	1294	6.8	1443	8.4	2737	7.6
Employed part-time	2436	12.8	1775	10.4	4211	11.6
Looking for work	848	4.4	915	5.4	1763	4.9
NILFET	183	1.0	189	1.1	372	1.0
Total	19096	100.0	17083	100.0	36179	100.0

Figure 2.4 Main destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by gender



years shown, participation in post-school education and training directly after Year 12 or its equivalent decreased between 2007 and 2008, was constant between 2008 and 2009, then increased between 2009 and 2010. The level of participation in post-school study in 2010 (75.7%) is only slightly lower than it was in 2006 (75.8%).

Table 2.3 also shows that a slightly higher percentage of young women (75.8%) than young men (75.5%) were engaged in some form of post-school education and training at April 2010. This is most evident in the campus-based tertiary study (bachelor degree, Certificate IV and above, and Certificates I-III). Young men, however, were more frequently than young women involved in study combined with work, through apprenticeships and traineeships. Over the period, the percentage of young people in either full-time or part-time work has decreased from 21.8% to 19.4%.

Destinations by academic achievement level

Achievement at school is a major influence on the likelihood of completing Year 12 and entering tertiary education after school. 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

Table 2.3 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by gender

	2007			2008			2009			2010		
	F	M	All	F	M	All	F	M	All	F	M	All
Destination	%	%	%	%	%	%	%	%	%	%	%	%
Bachelor degree	49.8	44.6	47.4	46.6	41.3	44.1	48.6	42.7	45.9	52.0	45.8	49.0
Certificate IV+	15.3	14.4	14.9	14.8	13.9	14.4	14.3	14.3	14.3	14.5	13.6	14.1
Certificate I-III	3.9	4.37	4.1	3.9	3.5	3.7	3.7	4.0	3.8	4.1	4.0	4.1
Apprentice/Trainee	6.0	10.7	8.1	6.7	13.6	9.9	5.4	11.2	8.1	5.2	12.2	8.5
Education & training (sub-total)	74.9	74.1	74.5	72.0	72.2	72.1	72.1	72.1	72.1	75.8	75.5	75.7
Employed	21.7	21.8	21.8	24.4	23.6	24.0	23.5	21.9	22.8	19.7	19.0	19.4
Looking for work	3.4	4.1	3.7	3.6	4.1	3.8	4.4	6.0	5.1	4.5	5.4	4.9
Not in education or training (sub-total)	25.1	25.9	25.5	28.0	27.8	27.9	27.9	27.9	27.9	24.2	24.5	24.3
Total	100	100	100	100	100	100	100	100	100	100	100	100

Note: The category 'Not in the labour force, education or training' (NILFET) is not included in this table as data for the category are not available for 2007, so results reported in this table may differ from results reported in other tables. Columns may not sum to sub-totals due to rounding.

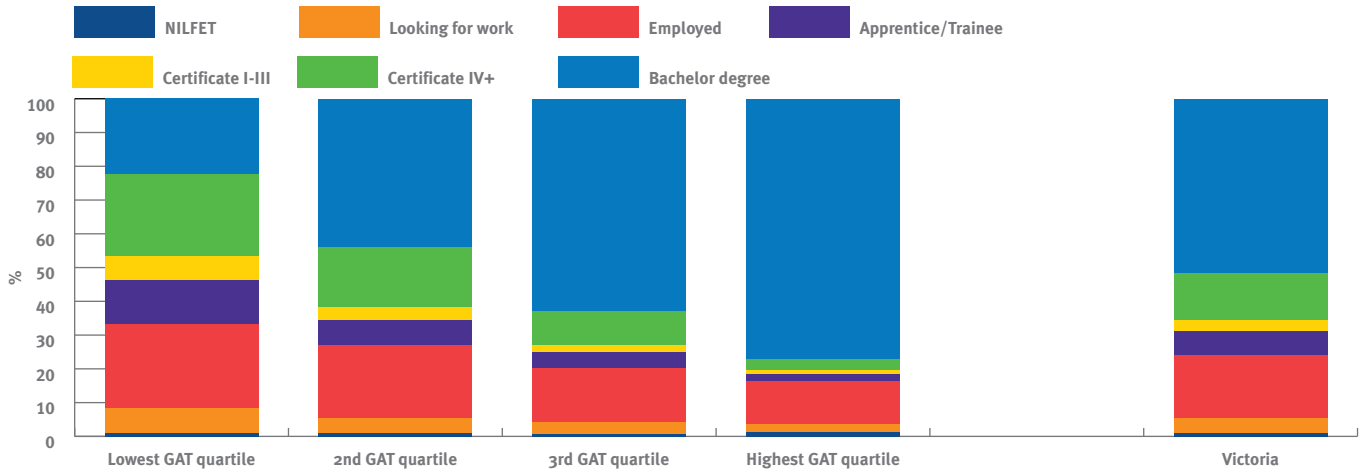
requirements. *On Track* examines the relationship between achievement and post-school destinations using data on student performance in the General Achievement Test (GAT).[2]

Figure 2.5 provides information on the destinations of Year 12 or equivalent completers in relation to the quartile of GAT score they achieved. Note that approximately 5% of Year 12 or equivalent completers did not have a GAT score recorded, as they had not been enrolled in a VCE Unit 3/4 sequence. As a result, the overall percentage of completers studying for a bachelor degree (the 'Victoria' column in Figure 2.5) is greater than the percentage reported in Table 2.2.

As expected, there is a very strong relationship between achievement on the GAT and transition to tertiary education, particularly into bachelor degree study.

- Of the highest achievers as measured by the GAT in 2009, more than three-quarters (77.3%) were enrolled in bachelor degree study in April 2010, compared to 22.4% of those from the lowest GAT quartile.
- Certificate-level courses are an important destination for completers from the lower GAT quartiles, enrolling 31.5% of completers from the lowest quartile and 21.6% of those from the second GAT quartile.

Figure 2.5 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by quartile of GAT score



[2] 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; and humanities, the arts and social sciences.

- Apprenticeships and traineeships attracted only 2.2% of completers who achieved in the highest quartile of GAT scores compared to 13.1% of those from the lowest GAT quartile.
- Employment was the largest single destination for completers from the lowest GAT quartile (24.8%). Employment also attracted reasonably large proportions of those from the other GAT quartiles, including 12.8% of completers from the highest GAT quartile.
- Completers who achieved in the highest GAT quartile were less frequently looking for work in April 2010 (2.2%) than those other GAT quartiles.

Table 2.4 and Figure 2.6 provide information on completers' destinations by GAT quartile, separately for males and females. The relationship between GAT score and completer's destination is similar for males and females in that the highest GAT quartile is associated with bachelor degree study: 77.6% of females and 76.9% of males in the highest GAT quartile were enrolled for a bachelor degree in April 2010. In general, there are very few differences between males and females in destinations among those in the highest GAT quartile. At all other levels of GAT score, differences between males and females are related to study location: females were more frequently enrolled for a bachelor degree while males were more frequently enrolled in campus-based certificate courses, apprenticeships or traineeships.

Among females, the leading destination of those in the lowest GAT quartile was campus-based study at Certificate IV and above (26.0%), followed closely by employment (25.3%) and bachelor degree study (24.2%). Among males in the lowest GAT quartile, employment was the leading destination (24.1%), followed by Certificate IV and above (22.5%) and bachelor degree study (20.3%). For both young men and young women in the lowest GAT quartile, 7.3% were looking for work in April 2010.

Destinations by senior certificate and study strand

Students in Victorian secondary schools are able to choose from a number of different senior certificates and undertake nationally accredited vocational education and training (VET) studies while at school. The following analysis reports destinations in terms of whether students completed the International Baccalaureate (IB)[3], VCE or VCAL (or a combined VCE–VCAL program), and whether VCE completers included any VET in Schools subjects as part of their studies.

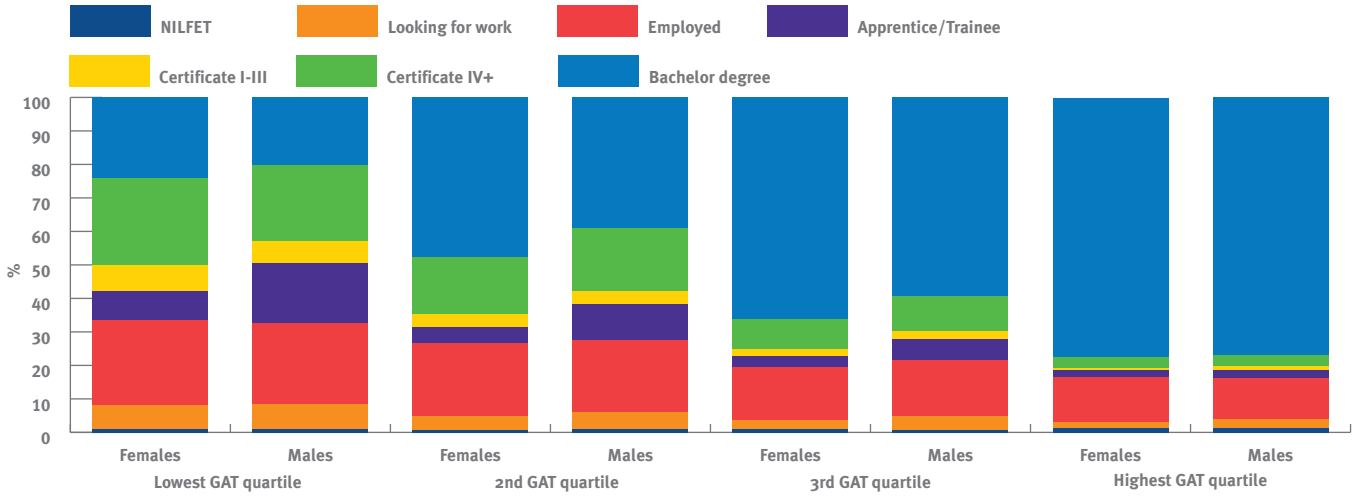
[3] Through 2009, the International Baccalaureate was available only in non-government schools.

Table 2.4 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by quartile of GAT score and gender

Destination	Quartile of GAT score				
	Lowest GAT quartile	2nd GAT quartile	3rd GAT quartile	Highest GAT quartile	Total
Females					
Bachelor degree	24.2	47.6	66.1	77.6	53.6
Certificate IV and above	26.0	17.2	9.2	3.1	14.0
Certificate I-III	7.8	3.7	1.9	0.8	3.6
Apprenticeship/Traineeship	8.6	5.0	3.4	1.9	4.7
Employed	25.3	21.6	15.8	13.4	19.1
Looking for work	7.3	4.2	2.7	1.9	4.0
Not in labour force, education or training	0.9	0.7	0.9	1.2	0.9
Total	100.0	100.0	100.0	100.0	100.0
Males					
Bachelor degree	20.3	39.1	59.4	76.9	49.1
Certificate IV and above	22.5	18.9	10.5	3.5	13.8
Certificate I-III	6.5	3.7	2.5	1.0	3.4
Apprenticeship/Traineeship	18.2	10.8	6.0	2.6	9.4
Employed	24.1	21.4	16.7	12.0	18.5
Looking for work	7.3	5.0	4.1	2.6	4.7
Not in labour force, education or training	1.1	1.1	0.8	1.4	1.1
Total	100.0	100.0	100.0	100.0	100.0
Persons					
Bachelor degree	22.4	43.9	63.0	77.3	51.5
Certificate IV and above	24.3	17.9	9.8	3.3	13.9
Certificate I-III	7.2	3.7	2.2	0.9	3.5
Apprenticeship/Traineeship	13.1	7.5	4.6	2.2	6.9
Employed	24.8	21.5	16.2	12.8	18.8
Looking for work	7.3	4.5	3.3	2.2	4.3
Not in labour force, education or training	1.0	0.9	0.8	1.3	1.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Note: This table is based on all Year 12 or equivalent completers with GAT scores. Information was not available for 5.3% of completers, resulting in minor differences between the distribution of destinations in the 'Total' column and destinations in Table 2.1. Columns may not sum to 100% due to rounding.

Figure 2.6 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by quartile of GAT score and gender



The analyses are presented for five groups, which are shown in Table 2.5. By far the largest proportion (66.4%) studied for the VCE and did not undertake any VET subjects. More than one-quarter (25.8%) included some VET subjects in their VCE studies, and 6.9% of the sample had enrolled in VCAL, comprising 5.5% in VCAL only and 1.3% in VCE and VCAL. Compared to 2009, the percentage of completers receiving a VCAL certificate has increased, from 4.4% to 5.5% in VCAL only (Senior or Intermediate) and from 1.1% to 1.3% when combined the the VCE (VCAL Senior, Intermediate or Foundation).

Table 2.5 Year 12 or equivalent completers in 2009, by type of senior school certificate and VET in Schools study strand

Certificate/strand	Number	%
IB	334	0.9
VCE with no VET	24029	66.4
VCE with some VET	9330	25.8
VCE + VCAL	484	1.3
VCAL only	2002	5.5
Total	36179	100.0

Notes: IB = International Baccalaureate; VCE = Victorian Certificate of Education; VCAL = Victorian Certificate of Applied Learning. 'VCE with some VET' includes persons who completed the VCE and included at least one VET in Schools subject during Years 10, 11 and 12. 'VCE + VCAL' includes persons who completed the VCE and received a VCAL Foundation, Intermediate or Senior certificate.

Table 2.6 provides details on the destinations of Year 12 or equivalent completers, by gender, according to the senior certificate completed and study strand. The results are summarised in Figure 2.7 (for all groups), Figure 2.8 (for VET students), Figure 2.9 (for VCAL only students) and Figure 2.10 and Figure 2.11 (for VCE low and middle GAT achievers, respectively).

IB completers represent less than 1% of all *On Track* respondents in the 2010 survey, and more than two-thirds of IB completers are female. Among IB completers, 82.6% were in bachelor degree study and 10.5% were employed in April 2010. There are only small differences between males and females in relation to destinations for IB completers. Of completers who studied VCE without any VET, 58.1% were enrolled in bachelor degree study in April 2010. Bachelor degree study was also the most common destination (35.3%) for those who included some VET in their VCE.[4] Only very small proportions of VCAL completers were enrolled in bachelor degree study in April 2010, which is not surprising given the orientation of the VCAL program. Apprenticeships and employment were the most common destinations of VCAL completers, accounting for 51.9% of the VCE-VCAL group and 55.5% of the VCAL only group. VCAL participants were unemployed and looking for work more frequently than other completers.

Certificate-level study is an important destination for completers from all programs. Enrolment in certificate courses ranged from 15.6% of VCE non-VET completers to 24.3% of VCAL only completers. Former VCE students were more frequently studying at Certificate IV level and above than were VCAL only completers. Smaller proportions of those who had undertaken VCE were looking for work in April 2010 than were those who had undertaken VCAL.

[4] 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, 30.1% in 2008, 32.4% in 2009 and 35.5% in 2010. This is likely to reflect increased numbers of VCE students undertaking VET and a growing awareness of the benefits of VET studies.

Table 2.6 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by senior certificate, study strand and gender

	IB		VCE non-VET		VCE VET		VCE-VCAL		VCAL only	
Destination	No.	%	No.	%	No.	%	No.	%	No.	%
Females										
Bachelor degree	189	84.8	7788	59.2	1830	38.0	16	8.8	7	1.0
Certificate IV+	3	1.3	1650	12.5	904	18.8	44	24.3	132	18.6
Certificate I-III	1	0.4	385	2.9	257	5.3	20	11.0	120	16.9
Apprenticeship	0	0.0	74	0.6	116	2.4	13	7.2	66	9.3
Traineeship	1	0.4	405	3.1	245	5.1	16	8.8	53	7.5
Employed	23	10.3	2244	17.0	1200	24.9	43	23.8	220	30.9
Looking for work	2	0.9	487	3.7	231	4.8	27	14.9	101	14.2
NILFET	4	1.8	132	1.0	33	0.7	2	1.1	12	1.7
Total	**223**	**100.0**	**13165**	**100.0**	**4816**	**100.0**	**181**	**100.0**	**711**	**100.0**
Males										
Bachelor degree	87	78.4	6172	56.8	1459	32.3	9	3.0	4	0.3
Certificate IV+	2	1.8	1380	12.7	784	17.4	29	9.6	109	8.4
Certificate I-III	2	1.8	323	3.0	199	4.4	19	6.3	126	9.8
Apprenticeship	2	1.8	481	4.4	510	11.3	108	35.6	539	41.8
Traineeship	0	0.0	203	1.9	152	3.4	16	5.3	46	3.6
Employed	12	10.8	1728	15.9	1104	24.5	87	28.7	287	22.2
Looking for work	4	3.6	451	4.2	266	5.9	33	10.9	161	12.5
NILFET	2	1.8	126	1.2	40	0.9	2	0.7	19	1.5
Total	**111**	**100.0**	**10864**	**100.0**	**4514**	**100.0**	**303**	**100.0**	**1291**	**100.0**
Persons										
Bachelor degree	276	82.6	13960	58.1	3289	35.3	25	5.2	11	0.5
Certificate IV+	5	1.5	3030	12.6	1688	18.1	73	15.1	241	12.0
Certificate I-III	3	0.9	708	2.9	456	4.9	39	8.1	246	12.3
Apprenticeship	2	0.6	555	2.3	626	6.7	121	25.0	605	30.2
Traineeship	1	0.3	608	2.5	397	4.3	32	6.6	99	4.9
Employed	35	10.5	3972	16.5	2304	24.7	130	26.9	507	25.3
Looking for work	6	1.8	938	3.9	497	5.3	60	12.4	262	13.1
NILFET	6	1.8	258	1.1	73	0.8	4	0.8	31	1.5
Total	**334**	**100.0**	**24029**	**100.0**	**9330**	**100.0**	**484**	**100.0**	**2002**	**100.0**

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

Figure 2.7 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by senior certificate and study strand

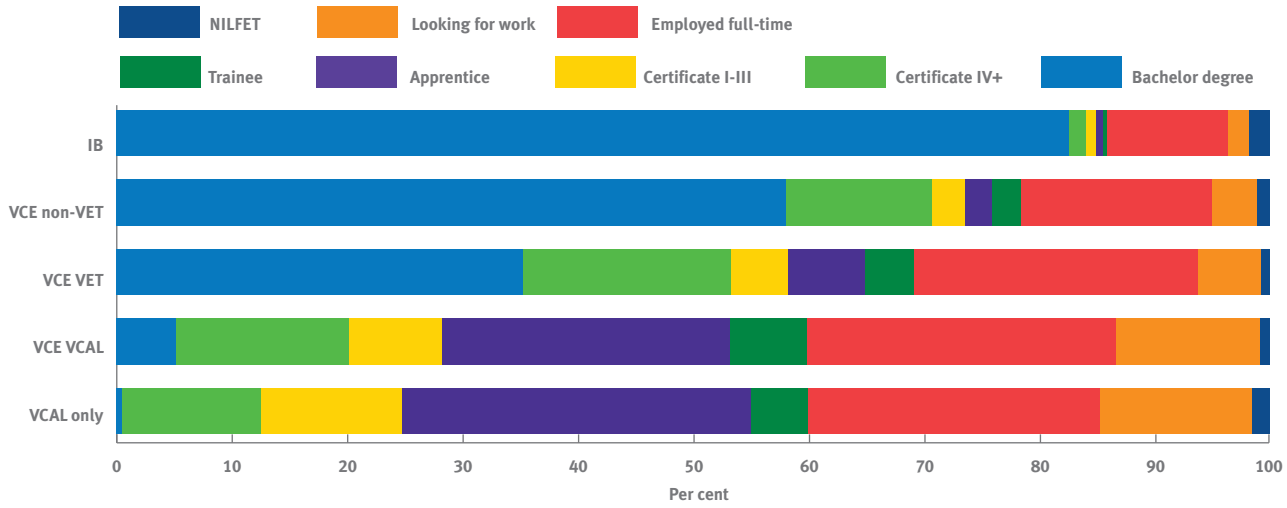


Table 2.6 and Figure 2.8 indicate some gender differences in the destinations of VCE VET students. Young women who had taken VET in their VCE study program were studying for a bachelor degree more frequently than were young men (38.0% of females and 32.3% of males), Certificate IV and above (18.8% of females and 17.4% of males) and Certificate I-III (5.3% of females and 4.3% of males). All of these percentages involving campus-based tertiary study are higher than they were for the same groups in the 2009 *On Track* survey. Young men who had been in a VCE VET program were engaged in an apprenticeship much more frequently than were young women (11.3% compared to 2.4%) but less frequently in a traineeship (3.4% compared to 5.1%).

Gender differences in destinations were also evident among VCAL only completers (see Table 2.6 and Figure 2.9). Male VCAL only completers, for example, had entered apprenticeships (38.5% and 10.2% respectively) much more frequently than had females, and less frequently entered traineeships (4.4% and 7.8% respectively). Among young women VCAL only completers, employment was the most common destination, with 31.5% working; another 15.9% were looking for work. Among young men, 26.3% were employed and 10.5% were looking for work.

Figure 2.8 Destinations of Year 12 or equivalent completers who undertook VET in their VCE (showing deferrers allocated to a main activity), by gender

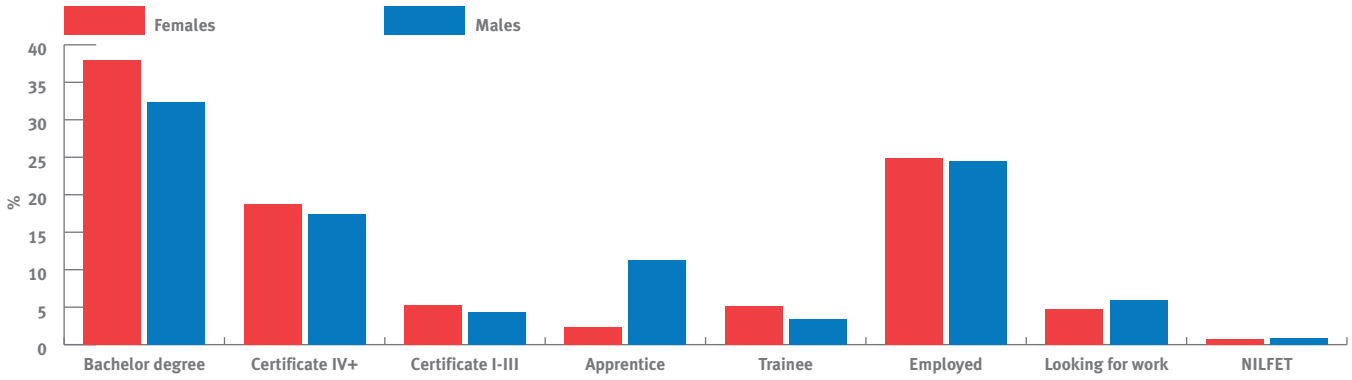


Figure 2.9 Destinations of VCAL only completers (showing deferrers allocated to a main activity), by gender

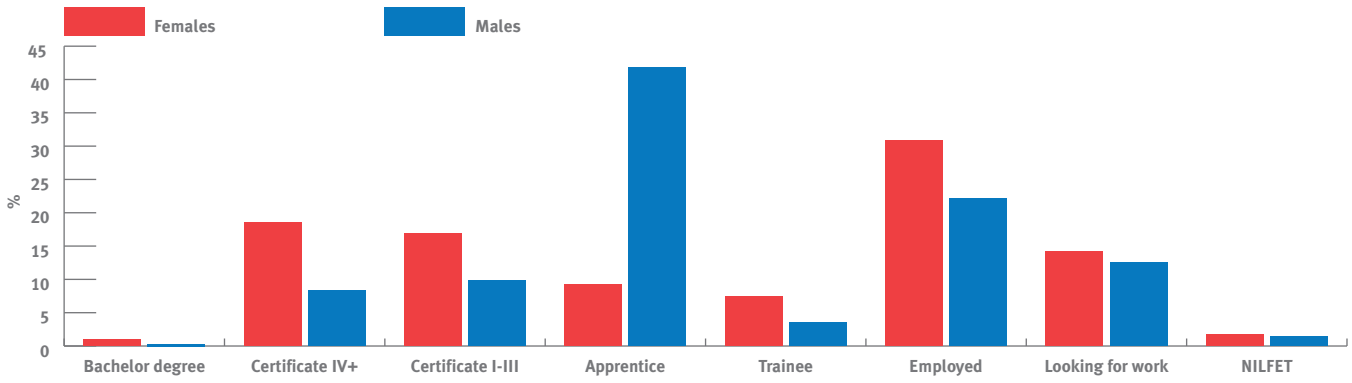


Figure 2.10 shows the destinations of those VCE completers who scored in the lowest quartile on the GAT, based on whether they had completed a VET subject. (VCAL completers are excluded from this analysis as most VCAL students do not sit the GAT.) Low GAT achievers who had undertaken VET subjects entered bachelor degree study at about one-half the rate of those with no VET subjects, but enrolled in certificate-level courses in almost equal proportions to the non-VET students. VCE VET students more frequently than VCE non-VET students were undertaking an apprenticeship or traineeship, or working.

Figure 2.11 shows that among those who scored in the middle two quartiles on the GAT, those who studied some VET at VCE level were less frequently enrolled in bachelor degree study (41.1%) than were those who had not studied VET (58.5%). They were more frequently enrolled in certificate-level study, undertaking an apprenticeship or traineeship, working and looking for work. There was no difference between the two groups in the proportions outside the labour force, education and training.

Figure 2.10 Destinations of Year 12 completers (VCE non-VET and VCE VET, showing deferrers allocated to a main activity), lowest GAT quartile

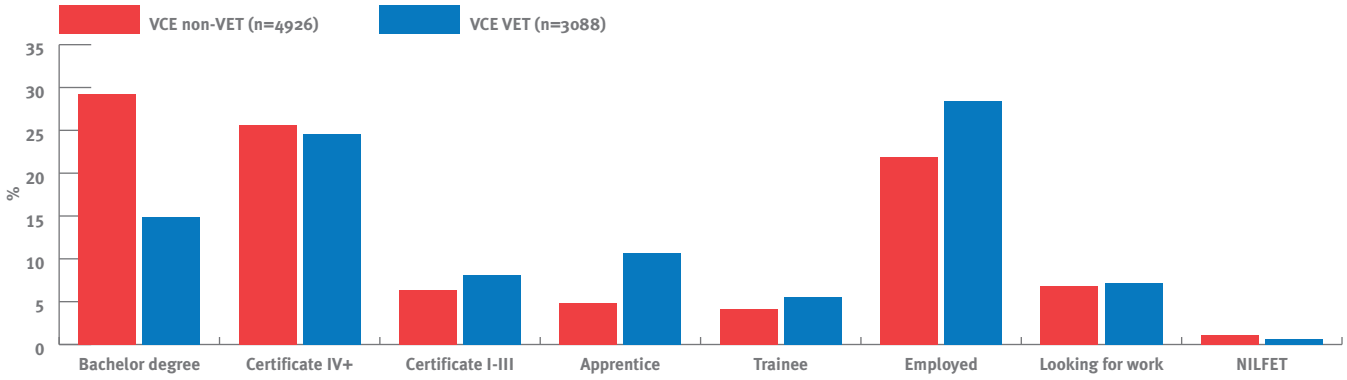


Figure 2.11 Destinations of Year 12 completers (VCE non-VET and VCE VET, showing deferrers allocated to a main activity), middle GAT quartiles

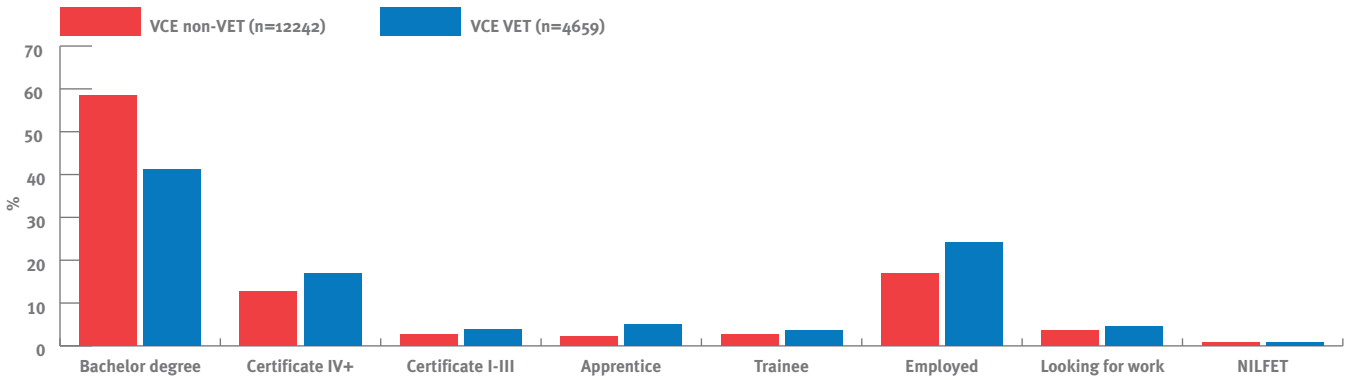
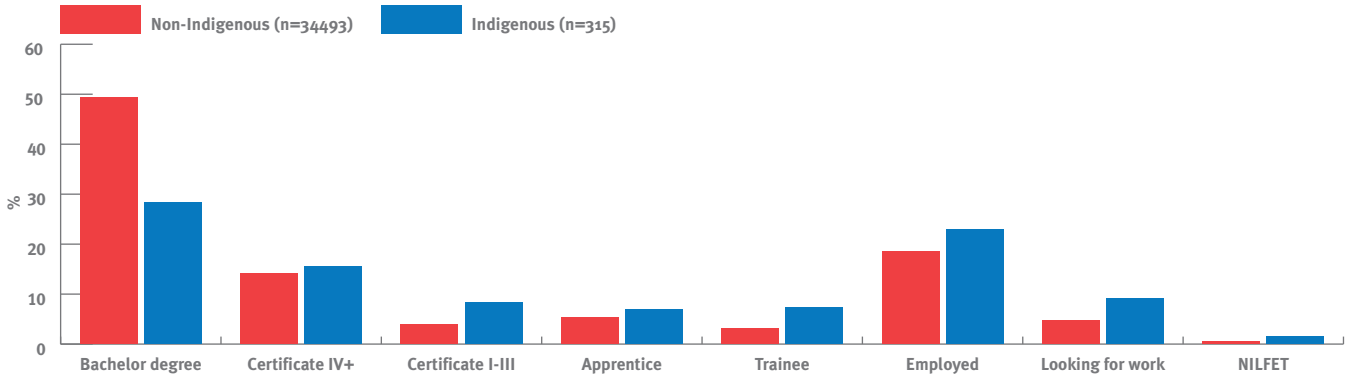


Figure 2.12 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by Indigenous status



Note: **Information on Indigenous status is not available for all Year 12 or equivalent completers.**

Destinations by Indigenous status

Only a small proportion (0.9%, 315 persons) of the 2009 Year 12 or equivalent completers identified as being either Aboriginal or Torres Strait Islander in the *On Track* survey. The destinations of this small group compared with the rest of the sample are shown in Figure 2.12.

Among Indigenous Year 12 or equivalent completers, 28.3% were studying toward a bachelor degree, similar to the percentage in the 2009 survey. Close to one-quarter of Indigenous completers (23.8%) were enrolled in certificate-level courses, at both Certificate I-III (8.3%) and Certificate IV or above (15.6%). The percentages of Indigenous completers enrolled in certificate-level courses was higher than the percentages of non-Indigenous completers in those courses. In addition, Indigenous completers had entered apprenticeships and traineeships at a higher rate than non-Indigenous completers (14.3% compared to 8.4%). Indigenous completers were more frequently employed (22.9% compared to 18.6%), but also looking for work (9.2% and 4.8%, respectively).

For Indigenous Year 12 or equivalent completers, a greater percentage were in some form of education and training in 2010 compared to 2009. In 2009, 60.9% were in education or training; in 2010, the percentage increased to 66.3%.

Destinations by socioeconomic status

Differences in education and employment participation among young people from different socioeconomic status (SES) backgrounds have been well documented in Australia over many years, including through *On Track*. *On Track* uses a measure of SES based on students' home address when in

Year 12. The measure is obtained by linking each student's home address to the ABS Census Collection District (CD) in which their home is located. A CD typically comprises about 250 households. Where a student's address cannot be matched to a CD, it is matched to the statistical local area (SLA) for the address. In the majority of cases, these addresses are post office boxes or roadside mailboxes in rural areas where there is little variation in SES levels among the CDs that constitute the SLA. The alternative of using the individual family SES may provide additional predictive power when compared to using the CD, but the extra power is relatively small and comes at a cost. As such, discussions of SES refer to the CD in which the young person lived during their last year of school rather than the family's circumstances.

Once the CD is known, its Index of Relative Socio-Economic Disadvantage (IRSED) score and State percentile rank, obtained from the *Socio-Economic Indexes for Areas* (ABS, 2006), are assigned to each completer. CDs with percentile ranks from 1 to 25 are then assigned to the lowest SES quartile; CDs with percentile ranks from 26 to 50 to the lower middle quartile; CDs with percentile ranks from 51 to 75 to the upper middle quartile; and CDs with percentile ranks from 76 to 99 to the highest quartile. The distribution of students in the SES quartiles is not equal, because the numbers of Year 12 completers in each CD are not equally distributed. SES quartiles should be interpreted as 'coming from a CD in the highest SES quartile in the State'. Overall, 98.7% of respondents' addresses were matched to a CD; all were matched to a SLA.[5]

Table 2.7 and Figure 2.13 report on the destinations of Year 12 or equivalent completers classified according to their SES quartile and gender. SES and destinations are clearly related, although differences between the lower two quartiles are much smaller. Year 12 or equivalent completers from the highest SES quartile were more frequently enrolled for a bachelor degree in April 2010 (57.9%) than completers in the other three quartiles (48.0% for the upper middle quartile, 43.0% for the lower middle quartile and 39.1% for the lowest quartile). All proportions represent increases for the quartile over 2009. At all SES quartiles, bachelor degree enrolment was more frequent among young women than among young men.

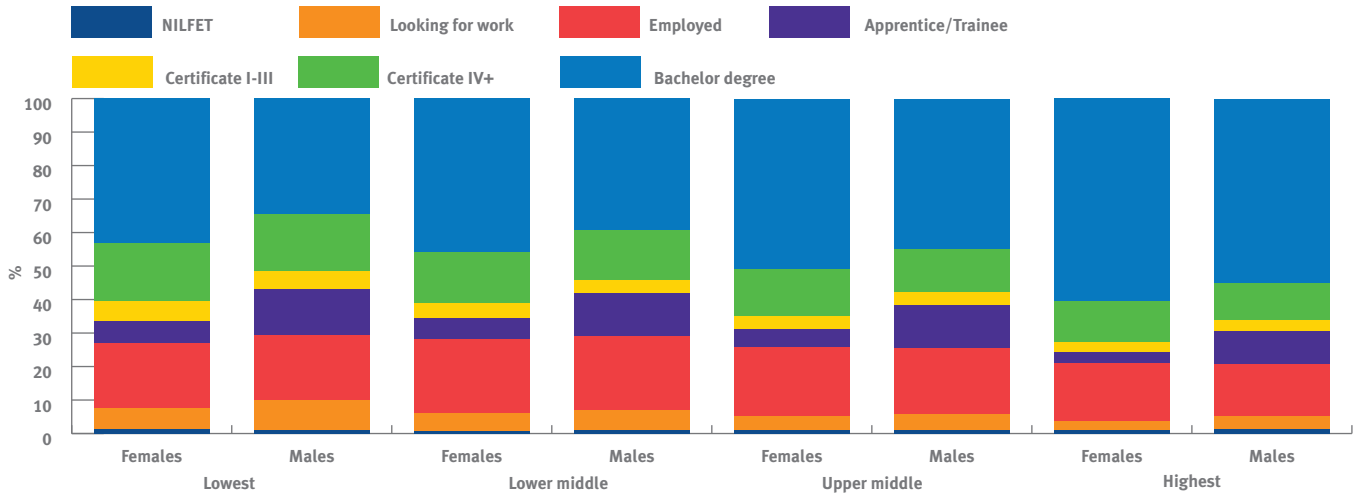
[5] One respondent had a home address in New South Wales and is not included in analyses based on SES.

Table 2.7 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by socioeconomic status (SES) and gender

	SES quartile				
Destination	Lowest	Lower middle	Upper middle	Highest	Total
Females					
Bachelor degree	43.2	45.9	50.7	60.7	51.5
Certificate IV and above	17.2	15.3	14.2	12.0	14.3
Certificate I-III	6.2	4.4	3.9	2.9	4.1
Apprenticeship/Traineeship	6.3	6.3	5.5	3.5	5.2
Employed	19.4	22.0	20.4	17.2	19.5
Looking for work	6.5	5.3	4.2	2.8	4.4
Not in labour force, education or training	1.2	0.8	1.0	0.9	1.0
Total	100.0	100.0	100.0	100.0	100.0
Males					
Bachelor degree	34.4	39.6	44.9	54.9	45.3
Certificate IV and above	17.3	14.7	12.8	11.2	13.5
Certificate I-III	5.2	3.9	3.8	3.3	3.9
Apprenticeship/Traineeship	13.6	13.0	12.9	9.9	12.0
Employed	19.7	21.9	19.9	15.6	18.8
Looking for work	8.8	6.1	4.6	3.6	5.4
Not in labour force, education or training	1.0	0.9	1.0	1.4	1.1
Total	100.0	100.0	100.0	100.0	100.0
Persons					
Bachelor degree	39.1	43.0	48.0	57.9	48.5
Certificate IV and above	17.2	15.0	13.6	11.6	13.9
Certificate I-III	5.7	4.1	3.9	3.1	4.0
Apprenticeship/Traineeship	9.8	9.4	9.0	6.6	8.4
Employed	19.5	21.9	20.2	16.4	19.2
Looking for work	7.6	5.7	4.4	3.2	4.9
Not in labour force, education or training	1.1	0.9	1.0	1.1	1.0
Total	100.0	100.0	100.0	100.0	100.0

Note: This table is based on all Year 12 or equivalent completers whose home addresses could be mapped to a Census Collection District (CD) or Statistical Local Area (SLA). CD-level information was not available for 1.3% of addresses, so SLA-level information was used. Columns may not sum to 100% due to rounding.

Figure 2.13 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by SES and gender

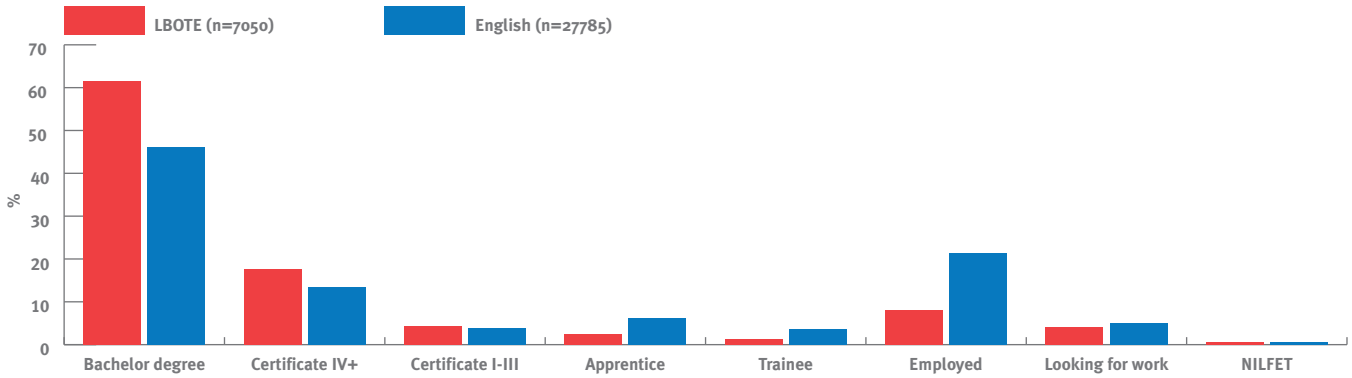


Research on education participation based on national longitudinal data has suggested that SES is still a significant influence on university enrolment, although its influence has been declining over time (Curtis & McMillan, 2008). Between 2009 and 2010, bachelor degree study has increased as a destination most markedly among completers from the two middle SES quartiles, particularly among males. In 2009, 34.4% of males from the lower middle SES quartile went into bachelor degree study; in 2010, 39.6% did so.

Completers from the lower SES quartiles were more likely to be enrolled in certificate-level courses than were those from higher quartiles (23.0% from the lowest quartile and 14.7% from the highest). This holds for courses at Certificates I-III as well as Certificate IV and above. There were only small differences in the proportions entering an apprenticeship or traineeship from among the three lower SES quartiles, but the proportion from the highest SES quartile was lower. At all SES quartiles, the rate of apprenticeship/traineeship take-up by young men was more than double the rate by young women.

Completers from the lower SES quartiles were more frequently in the labour market than were those from the highest quartile, either in employment (19.5% of the lowest quartile and 16.4% of the highest) or looking for work (7.6% of the lowest and 3.2% of the highest). At all SES levels, males were more frequently than females looking for work.

Figure 2.14 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by language background



Destinations by language background

More than one in five (20.4%) respondents in the 2010 *On Track* survey said that they speak a language other than English at home. Among these completers from a language background other than English (LBOTE), the most common languages spoken are Vietnamese, Mandarin, Cantonese and Greek, each comprising more than 7% of all other language speakers. The destinations of LBOTE and English-language background Year 12 or equivalent completers are shown in Figure 2.14.

There were marked differences between the two groups in their education and training destinations and labour force destinations. LBOTE completers were more frequently than English-language background completers in campus-based study, at bachelor degree, Certificate IV and above, and Certificate I-III levels. They were less frequently in an apprenticeship or traineeship. Overall, 87.2% of LBOTE Year 12 or equivalent completers were engaged in further education and training compared to 73.1% of completers from an English-language background.

As a result of higher take-up of post-school education and training, a much smaller percentage of LBOTE completers than English-language background completers were employed and not studying (8.1% compared to 21.3%, respectively). Nevertheless, completers from an English-language background were only slightly more frequently looking for work than were completers from a LBOTE. Of those not in education or training, 62.9% LBOTE completers were employed compared to 79.4% of completers from an English-language background.

Destinations by geographic location

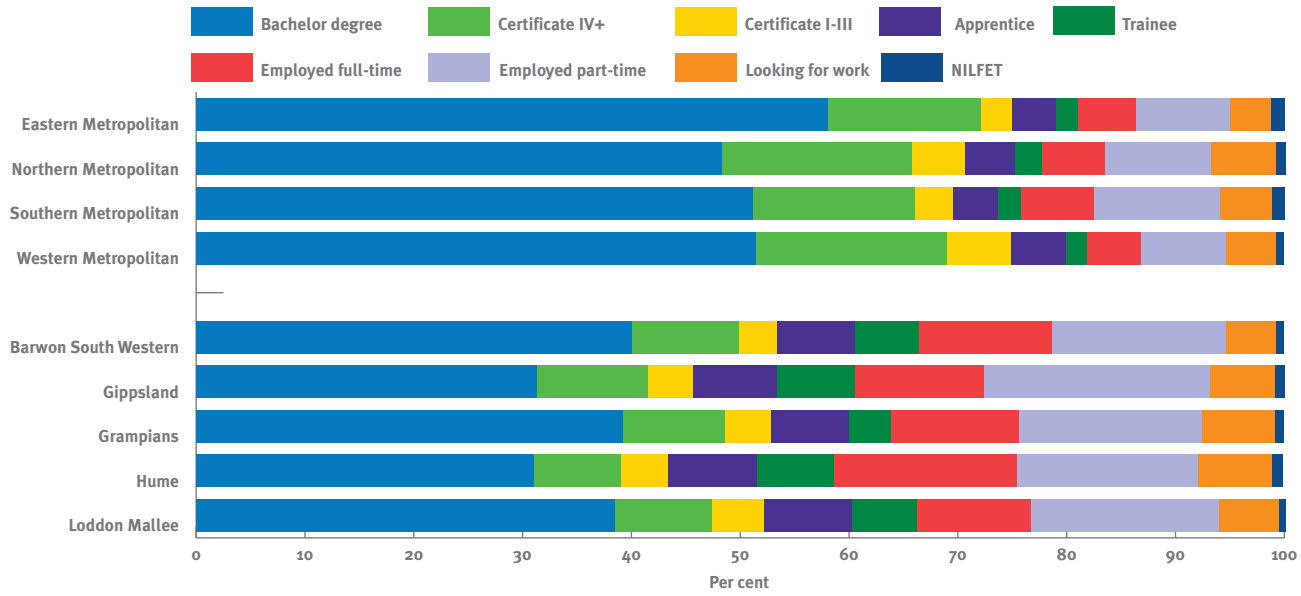
The Victorian Department of Education and Early Childhood Development (DEECD) operates nine regional offices, four in the metropolitan area and five in the remainder of the state. The major difference between the metropolitan and non-metropolitan regions in the destinations of Year 12 completers is the proportion of young people who defer tertiary study. In the metropolitan regions, the rate is 7.8% overall; in the non-metropolitan regions, the rate is 15.2%. These different rates are reflected in the proportions of Year 12 completers who were enrolled in bachelor degree study in April 2010, as shown in Table 2.8 and Figure 2.15.

Among Year 12 or equivalent completers from metropolitan regions, the most common destination was bachelor degree study, attracting 53.0% of the group. Those who had attended schools in Eastern Metropolitan region were most frequently studying for a bachelor degree, at 58.0%; Northern Metropolitan was the lowest, at 48.3%. Among those from non-metropolitan regions, 40.0% of completers from schools in Barwon South Western region had enrolled for a bachelor degree. Among all regions, the lowest rates of enrolment in bachelor degrees were Hume region (31.0%) and Gippsland region (31.3%).

As shown in Figure 2.16, the lower bachelor degree enrolment rates in non-metropolitan regions are related to the higher deferral rates, although the deferral rate has decreased from 12.0% in 2009 to 9.8% in 2010. In Hume region, 31.0% of Year 12 or equivalent completers were in bachelor degree study in April 2010, and 17.2% of completers had deferred tertiary study. When deferral rates are added to bachelor degree enrolment rates, the destinations of completers from non-metropolitan regions are closer to those of completers from Northern Metropolitan and Western Metropolitan regions. Nevertheless, Eastern Metropolitan and Southern Metropolitan regions had the highest rates of both bachelor degree enrolment alone and bachelor degree enrolment and deferral combined. Deferrers are discussed in further detail in Chapter 7.

There are regional differences for other forms of tertiary education and training. Among completers from metropolitan areas, 15.6% were enrolled in certificate-level courses at Certificate IV and above, and 4.0% at Certificate I-III in April 2010. Among those from non-metropolitan regions, 9.3% were in Certificate IV and above courses and 4.1% in Certificate I-III courses. Of the metropolitan regions, Western Metropolitan (17.6%) and Northern Metropolitan (17.5%) had the highest rates of participation in certificate-level courses. These regions also had lower

Figure 2.15 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by DEECD region



bachelor degree participation rates than the other metropolitan regions. Among the non-metropolitan regions, Gippsland had the highest rate of enrolment in certificate-level courses (14.3%).

There were also regional differences in the employment rates of Year 12 or equivalent completers. Among those from schools in metropolitan regions, 5.7% were employed full-time and 9.5% part-time. In the non-metropolitan regions, where the deferral rate was higher, 12.6% were employed full-time and 27.4% part-time. Within the regional differences there were also gender differences in employment. In non-metropolitan regions, there was balance between full-time and part-time work among males, with 15.3% working full-time and 15.4% part-time. Among all other groups, more were working part-time than full-time (see Figure 2.16).

Table 2.8 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by DEECD region

		Metropolitan Regions				
Destination		Eastern Metropolitan	Northern Metropolitan	Southern Metropolitan	Western Metropolitan	Metropolitan Total
Bachelor degree	No.	5279	2296	3884	2562	14021
	%	58.0	48.3	51.1	51.4	53.0
Certificate IV and above	No.	1288	829	1135	879	4131
	%	14.1	17.5	14.9	17.6	15.6
Certificate I-III	No.	264	228	270	288	1050
	%	2.9	4.8	3.5	5.8	4.0
Apprentice	No.	368	218	322	255	1163
	%	4.0	4.6	4.2	5.1	4.4
Trainee	No.	179	118	156	100	553
	%	2.0	2.5	2.1	2.0	2.1
Employed full-time	No.	492	275	506	242	1515
	%	5.4	5.8	6.7	4.9	5.7
Employed part-time	No.	785	462	885	389	2521
	%	8.6	9.7	11.6	7.8	9.5
Looking for work	No.	338	283	354	229	1204
	%	3.7	6.0	4.7	4.6	4.6
Not in the labour force, education or training	No.	114	41	95	41	291
	%	1.3	.9	1.2	.8	1.1
Total	**No.**	**9107**	**4750**	**7607**	**4985**	**26449**
	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Table 2.8 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by DEECD region (continued)

		Non-metropolitan Regions					
Destination		Barwon South Western	Gippsland	Grampians	Hume	Loddon Mallee	Non-metropolitan Total
Bachelor degree	No.	1050	545	584	542	819	3540
	%	40.0	31.3	39.2	31.0	38.5	36.4
Certificate IV and above	No.	260	178	140	139	189	906
	%	9.9	10.2	9.4	8.0	8.9	9.3
Certificate I-III	No.	89	72	63	77	101	402
	%	3.4	4.1	4.2	4.4	4.7	4.1
Apprentice	No.	188	136	108	142	172	746
	%	7.2	7.8	7.2	8.1	8.1	7.7
Trainee	No.	154	123	56	124	127	584
	%	5.9	7.1	3.8	7.1	6.0	6.0
Employed full-time	No.	321	207	176	294	224	1222
	%	12.2	11.9	11.8	16.8	10.5	12.6
Employed part-time	No.	419	361	250	292	368	1690
	%	16.0	20.7	16.8	16.7	17.3	17.4
Looking for work	No.	120	104	100	118	117	559
	%	4.6	6.0	6.7	6.8	5.5	5.7
Not in the labour force, education or training	No.	21	17	13	18	12	81
	%	.8	1.0	.9	1.0	.6	0.8
Total	**No.**	**2622**	**1743**	**1490**	**1746**	**2129**	**9730**
	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Figure 2.16 Destinations of Year 12 or equivalent completers in bachelor degree or deferred, by DEECD region

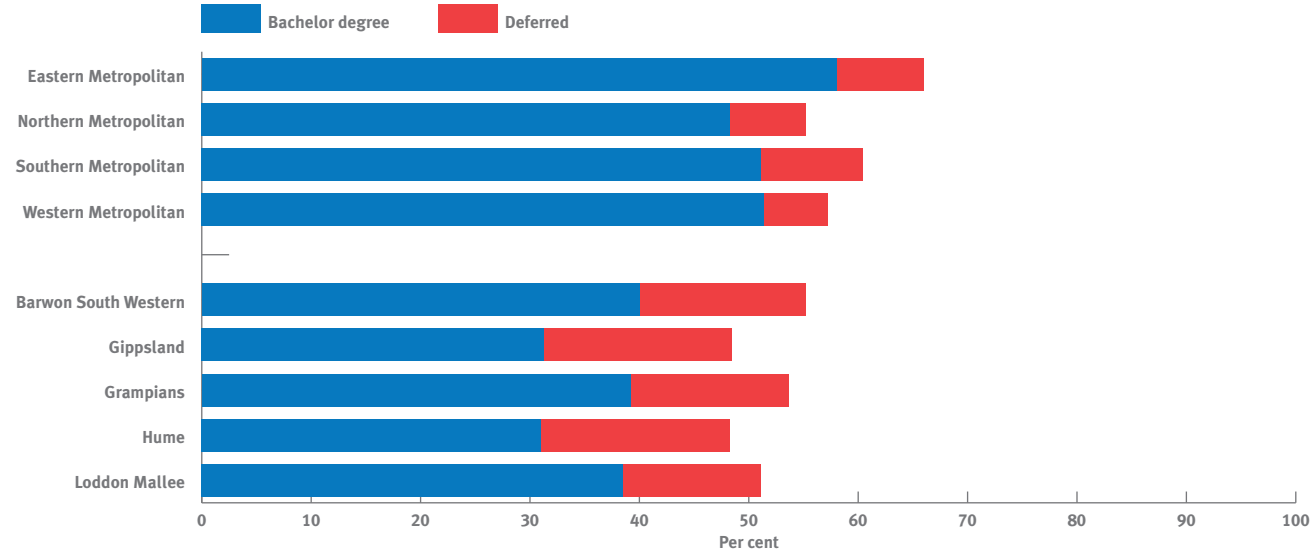
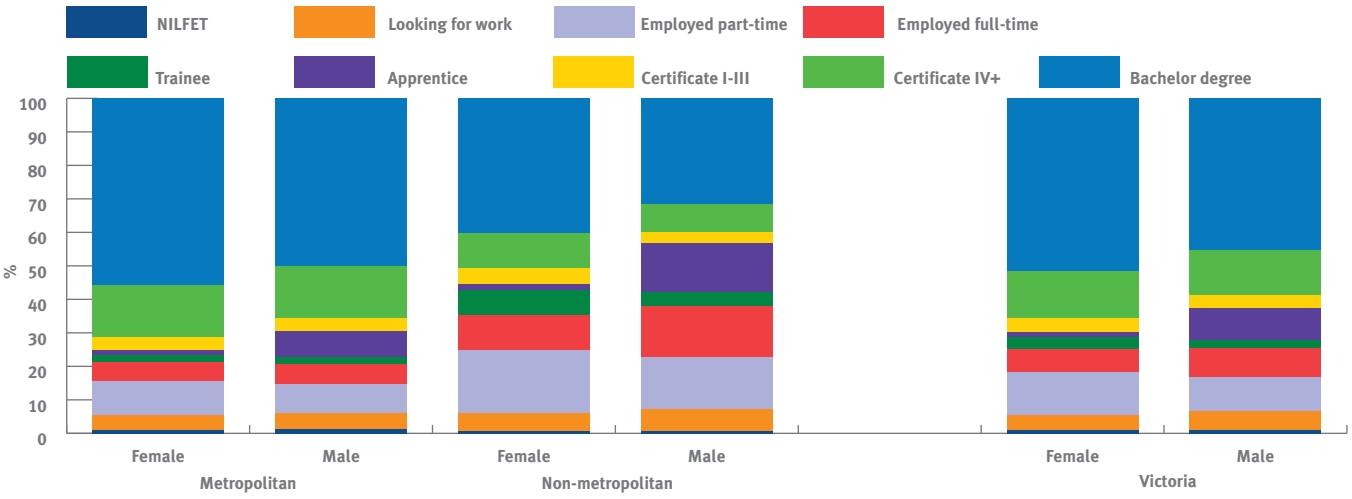


Figure 2.17 Destinations of Year 12 or equivalent completers (showing deferrers allocated to a main activity), by geographic location and gender



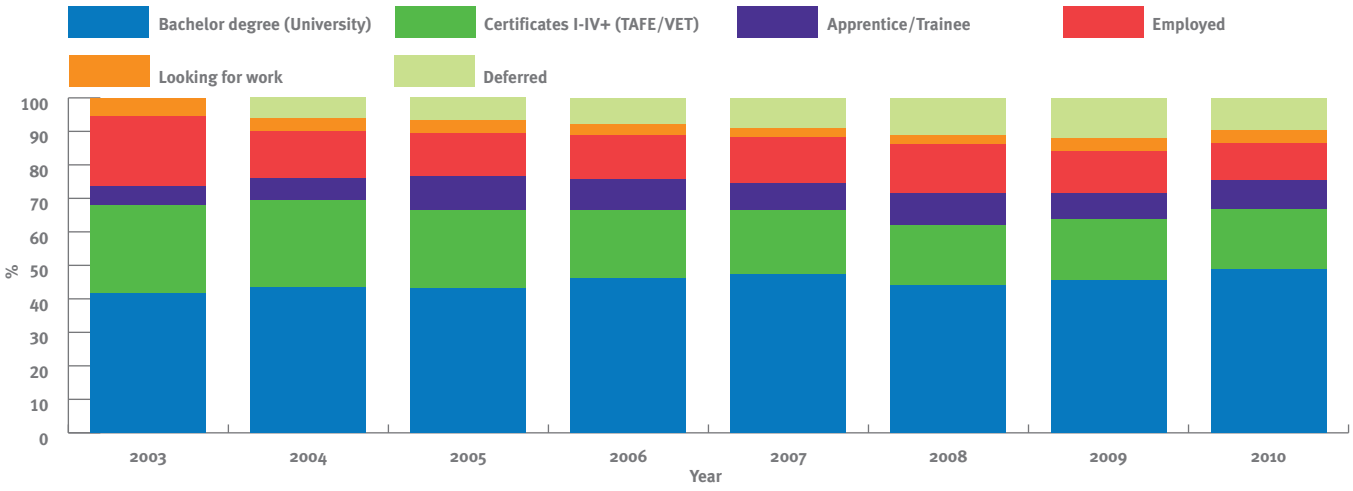
Trends in destinations 2003 to 2010

Figure 2.18 summarises the destinations of Year 12 or equivalent completers in the period 2003 to 2010. The data relate to the experiences of the cohort from the previous year, so that the 2003 column refers to the destinations of those who completed Year 12 or its equivalent in 2002. The reference point for each survey is April-May of the year in the figure.

From the 2004 survey onwards, completers who indicated that they deferred taking up a university or TAFE place until the following year have been identified separately. As is shown in Chapter 7, 81.4% of the deferrers were employed in April 2010, the time of the *On Track* survey. For the purposes of examining trends, however, the deferrers are shown as a separate group in order to signal their educational intentions.[6] Nevertheless, most of the tables in this report allocate deferrers to their activities at the time of the *On Track* survey to show what Year 12 or equivalent completers were doing at the time.

The net effect of these presentational points is that Figure 2.18 understates the proportions of the cohorts who were employed at the time of the survey, because those who have deferred, as well as those who are in some form of education and training, are not counted in the 'employed' category.

Figure 2.18 Main destinations of Year 12 or equivalent completers, 2003 to 2010



Note: **Data for 2003-2005 include VCE and IB completers only; data for 2006-2010 include Year 12 or equivalent completers (VCE, IB, VCAL Senior and VCAL Intermediate from schools and other providers). Information on deferrals was not collected in 2003. Completers not in the labour force, education or training (NILFET) are not included.**

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

As noted earlier in this chapter, some terminology has changed to reflect changes in the provision of tertiary education in Victoria. With changes over the period in the type of institution offering certificates and bachelor degrees, this report introduces the term 'bachelor degree' to replace 'university' as the destination for higher education, and reports by certificate level, divided into 'Certificates I-III' and 'Certificate IV and above', rather than 'VET entry-level' and 'VET higher-level'.

In 2009, a new destination was introduced: 'not in the labour force, education or training' ('NILFET'). This destination is used to identify young people who could not be assigned to another destination because they are not studying and not employed at the time of the survey. These young people – usually no more than 1.0% of all respondents – had not been assigned a destination and were excluded from any reporting. Further analysis of this group showed that many of these young people (usually more than one half of all NILFET) were deferrers who were taking a gap year, travelling or doing volunteer work, or were engaged in home duties and caring for family members. For the trend data shown cited in this section, the destination NILFET – or 'inactive' – is not shown, resulting in slightly higher percentages for all other destinations. For the remainder of this report, when discussing only 2010 data, percentages are based on the full set of respondents, including those classified as NILFET.

Figure 2.18 shows that between 2003 and 2010:

- Bachelor degree (formerly 'university') is consistently the most common destination for Year 12 or equivalent completers in the year following school, rising from 41.6% of completers in 2003 to 48.8% in 2010. There was a slight drop in bachelor degree enrolments between 2007 and 2008, but that destination has resumed its increase to a new peak in 2010.
- Certificates I-IV or above (formerly 'TAFE/VET') is the second most common destination, but this proportion declined steadily from 2003 (26.3%) to 2008 (18.0%). Since 2008, this destination has been steady at around 18% of Year 12 or equivalent completers.
- In 2010, 7.9% of Year 12 or equivalent completers entered an apprenticeship or traineeship, similar to 2009 (8.0%). In 2003, 5.7% of Year 12 completers had entered an apprenticeship or traineeship.
- When all forms of post-school education and training are considered, 74.7% of the cohort were engaged in some form of education or training in the year following school, the same rate as in 2008. Between 2003 and 2007, the percentage had ranged from 73.6% to 76.5%.
- The proportion of Year 12 or equivalent completers who defer a tertiary place had grown strongly from 6.0% in 2004 (when deferrers

were first recorded separately) to 12.1% in 2009. In 2010, the deferral rate dropped to 9.8% of completers. As most of the deferrers eventually take up a tertiary place (Polesel, 2008; 2009) this implies that about 80% of Year 12 or equivalent completers now enter post-school education or training within two or three years of leaving school.

- Employment was the principal activity of 20.9% of the cohort in 2003, when deferrals were not recorded, and 14.3% in 2004. This has declined to 11.3% in 2010. However, with 81.4% of deferrers working, the employment rate in 2009 was 19.2% after deferrers are allocated to a main activity.

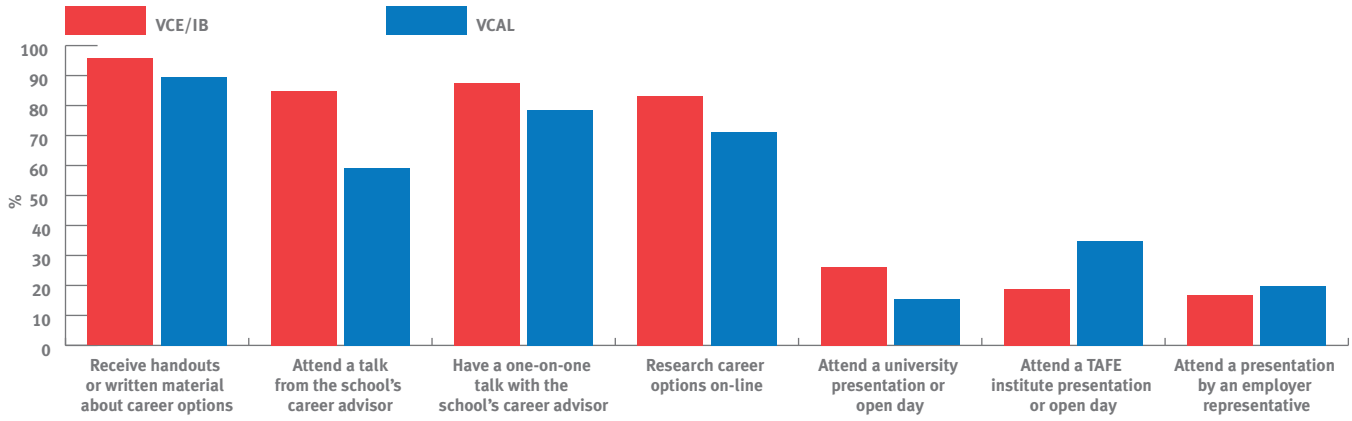
During the period from 2003 to 2008 the job market in Australia was strong, as reflected in the growth of Year 12 or equivalent completers in employment – and in the decline of the proportion of those looking for work from 5.5% in 2003 to 2.9% in 2008. However, the global economic situation has had an influence on the Australian economy, as reflected in an increase in the percentage looking for work in 2009 (3.8%). That figure decreased between 2009 and 2010, to 3.6%.

Careers advice while at school

In 2009 questions about careers advice Year 12 or equivalent completers received while at school had been introduced into the survey. The questions were similar to those that have been used in the Longitudinal Surveys of Australian Youth (LSAY) with a national sample of Year 12 completers and early school leavers (see Rothman & Hillman, 2008). For *On Track,* the questions were adapted to ensure consistency with careers advice practices in Victorian secondary schools. Overall, 95.7% of Year 12 or equivalent completers in 2009 said they had received some form of careers advice, including 95.8% of VCE and IB completers and 94.1% of VCAL completers.

Among those who did receive careers advice in the VCE/IB and VCAL groups, the distribution of handouts and other written materials was the most common form of careers advice, received by 95.7% of VCE/IB completers and 89.4% of VCAL completers (see Figure 2.19). VCE/IB completers tended to receive a wider range of careers advice than VCAL completers, especially regarding school-organised presentations from a university (26.2% of VCE/IB completers, compared to 15.3% of VCAL completers). VCAL completers, on the other hand, more frequently reported attending information sessions for a TAFE institution organised by the school (34.8% of VCAL completers, compared to 18.7% of VCE/IB completers). VCE/IB completers also reported more frequently than did VCAL completers contact with the schools careers advisor, either by attending a talk or by having a one-on-one talk.

Figure 2.19 Careers advice activities participated in by Year 12 or equivalent completers, by certificate received



Note: Percentages based on those who stated they received careers advice while at school.

When asked to comment on how useful they had found the careers advice, Year 12 completers responded very positively. While overall comments were very positive, with 88.2% of completers saying the advice they had received at school was 'useful' or 'very useful', VCE/IB completers were slightly more positive (and less negative) about the careers advice they received (see Table 2.9).

Careers and the availability of school subjects

For the 2010 *On Track* survey, Year 12 or equivalent completers were asked whether the subjects then needed for their preferred career path were available at their schools. Overall, 83.6% said all subjects had been available, but there were differences by certificate strand. Of the combined VCE and IB students, 84.3% found all their subjects at their schools, but only 71.1% of VCAL students could do so (see Table 2.10). Those who stated that they could not find the subjects they wanted at their schools were then asked whether they found alternative subjects (Table 2.11). Two-fifths of completers said that they could not find alternatives, with rates similar for VCE/IB (40.2%) and VCAL (39.8%) completers. When they did find alternative subjects, 35.6% of VCE/IB completers found them at their schools and 39.8% of VCAL completers found them at a TAFE institute. Approximately 6% of completers found subjects at another school. Among those who did not find alternative subjects, more than three-quarters (77.4%) did not change their intended career path.

Table 2.9 Year 12 or equivalent completers' perceived usefulness of careers advice at school, by certificate received

Usefulness of careers advice	VCE/IB	VCAL	Total
Very useful	44.8	39.1	44.5
Somewhat useful	43.6	45.3	43.7
Not very useful	8.1	9.9	8.2
Not at all useful	3.1	4.5	3.2
Can't say	0.4	1.2	0.5
Did not receive any careers advice	0.1	0.4	0.1

Note: Percentages relating to perceptions of usefulness based on those who stated they received careers advice while at school. The rows for 'very useful', 'somewhat useful', 'not very useful' and 'not at all useful' sum to 100%, with variations due to rounding.

Table 2.10 Availability of subjects at school for Year 12 or equivalent completers' intended career paths, by certificate received

Subject availability	VCE/IB	VCAL	Total
All subjects available at school	84.3	71.1	83.6
Not all subjects or no subjects available at school	14.1	25.6	14.7
Can't say/Refused/No career path	1.6	3.3	1.7
Total	**100.0**	**100.0**	**100.0**

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

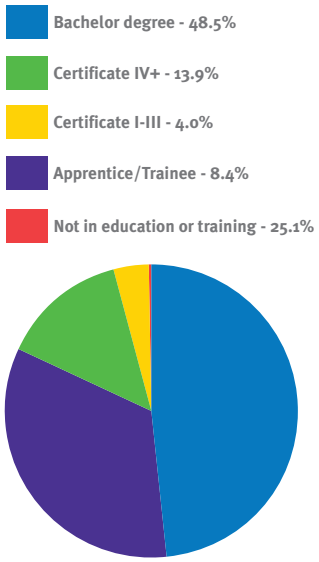
Table 2.11 Availability of alternative subjects for Year 12 or equivalent completers' intended career paths, by certificate received

Alternative subjects	VCE/IB	VCAL	Total
At my school	35.6	17.7	33.9
At another school	6.5	6.0	6.4
At a TAFE institute	9.6	29.8	11.5
Made some other arrangement	8.1	6.6	8.0
No, did not find other subjects	40.2	39.8	40.2
Total	**100.0**	**100.0**	**100.0**

Note: Respondents indicated subjects for intended career path were not available at own school (see Table 2.10). Columns may not sum to 100% due to rounding.

Chapter 3
Year 12 or equivalent completers in degree or certificate study

Figure 3.1 Campus-based education and training destinations of Year 12 or equivalent completers



This chapter focuses on the young people who completed Year 12 or its equivalent in 2009 and stated that they were participating in campus-based tertiary education at a university, TAFE institution or private provider. Apprentices and trainees, who undertake a training contract, most often work full-time and include a classroom-based component while earning a qualification, are not included in this chapter; they are the focus of Chapter 4. Year 12 or equivalent completers who deferred tertiary study are also excluded from this chapter and are discussed in more detail in Chapter 7.

For this chapter, campus-based post-school study has been categorised into 3 groups: bachelor degree; higher-level certificates and diplomas (Certificate IV, diplomas, advanced diplomas and associate degrees); and lower-level certificates (Certificate I, II and III). Respondents who did not provide a certificate level are included with lower-level certificates.

Figure 3.1 shows that most of those Year 12 or equivalent completers enrolled in campus-based study are pursuing a bachelor degree: 48.5% of all completers. Higher-level certificate courses enrolled 13.9% of Year 12 completers, and 4.0% were in lower level certificate courses. Campus-based tertiary education accounted for two-thirds of the post-school destinations of all Year 12 or equivalent completers.

Table 3.1 shows the post-school education and training destinations of Year 12 or equivalent completers for each DEECD region. Year 12 or equivalent completers from schools in Eastern Metropolitan region had the highest rate of participation in campus-based tertiary study (75.0%), followed closely by completers from Western Metropolitan region (74.8%). Year 12 or equivalent completers from schools in non-metropolitan regions were more likely to defer entry into a course in 2010, and this is reflected in the lower percentages in campus-based study, ranging from 43.4% in Hume region to 53.4% in Barwon South Western region. More information on deferrals is presented in Chapter 7.

Table 3.1 Post school destinations of Year 12 or equivalent completers, focusing on campus-based education and training, by DEECD region

	Metropolitan				Non-metropolitan					
	Eastern	Northern	Southern	Western	Barwon South Western	Gippsland	Grampians	Hume	Loddon Mallee	Victoria
Bachelor degree	58.0	48.3	51.1	51.4	40.0	31.3	39.2	31.0	38.5	48.5
Certificate IV+	14.1	17.5	14.9	17.6	9.9	10.2	9.4	8.0	8.9	13.9
Certificate I-III	2.9	4.8	3.5	5.8	3.4	4.1	4.2	4.4	4.7	4.0
Number of persons	6831	3353	5289	3729	1399	795	787	758	1109	24050
Per cent in campus-based tertiary study	75.0	70.6	69.5	74.8	53.4	45.6	52.8	43.4	52.1	66.5
Per cent not in campus-based tertiary study	25.0	29.4	30.5	25.2	46.6	54.4	47.2	56.6	47.9	33.5

Note: **Percentages based on all Year 12 or equivalent completers.**

Table 3.1 shows the proportions of all Year 12 completers in each region who had entered campus-based education and training. In Table 3.2, on the other hand, the percentages are based on only those who were enrolled in campus-based tertiary study, showing how the levels of study differ by region. In Victoria, for example, 73.0% of completers in campus-based study were enrolled for a bachelor degree, 20.9% were enrolled in a course leading to a Certificate IV or higher, and 6.0% were enrolled in a course leading to a Certificate III or below. The highest percentage of those studying for a bachelor degree had attended schools in Eastern Metropolitan region (77.3%), followed closely by those from schools in Barwon South Western (75.1%).

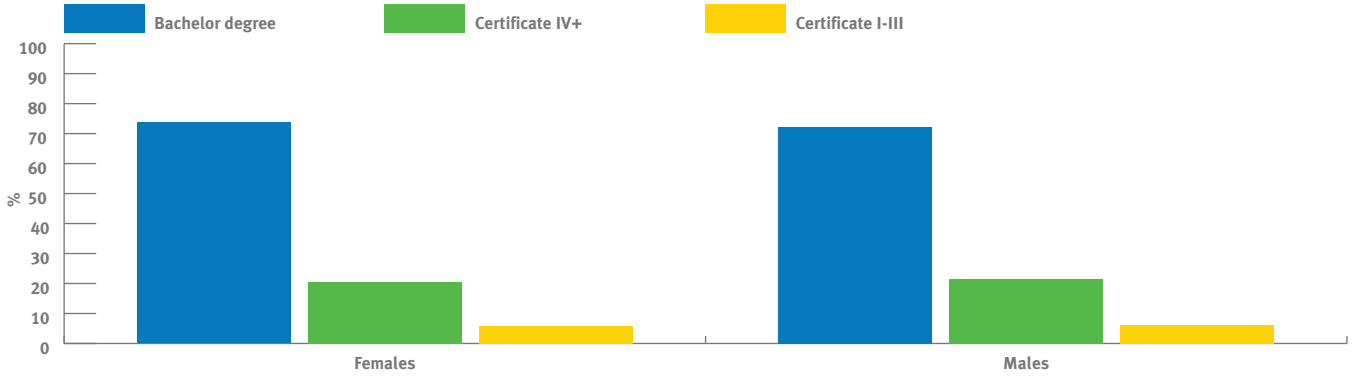
The highest percentage of completers enrolled in certificate courses leading to a qualification at Certificate IV or above was in Northern Metropolitan region (24.7%), which also had the lowest percentage of completers in bachelor degree courses (68.5%). Hume region had the highest percentage of completers in campus-based tertiary study enrolled for a qualification at Certificate I, II or III (10.2%).

Table 3.2 Level of study of Year 12 or equivalent completers in campus-based education or training, by DEECD region

	Metropolitan				Non-metropolitan					
	Eastern	Northern	Southern	Western	Barwon South Western	Gippsland	Grampians	Hume	Loddon Mallee	Victoria
Bachelor degree	77.3	68.5	73.4	68.7	75.1	68.6	74.2	71.5	73.9	73.0
Certificate IV+	18.9	24.7	21.5	23.6	18.6	22.4	17.8	18.3	17.0	20.9
Certificate I-III	3.9	6.8	5.1	7.7	6.4	9.1	8.0	10.2	9.1	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Percentages based on Year 12 or equivalent completers in campus-based education and training.

Figure 3.2 Level of study of Year 12 or equivalent completers in campus-based education or training, by gender



Degree and certificate study by social characteristics and achievement

This section examines the relationships between type of campus-based study and a range of individual characteristics and background factors. These comprise gender, region, school sector, socioeconomic background and achievement.

Gender

Figure 3.2 shows the proportions in each destination by gender. Overall, 69.9% of females and 62.7% of males commenced campus-based tertiary study in 2010. A slightly higher proportion of females (73.7%) than males (72.25) were studying toward a bachelor degree. Males were more frequently than females enrolled in courses leading to Certificate I-III and to Certificate IV and above.

Figure 3.3 Level of study of Year 12 or equivalent completers in campus-based education or training, by geographic location

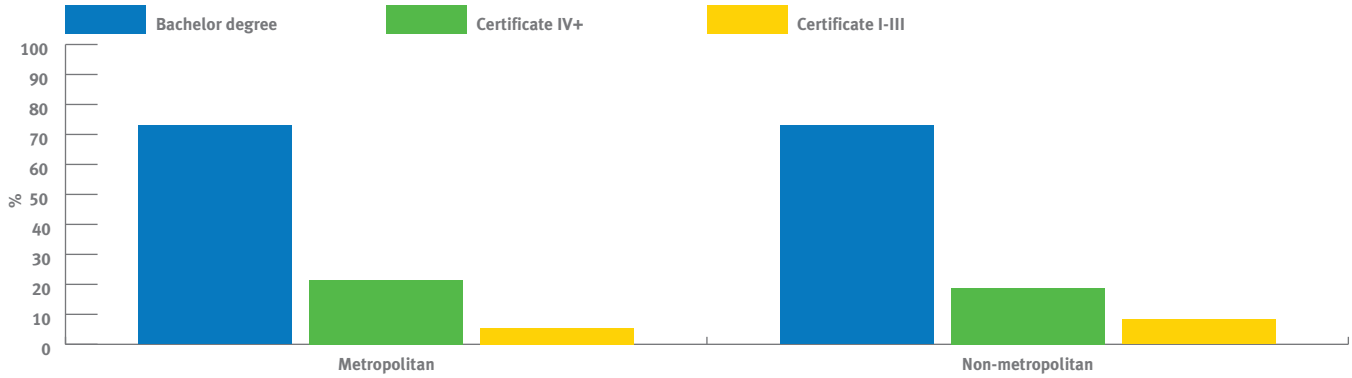


Figure 3.4 Level of study of Year 12 or equivalent completers in campus-based education or training, by school sector

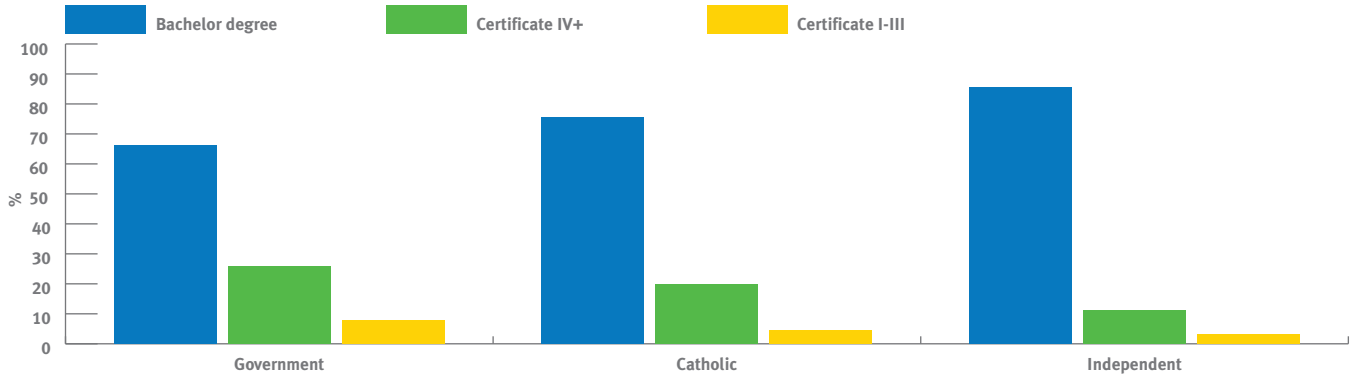
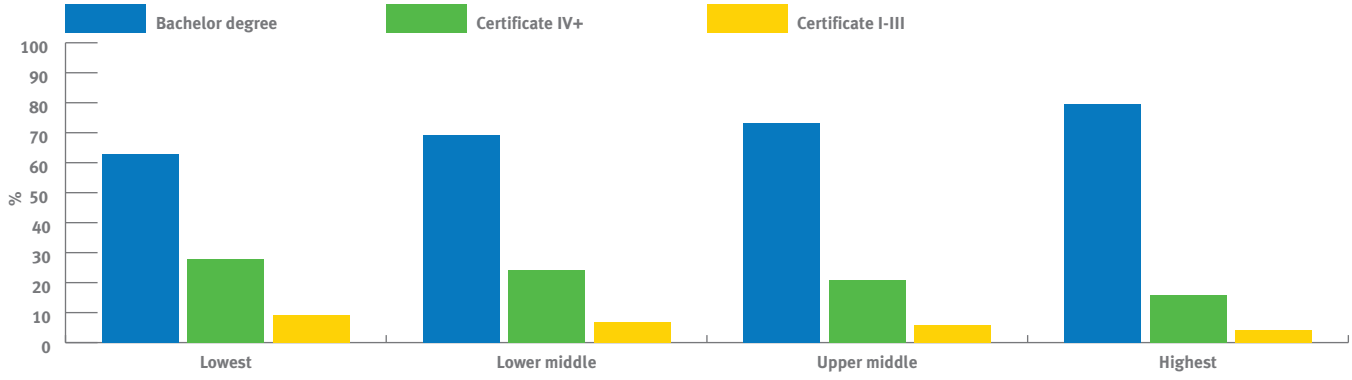


Figure 3.5 Level of study of Year 12 or equivalent completers in campus-based education or training, by SES quartile



Geographic location

There are only small differences in the level of study between metropolitan and non-metropolitan Year 12 or equivalent completers (Figure 3) engaged in campus-based education and training. These differences are in the level of qualification: a higher percentage of Year 12 completers from metropolitan schools were enrolled for a Certificate IV or above, and those from non-metropolitan schools were enrolled for a Certificate III or lower. There was no difference by location in the percentage enrolled for a bachelor degree (73.0%). Details on the level of study for each DEECD region are shown in Table 3.2.

School sector

Figure 3.4 shows levels of study by school sector, based on the school attended in the final year of school. The percentage of those in campus-based study who were studying toward a bachelor degree differs by sector: 66.3% of former Government school students; 75.7% of former Catholic school students; and 85.4% of former Independent school students. In comparison, enrolment in certificate-level courses is highest among former Government school students. For higher-level certificates, the percentage was highest for students from Government schools (25.9%). For lower-level certificates, the percentage for former Government school students was 7.7%.

Socioeconomic background

Socioeconomic background is often understood as one of the most important influences on educational outcomes. Figure 3.5 shows the association between level of study and socioeconomic background (SES). Socioeconomic background is determined by the census collection district of the school leaver's home address in 2009. The highest proportion of those in campus-based study who were enrolled for a bachelor degree was in the highest socioeconomic background quartile (79.7%) in contrast to 63.0% of those in the lowest socioeconomic quartile. Participation in certificate-level courses displays the opposite pattern. Of those in campus-based study, 20.3% of the highest SES quartile were enrolled in a certificate-level course compared to 37.0% of the lowest SES quartile.

Achievement

On Track uses student results on the Victorian General Achievement Test, commonly known as the GAT, to measure achievement. The combined scores of Year 12 or equivalent completers are ranked and divided into four groups of equal sizes (quartiles) to examine relationships between achievement and post-school destinations. Figure 3.6 shows the percentages at each level of post-school study by GAT quartile. The level of campus-based post-school study of Year 12 or equivalent completers is closely related to performance on the GAT.

Figure 3.6 Level of study of Year 12 or equivalent completers in campus-based education or training, by GAT quartile

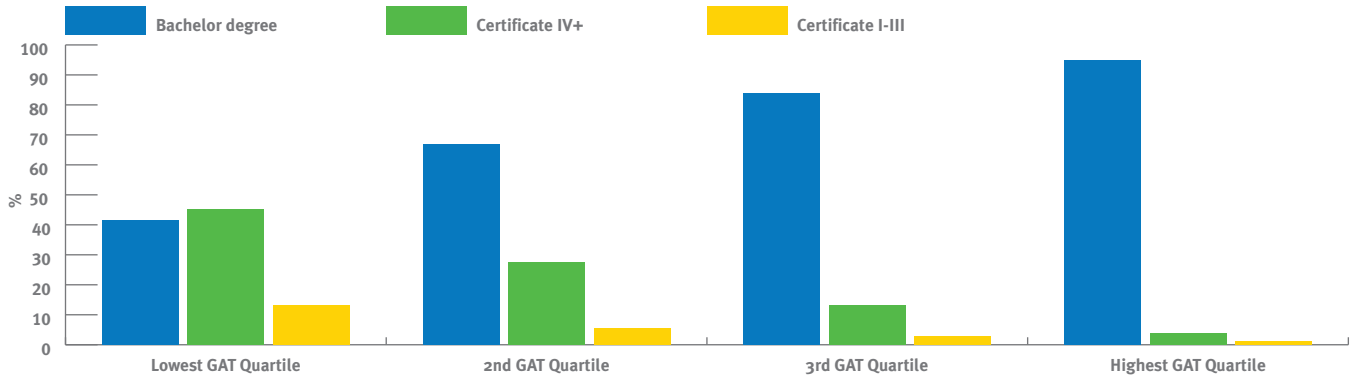


Figure 3.7 Level of study of Year 12 or equivalent completers in campus-based education or training, by SES quartile by gender

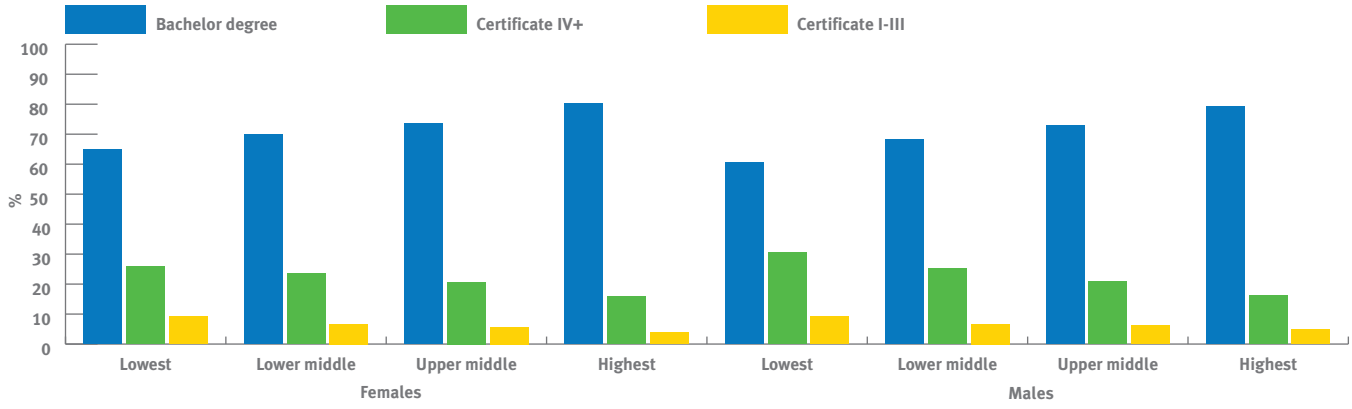
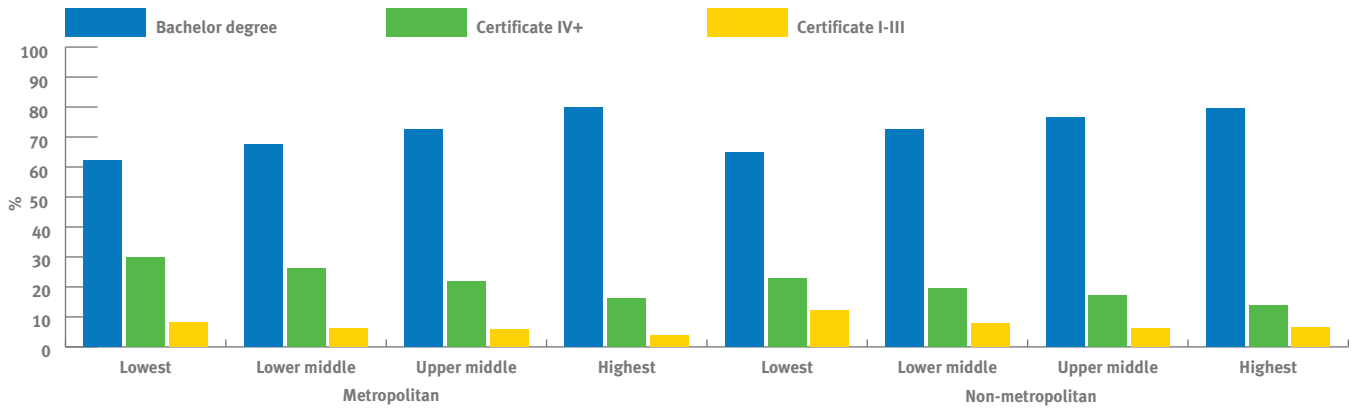


Figure 3.8 Level of study of Year 12 or equivalent completers in campus-based education or training, by SES quartile by location



The proportion of students enrolled for a bachelor degree increases substantially with each increase in GAT quartile, from 41.5% of those in the lowest quartile to 94.9% of those in the highest. Conversely, as GAT quartile increases, enrolment in both higher-level and lower-level certificate courses decreases. Among Year 12 or equivalent completers whose performance on the GAT was in the highest quartile, 94.9% were studying toward a bachelor degree, 4.0% toward a higher-level certificate and 1.1% toward a lower-level certificate. Of those scoring in the lowest GAT quartile, 45.1% were studying toward a higher-level certificate, 41.5% toward a bachelor degree and 13.3% toward a lower-level certificate.

Socioeconomic background and other factors

There are some gender differences in the relationship between SES quartiles and the level of campus-based post-school study (Figure 3.7). A higher proportion of young women (80.3%) than young men (79.1%) from the highest SES quartile were enrolled for a bachelor degree. Among those in the lowest SES quartile, 64.9% of young women were enrolled for a bachelor degree, compared to 60.5% of young men. Of those in the upper middle SES quartile, the levels of study were very similar between young men and young women. In all SES quartiles, higher percentages of young men than young women were enrolled in courses at Certificate IV and above.

Overall, there is no difference between metropolitan and non-metropolitan schools regarding the percentage of those enrolled in campus-based post-school study who were studying toward a bachelor degree (see Figure 3 above). There are differences, however, when analysed by SES quartiles. Figure 3.8 shows the relationship between SES quartile and level of study by geographic location. Among those from the highest SES quartile, percentages of those studying for a bachelor degree were similar: 79.8% of those from metropolitan schools and 79.5% of those from non-metropolitan schools. At all other SES quartiles, those from non-metropolitan regions in campus-based tertiary study were more frequently enrolled for a bachelor degree than were their metropolitan counterparts.

Figure 3.9 shows levels of study by SES quartiles for the three school sectors. A higher proportion of Year 12 completers who had attended Independent schools, irrespective of SES quartile, were enrolled for a bachelor degree, followed by those who had attended Catholic schools and those who had attended Government schools. The percentage enrolled for a bachelor degree from the highest SES quartile from Government schools (72.3%) was lower than the percentage of the lower middle SES quartile from the Catholic sector (73.4%) and 8.4 percentage points lower than the percentage of the lowest SES quartile of those who had attended Independent schools (80.7%).

Figure 3.9 Level of study of Year 12 or equivalent completers in campus-based education or training, by SES quartile by school sector

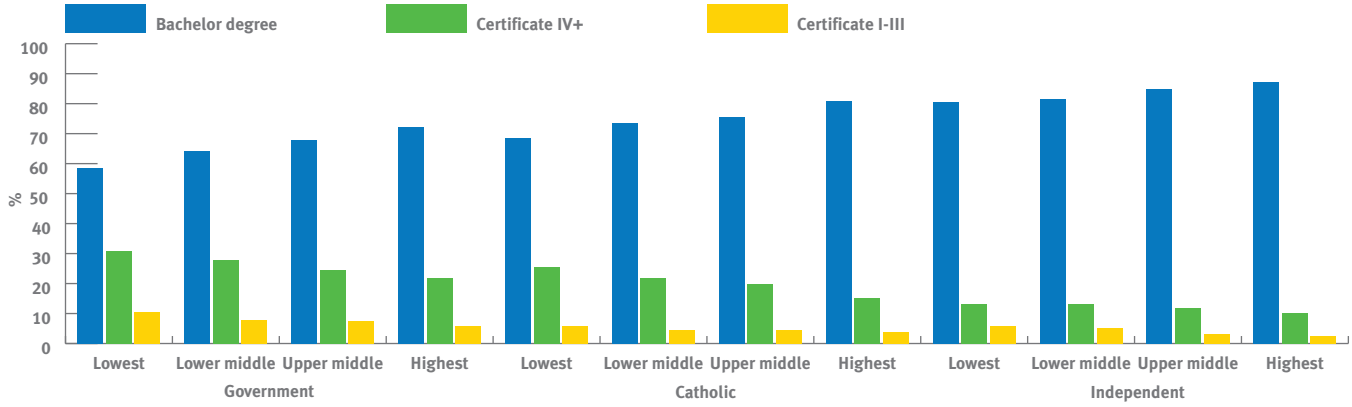


Figure 3.10 Level of study of Year 12 or equivalent completers in campus-based education or training, by SES quartile by GAT quartile

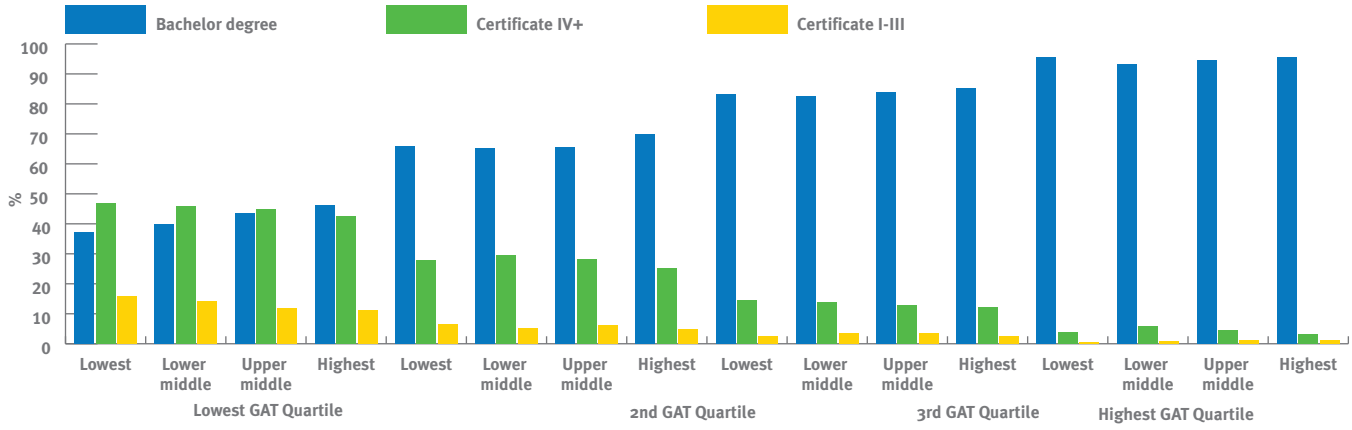
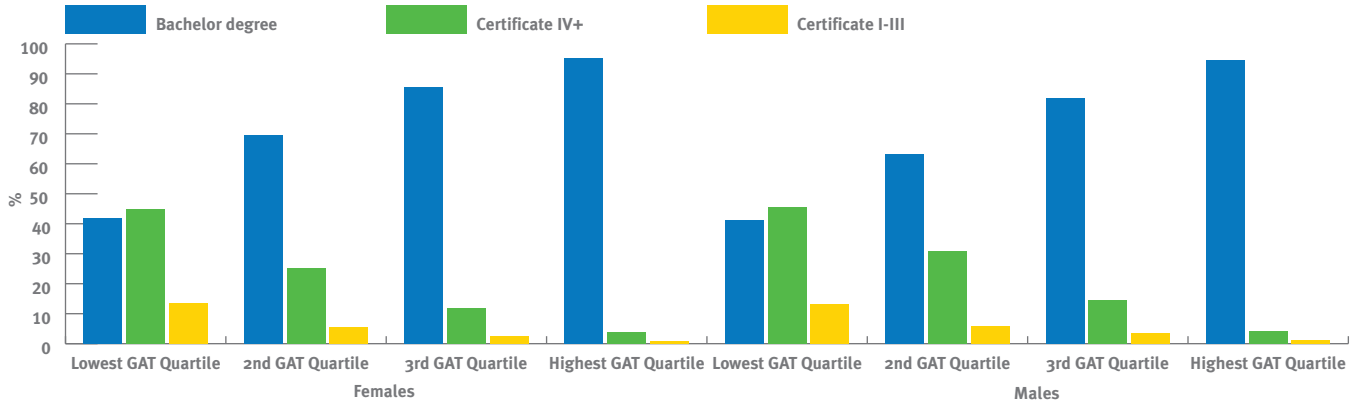


Figure 3.11 Level of study of Year 12 or equivalent completers in campus-based education or training, by GAT quartile by gender



Among those in the lowest SES quartile, bachelor degree enrolment was 58.7% from schools in the Government sector, 68.5% from the Catholic sector and 80.7% from the Independent sector.

Participation in higher-level certificate courses decreases with increases in SES quartile and is consistently higher among those from Government schools than those from Catholic and Independent schools. Among Year 12 or equivalent completers who were participating in campus-based post-school study, 30.8% of those from the lowest SES quartile from Government schools were enrolled in courses at Certificate IV and above, compared to 25.6% of comparable completers from Catholic schools and 13.3% from Independent schools.

Figure 3.10 presents post-school study destinations by SES quartile for each GAT quartile. The most prominent finding is the small difference in bachelor degree enrolment by SES within GAT achievement quartiles. Of those who achieved in the highest GAT quartile who were in campus-based post-school study, the vast majority were studying for a bachelor degree: 95.4% of those from the lowest SES quartile, 93.2% of those from the lower middle SES quartile, 94.4% of those from the upper middle SES quartile and 95.6% of those from the highest SES quartile. Among those from the lowest GAT quartile, 46.1% of those from the highest SES quartile were studying for a bachelor degree compared to 37.3% of those from the lowest SES quartile.

Achievement and other factors

Gender differences in the relationship between GAT achievement quartile and post-secondary study destination are confined mainly to the two middle GAT quartiles (Figure 3.11). Bachelor degree enrolment among the highest achievers was around 95% for both males and females. For the two middle achievement quartiles the proportion in degree study was higher among young women. Among the lowest achievement group 41.8% of females and 41.2% of males were studying toward a bachelor degree. For participation in certificate-level courses, the opposite pattern is found, with males in the two middle achieving groups showing slightly higher levels of participation in certificate courses, particularly at Certificate IV and above.

There is some difference in the relationship between GAT achievement quartile and level of study between metropolitan and non-metropolitan Year 12 or equivalent completers who entered campus-based post-school education or training (Figure 3.12). In the highest GAT quartile, 94.9% of metropolitan students and 94.4% of non-metropolitan students were enrolled for a bachelor degree. In the lowest GAT quartile, 41.9% of metropolitan students and 40.0% of non-metropolitan students were enrolled for a bachelor degree. Among the two middle quartiles, higher percentages of non-metropolitan students were enrolled for bachelor degrees. Enrolment in higher-level

Figure 3.12 Level of study of Year 12 or equivalent completers in campus-based education or training, by GAT quartile by location

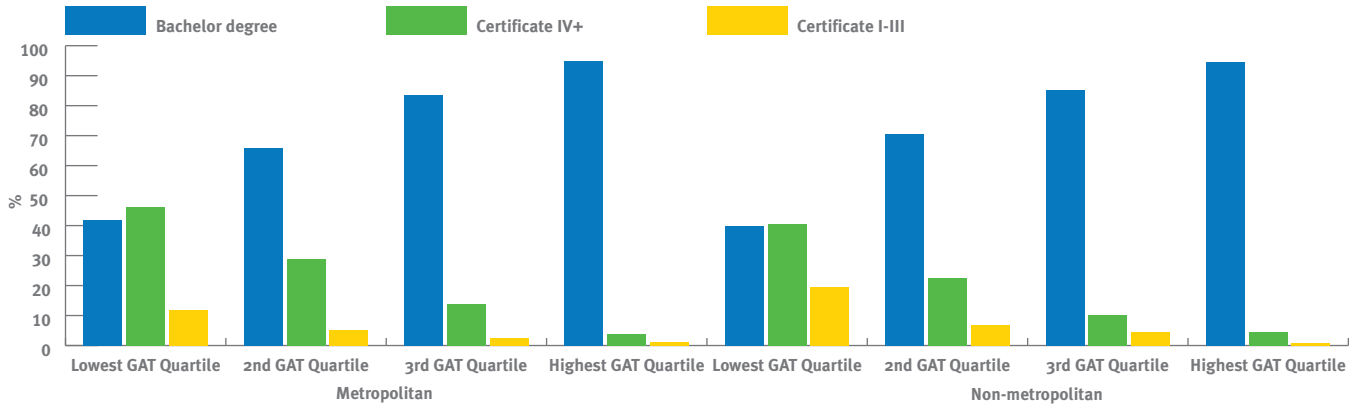
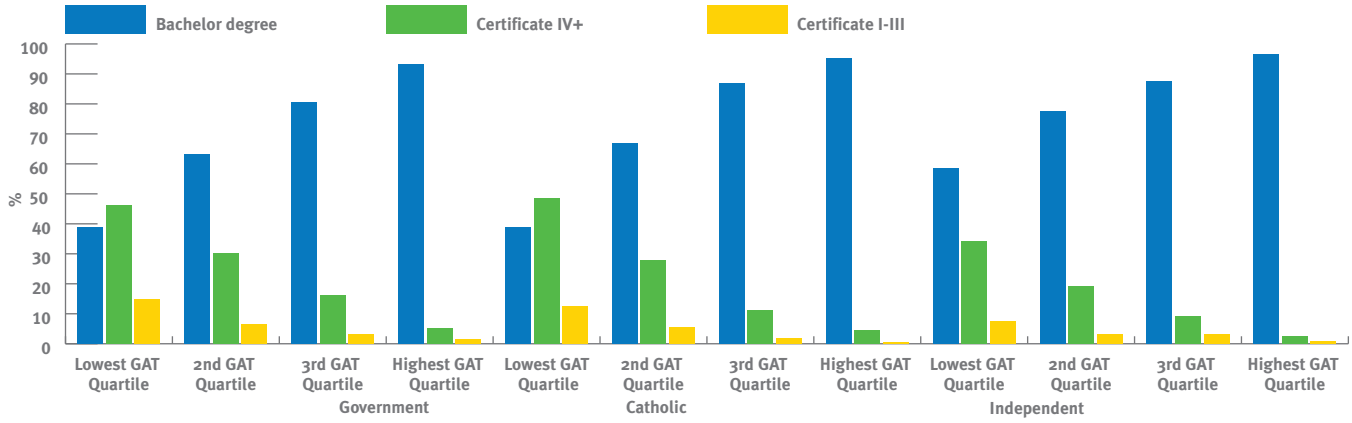


Figure 3.13 Level of study of Year 12 or equivalent completers in campus-based education or training, by GAT quartile by school sector



certificate courses was higher among non-metropolitan students who scored in the highest GAT quartile, but higher among metropolitan students in the other three GAT quartiles.

Figure 3.13 shows study levels by achievement quartiles for the three school sectors. It shows that for higher achieving students, sector has little association with bachelor degree study. The proportions range from 93.1% of the highest GAT quartile of former Government school students to 95.1% of the highest GAT quartile of former Catholic school students and 96.5% of the highest GAT quartile of former Independent school students. For the lower achievement quartiles, sector differences in degree course enrolment become more apparent and increase with each decrease in achievement quartile. Of the lowest quartile achievers from Independent schools in campus-based post-school study, 58.5% were in degree study compared to 38.9% of the lowest quartile achievers from both Government and Catholic schools.

Enrolment in higher-level certificate courses was lowest among those who scored in the lowest GAT quartiles from Independent schools (34.1%) than the comparable groups from Government (46.3%) and Catholic (48.5%) schools. However, it should be emphasised that very few (5.1%) of Year 12 or equivalent completers in the highest achievement quartile undertake certificate courses at any level.

Course of study

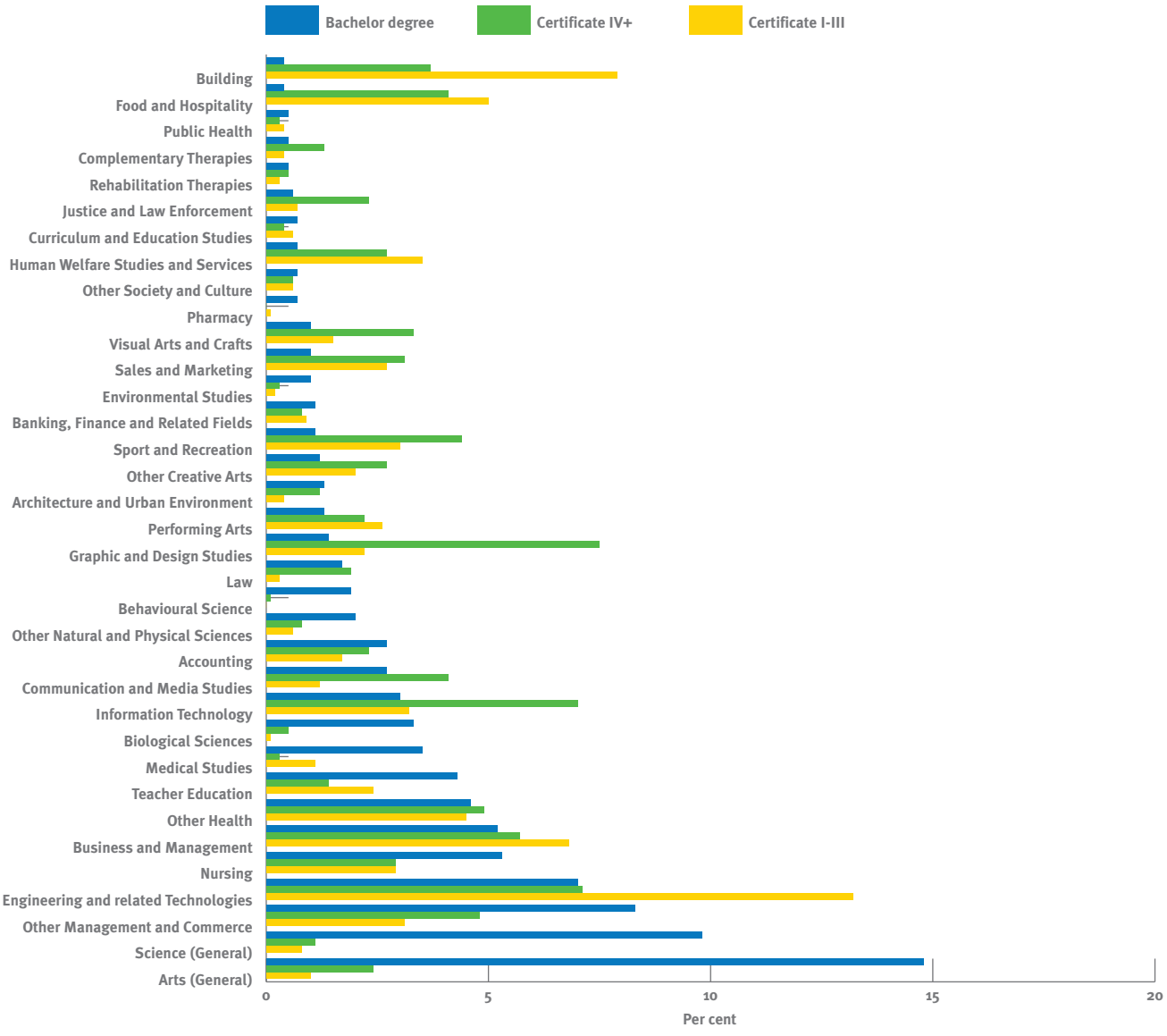
Young people who completed Year 12 or its equivalent in 2009 and made the transition to campus-based tertiary study in 2010 enrolled in a wide range of courses. Figure 3.14 shows the most frequent courses within the three destination groups. Courses with fewer than 100 students have been excluded. The courses in the chart are sorted by the number of students, so those at the bottom have the largest numbers of students. Arts was the most frequently enrolled degree course, enrolling 14.8% of all bachelor degree students, followed by Science (9.8%), Other Management and Commerce (8.3%), and Engineering and Related Technologies (7.0%). Other courses with high enrolments by degree students are Nursing, Business management, Other Health and Teacher Education.

The distributions of courses are quite different among the two groups of certificate students. The most common courses for higher-level certificate students were Graphic and Design Studies (7.5%), Engineering and Related Technologies (7.1%), Information Technology (7.0%), Business and Management (5.7%), Other Health (4.9%), Other Management and Commerce (4.8%), Sport and Recreation (4.4%), Communication and Media Studies (4.1%), Food and Hospitality (4.1%) and Building (3.7%). For lower-level certificate students, the most common course was Engineering and Related Technologies (13.2%), followed by Building (7.9%), Business

and Management (6.8%), Food and Hospitality (5.0%), Other Health (4.5%) Personal Services (4.2%), Other Education (3.9%), Human Welfare Studies and Services (3.5%), Information Technology (3.2%) and Other Management and Commerce (3.1%).

Figure 3.15 shows the gender breakdown within for bachelor degree students only. Courses with fewer than 40 students have been excluded. More than 80% of students in Engineering and Related Technologies, Information Technology and Building are male. These courses are followed by Banking,

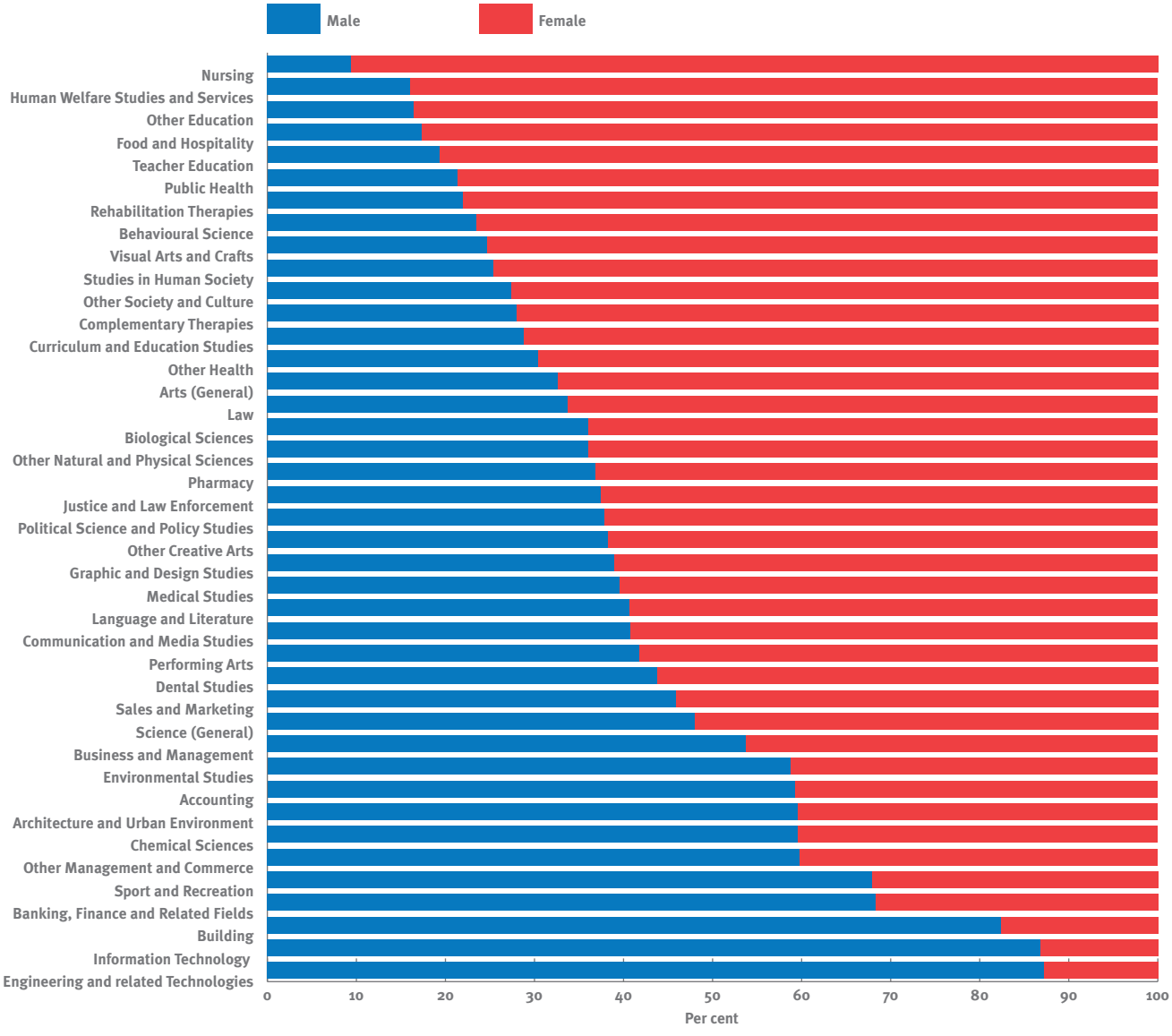
Figure 3.14 Enrolment in course type by destination



Finance and Related Fields with 68.3% male students. Most other courses have a predominance of women, including Medical Studies (60.5%), Dental Studies (56.3%) and Law (66.3%). Young women were much more commonly enrolled in Nursing, Human Welfare Studies and Services, Other Education, Food and Hospitality, and Teacher Education courses.

Figure 3.16 shows the gender breakdown within courses for higher-level and lower-level certificate students combined. Again, courses with fewer than 40 students have been excluded. Over 90% of certificate students in

Figure 3.15 Enrolment in bachelor degree course type by gender



Engineering and Related Technologies, Information Technology and Building are male. Other courses with more than 60% males are Architecture and Urban Environment Studies, Sport and Recreation, and Accounting. Banking, Finance and Related Fields, Communication and Media Studies, and Philosophy and Religious Studies are approximately 50% male, 50% female. All other certificate courses have higher percentages of young women, especially Nursing, Human Welfare and Services, Veterinary Studies, Personal Services, Teacher Education and Tourism.

Figure 3.16 Enrolment in certificate course type by gender

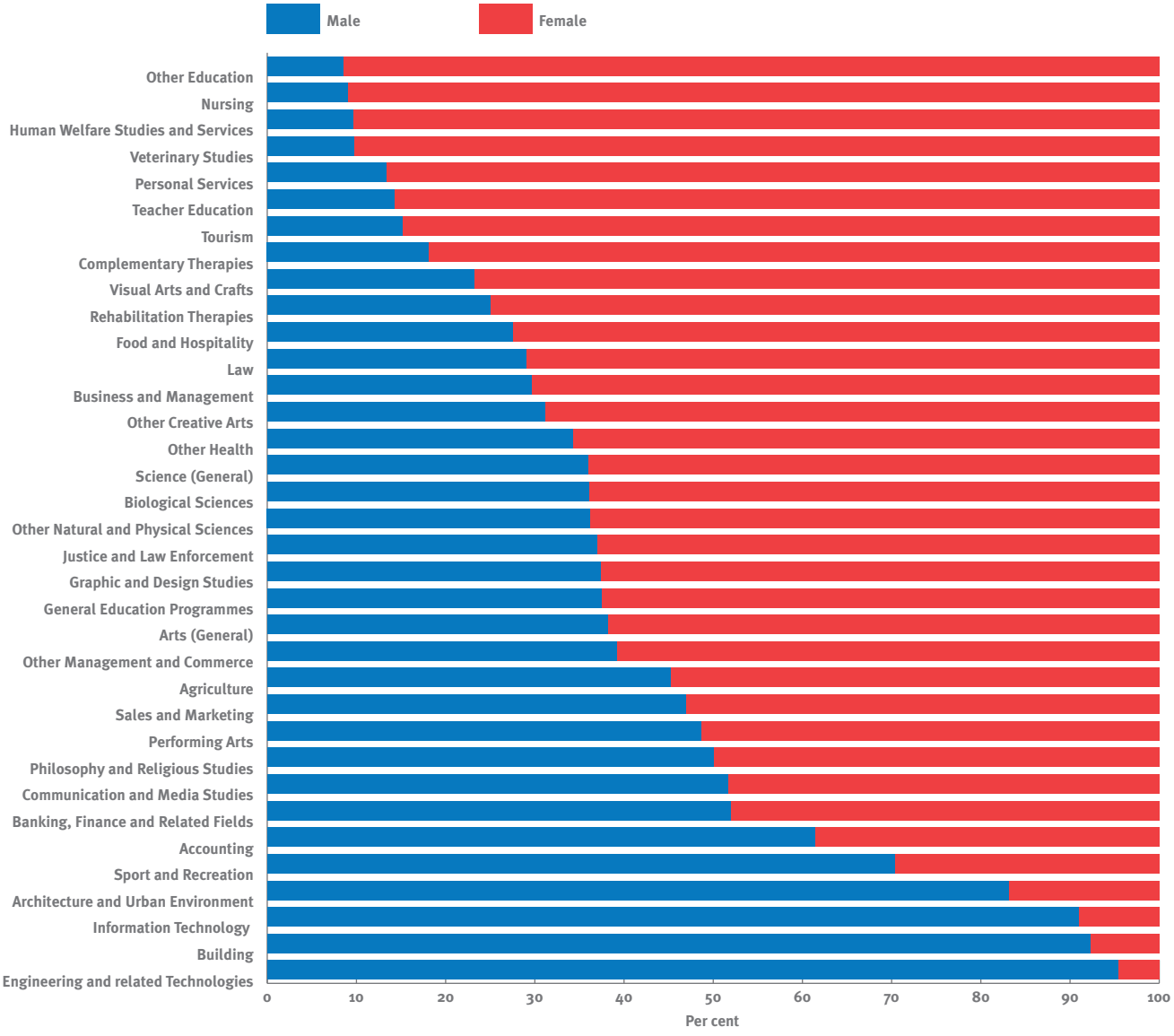


Figure 3.17 shows the proportions of students of each achievement level, as measured on the GAT, enrolled in each degree course. Courses with fewer than 40 students have been excluded. The courses with the highest proportions of highest GAT quartile students are Dental Studies, Medical Studies, Pharmacy, General Science, Law, Biological Sciences and Arts. The courses with the lowest proportions of top quartile students are Accounting, Nursing, Justice and Law Enforcement, Human Welfare Studies and Service, Teacher Education, Other Education, and Food and Hospitality.

Figure 3.17 Enrolment in bachelor degree course type by GAT quartile

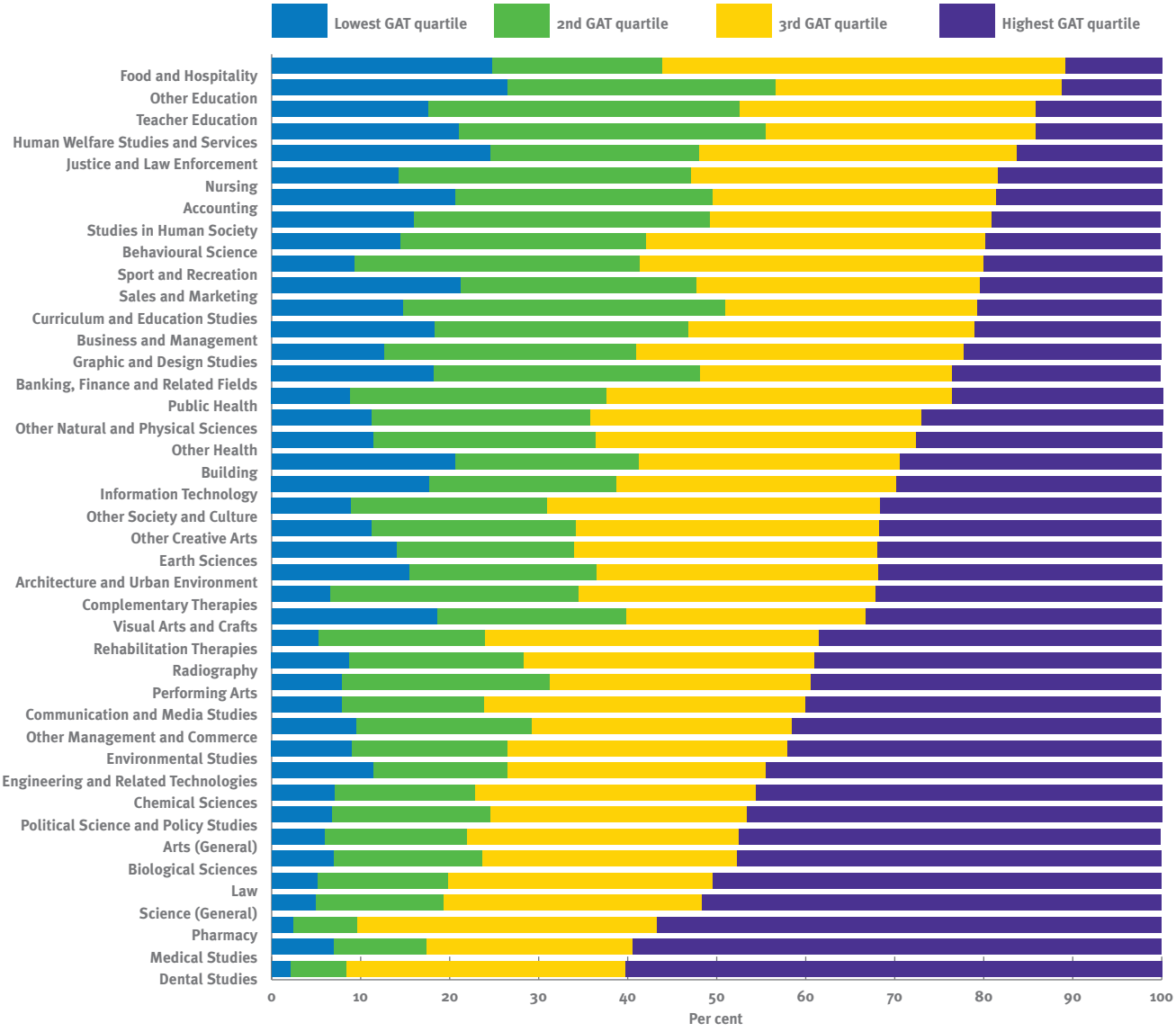


Figure 3.18 Labour force status of campus-based tertiary students, by level of study

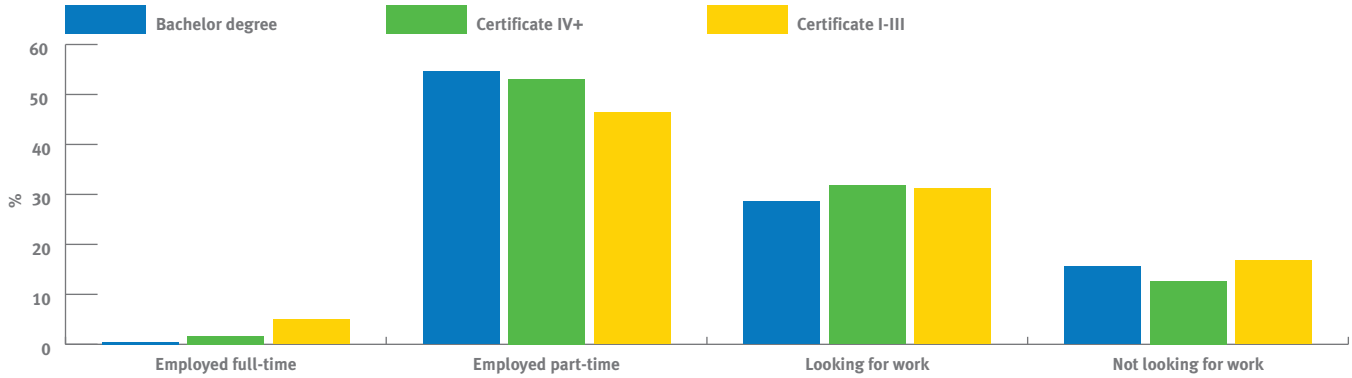
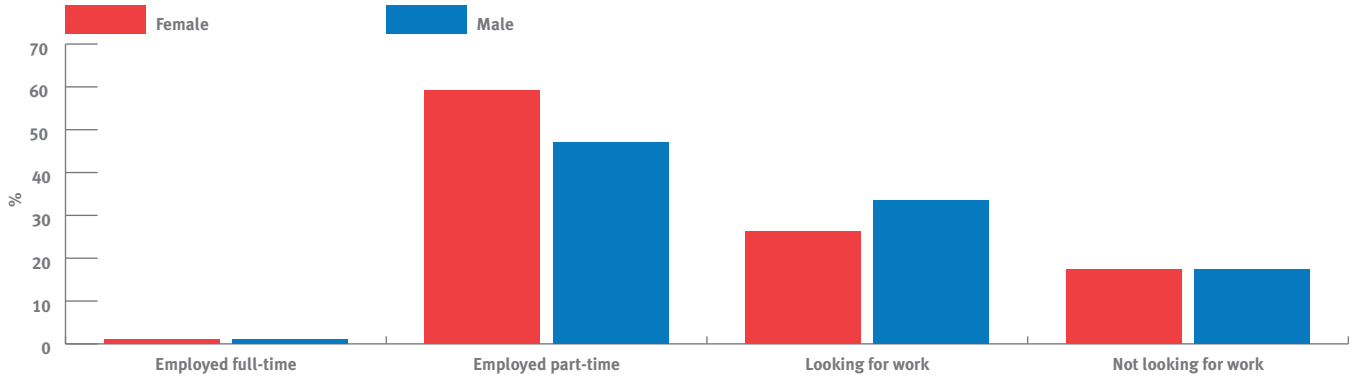


Figure 3.19 Labour force status of campus-based tertiary students, by gender



Participation in the labour force

Young people in campus-based tertiary education require the financial means to sustain their post-school studies as well as their regular daily expenses, including accommodation, meals and transport. More than one-half (55%) of all bachelor degree and certificate-level students reported that they were working part-time, about 30% said they were looking for work and only about 15% were not looking for work. Less than 1% of degree students and less than 4% of certificate students were working full-time (Figure 3.18).

Figure 3.19 presents the labour force status of all students in campus-based tertiary education and training from all study destinations. A higher proportion of female students than male students were working part-time, but a higher proportion of males were more likely to be looking for work. An equal proportion of male and female students were not looking for work.

Figure 3.20 presents the labour force status of degree and certificate students combined within each course. Courses with fewer than 100 students have been excluded. The proportion who were looking for work varies from 41.8% among Information Technology students to 20.1% of students in Nursing courses. The proportions looking for work may be influenced by the number of contact hours involved in the course. The proportions employed part-time and not looking for work do not vary systematically by course.

The sorts of jobs available to students while they study occur largely in service areas that offer flexible employment opportunities, allowing work on a part-time or casual basis. High numbers of students were employed as Sales Assistants, Checkout Operators and Cashiers, Waiters and Counter Hands at Food Outlets (see Figure 3.21). There are noticeable gender differences in the jobs taken by Year 12 or equivalent completers who were in campus-based tertiary study. Higher proportions of females than males were working in four of the most common occupation areas: Sales Assistants, Checkout Operators and Cashiers, Waiters and Counter Hands at Food Outlets. Higher proportions of males than females were employed in manual occupations such as Storepersons, Kitchen Hands and General Labourers.

Figure 3.20 Labour force status of campus-based tertiary students, by level of study

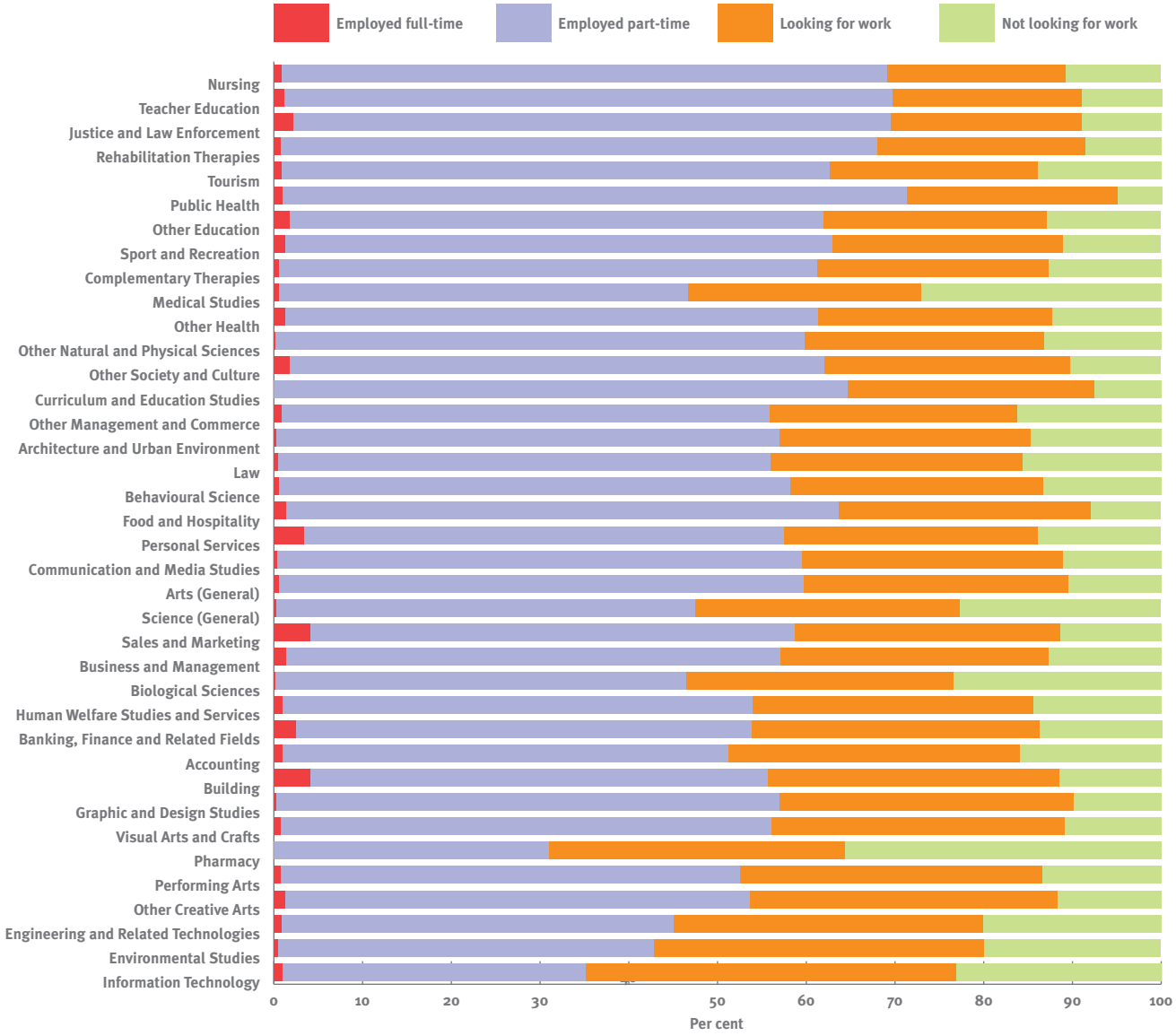
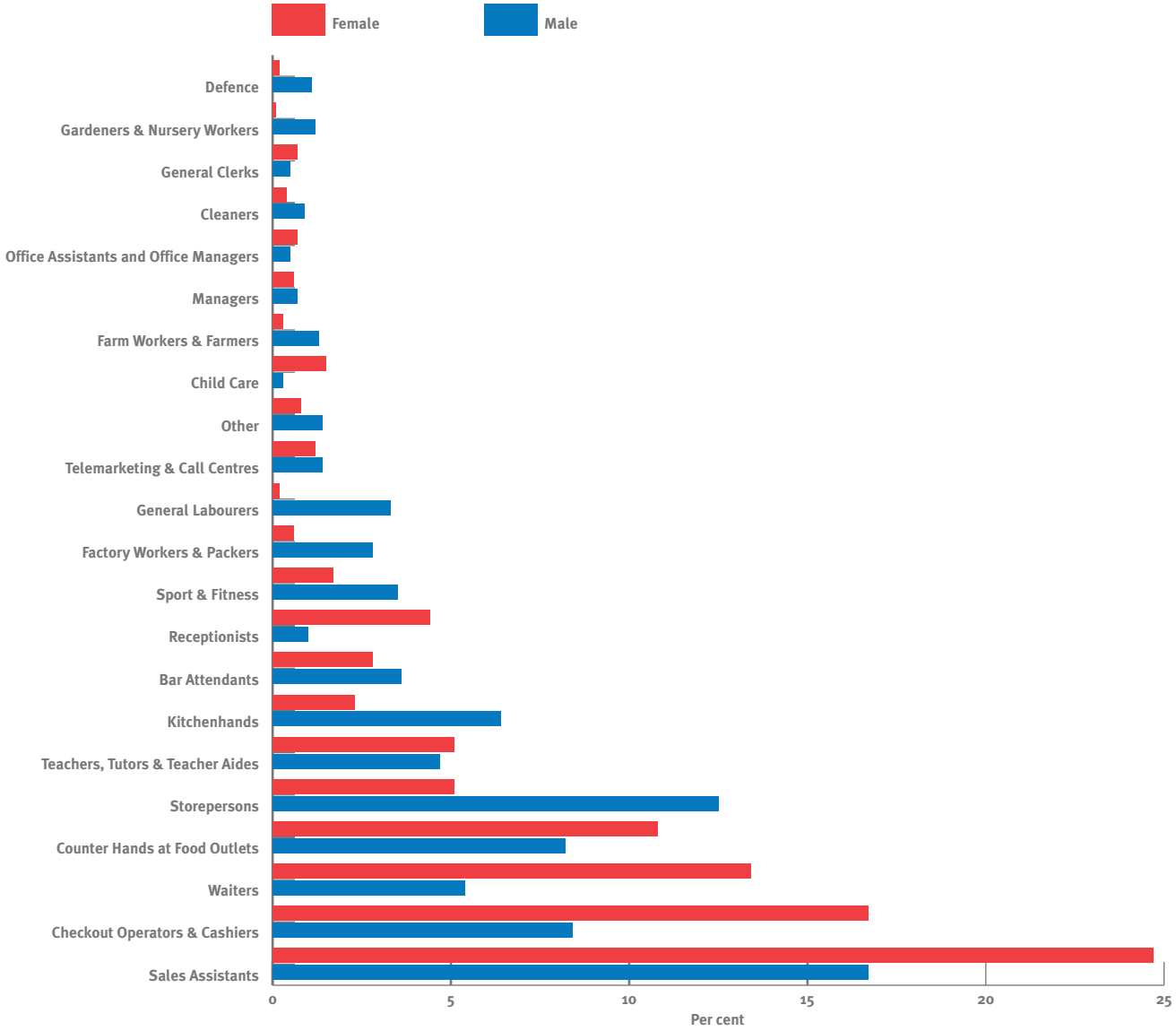
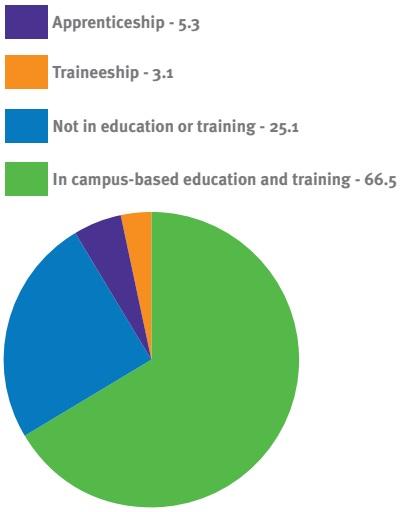


Figure 3.21 Occupations of campus-based tertiary students, by gender



Chapter 4
Year 12 or equivalent completers in apprenticeships and traineeships

Figure 4.1 Post-school study or training destinations of Year 12 or equivalent completers



This chapter focuses on Year 12 or equivalent completers who were in training contracts as apprentices or trainees as at April 2010.

Apprenticeships and traineeships provide important pathways for school leavers. Evidence from national longitudinal data indicates that both forms of training—particularly apprenticeship—lead to positive labour market outcomes (Curtis, 2008).

A notable feature of these pathways is the different levels of participation by gender within apprenticeships and traineeships. Apprenticeships have traditionally centred on trade areas such as building, engineering and construction, food hospitality or health and beauty. Traineeships, on the other hand, are provided across a broader range of occupations, many of which have less differentiated gender compositions, such as retail, hospitality and information technology.

As shown in Figure 4.1, 8.4% of Year 12 or equivalent completers were in a training contract as an apprentice (5.3%) or trainee (3.1%) as at April 2010. This is a slight increase compared to 8.0% (4.7% and 3.3%, respectively) in 2009.

Participation in apprenticeships and traineeships

Males more frequently than females entered apprenticeships (9.6% of males, 1.4% of females). Conversely, greater proportions of females than males entered traineeships (3.8% of females, 2.4% of males). Of the Year 12 or equivalent completers in apprenticeships, 85.9% are male.

As shown in Figure 4.3 and Table 4.1, more than one-half of all apprentices and trainees (53.2%) were undertaking the study component of their training at Certificate III award level. An additional 23.3% were studying at a higher award level (Certificate IV, Diploma, Advanced Diploma or Associate Degree) and 23.5% were studying at lower levels (Certificate I, Certificate II or level unspecified).

Figure 4.2 Year 12 or equivalent completers, participation in apprenticeships and traineeships, by gender

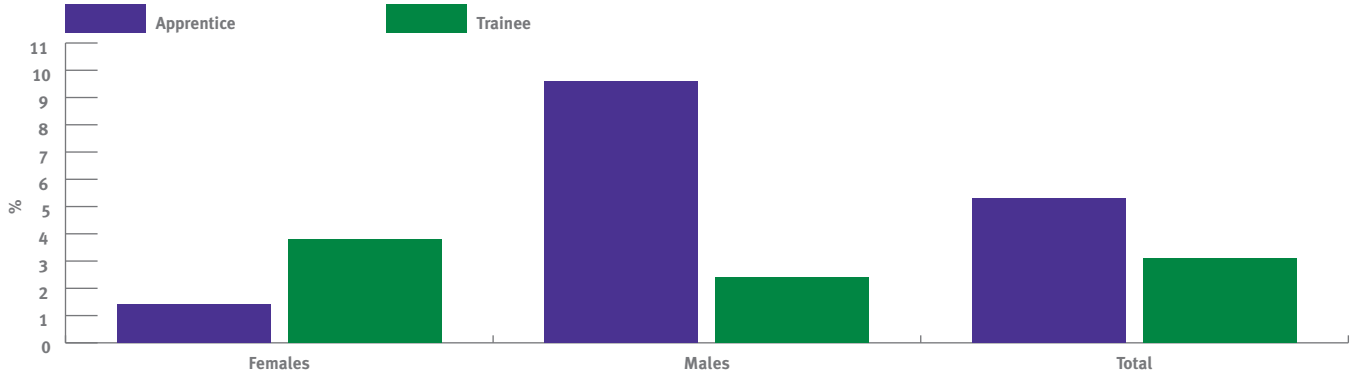


Figure 4.3 Year 12 or equivalent completers in apprenticeships and traineeships, by level of study

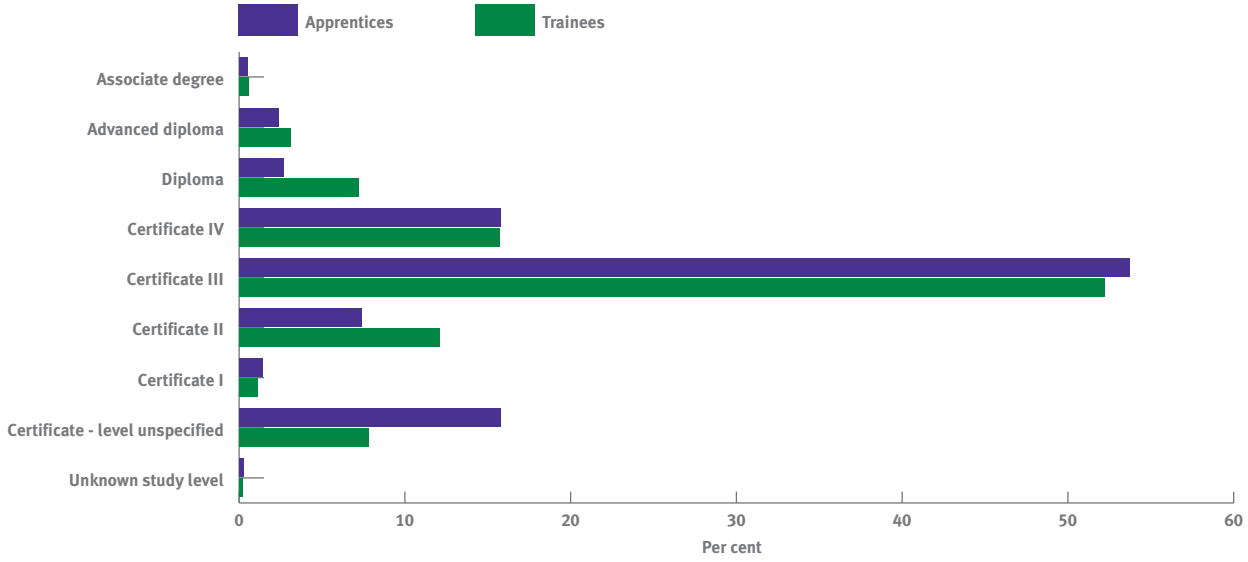


Table 4.1 Level of study of Year 12 or equivalent completers in an apprenticeship or traineeship, by gender

	Males		Females		Total	
Study award level	n	%	n	%	n	%
Apprentices						
Associate degree	8	0.5	2	0.7	10	0.5
Advanced diploma	36	2.2	9	3.3	45	2.4
Diploma	39	2.4	13	4.8	52	2.7
Certificate IV	280	17.1	21	7.8	301	15.8
Certificate III	843	51.4	183	68.0	1026	53.7
Certificate II	130	7.9	12	4.5	142	7.4
Certificate I	24	1.5	2	0.7	26	1.4
Certificate (level unspecified)	275	16.8	26	9.7	301	15.8
Unknown study level	5	0.3	1	0.4	6	0.3
Total	**1640**	**100.0**	**269**	**100.0**	**1909**	**100.0**
Trainees						
Associate degree	5	1.2	2	0.3	7	0.6
Advanced diploma	15	3.6	20	2.8	35	3.1
Diploma	40	9.6	42	5.8	82	7.2
Certificate IV	84	20.1	95	13.2	179	15.7
Certificate III	166	39.8	427	59.3	593	52.2
Certificate II	63	15.1	75	10.4	138	12.1
Certificate I	5	1.2	7	1.0	12	1.1
Certificate (level unspecified)	39	9.4	50	6.9	89	7.8
Unknown study level	0	0.0	2	0.3	2	0.2
Total	**417**	**100.0**	**720**	**100.0**	**1137**	**100.0**
All						
Associate degree	13	0.6	4	0.4	17	0.6
Advanced diploma	51	2.5	29	2.9	80	2.6
Diploma	79	3.8	55	5.6	134	4.4
Certificate IV	364	17.7	116	11.7	480	15.8
Certificate III	1009	49.1	610	61.7	1619	53.2
Certificate II	193	9.4	87	8.8	280	9.2
Certificate I	29	1.4	9	0.9	38	1.2
Certificate (level unspecified)	314	15.3	76	7.7	390	12.8
Unknown study level	5	0.2	3	0.3	8	0.3
Total	**2057**	**100.0**	**989**	**100.0**	**3046**	**100.0**

Note: 'Unknown study level' includes those in an apprenticeship or traineeship who did not identify their level of study at the time they were surveyed.

The highest overall participation rates in apprenticeships and traineeships were in Hume (15.2%) and Gippsland (14.9%) regions. The highest participation rates in metropolitan regions were in Northern Metropolitan and Western Metropolitan regions (7.1% in each) (see Figure 4.4).

Occupations of apprentices and trainees

Table 4.2 shows that Building & Construction (36.4%), Electrical and Electronics Trades (14.9%) and Food, Hospitality & Tourism (9.7%) are the most common apprentice occupations (see Table 4.2). Figure 4.5 shows the gender composition of apprenticeships with more than 10 Year 12 or equivalent completers. Males constituted more than one-half of apprentices in 10 of the 13 occupation groups included.

Table 4.3 shows that Clerks, Receptionists and Secretaries (20.9%), Food, Hospitality and Tourism (18.1%), and Sales Assistants and Storepersons (14.4%) are the most common traineeships. Figure 4.6 shows the gender composition of traineeships with more than 10 Year 12 or equivalent completers. Males constituted more than one-half of trainees in 6 of the 14 occupation groups included in Figure 4.6, highlighting the gender differences between apprenticeships and traineeships.

Figure 4.4 Year 12 or equivalent completers, participation in apprenticeships and traineeships, by DEECD region

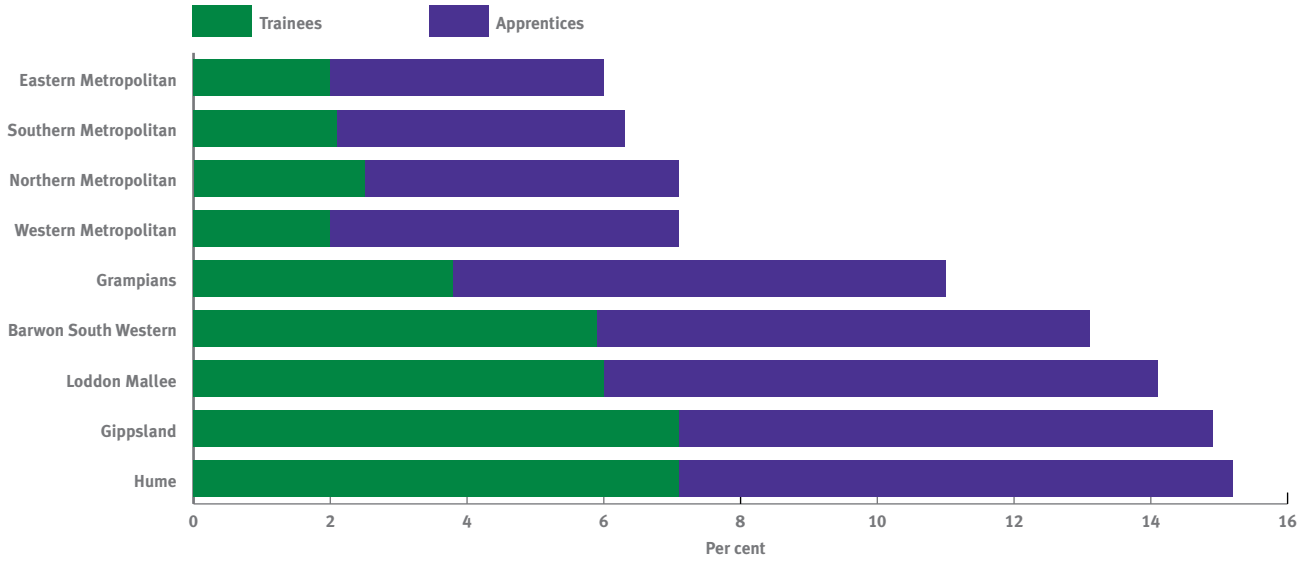


Table 4.2 Occupational categories of apprentices, Year 12 or equivalent completers, by gender

	Total	Per cent of total	Per cent male	Per cent female
Building & Construction	694	36.4	99.3	0.7
Electrical & Electronics Trades	284	14.9	100.0	0.0
Food, Hospitality & Tourism	186	9.7	69.4	30.6
Health, Fitness, Hair & Beauty	170	8.9	15.3	84.7
Motor Vehicle Service & Repair	154	8.1	96.8	3.2
Labourers, Factory & Machine Workers	86	4.5	100.0	0.0
Gardening, Farming & Fishing	71	3.7	95.8	4.2
Sales Assistants & Storepersons	71	3.7	66.2	33.8
Metal & Engineering Trades	51	2.7	96.1	3.9
Engineering, Science & the Environment	29	1.5	100.0	0.0
Teaching, Childcare & Library	19	1.0	47.4	52.6
Media, the Arts & Printing	15	0.8	86.7	13.3
Clerks, Receptionists & Secretaries	13	0.7	30.8	69.2
Accounting, Finance & Management	6	0.3	100.0	0.0
Marketing & Sales Representatives	6	0.3	100.0	0.0
Computing & IT	4	0.2	100.0	0.0
Drivers & Transport	3	0.2	100.0	0.0
Social, Welfare & Security	3	0.2	33.3	66.7
Cleaning	2	0.1	100.0	0.0
Government & Defence	2	0.1	50.0	50.0
Other	40	2.1	87.5	12.5
Total	**1909**	**100.0**	**85.9**	**14.1**

Table 4.3 Occupational categories of trainees, Year 12 or equivalent completers, by gender

	Total	Per cent of total	Per cent male	Per cent female
Clerks, Receptionists & Secretaries	238	20.9	11.3	88.7
Food, Hospitality & Tourism	206	18.1	33.5	66.5
Sales Assistants & Storepersons	164	14.4	39.6	60.4
Health, Fitness, Hair & Beauty	152	13.4	30.9	69.1
Teaching, Childcare & Library	107	9.4	32.7	67.3
Accounting, Finance & Management	49	4.3	30.6	69.4
Gardening, Farming & Fishing	32	2.8	81.3	18.8
Computing & IT	27	2.4	92.6	7.4
Marketing & Sales Representatives	27	2.4	44.4	55.6
Electrical & Electronics Trades	21	1.8	95.2	4.8
Social, Welfare & Security	21	1.8	23.8	76.2
Building & Construction	20	1.8	90.0	10.0
Labourers, Factory & Machine Workers	15	1.3	86.7	13.3
Media, the Arts & Printing	11	1.0	63.6	36.4
Drivers & Transport	9	0.8	66.7	33.3
Government & Defence	9	0.8	77.8	22.2
Engineering, Science & the Environment	4	0.4	75.0	25.0
Cleaning	3	0.3	66.7	33.3
Motor Vehicle Service & Repair	3	0.3	100.0	0.0
Other	19	1.7	63.2	36.8
Total	**1137**	**100.0**	**36.7**	**63.3**

Figure 4.5 Gender composition in apprenticeships undertaken by Year 12 or equivalent completers, by occupation category

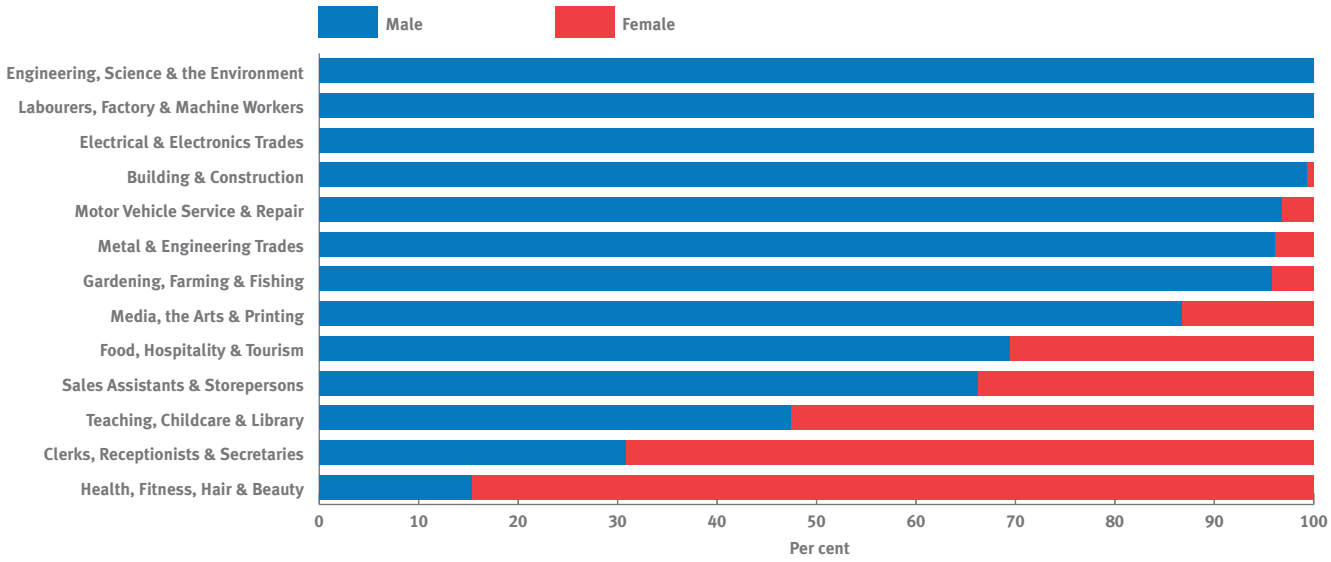
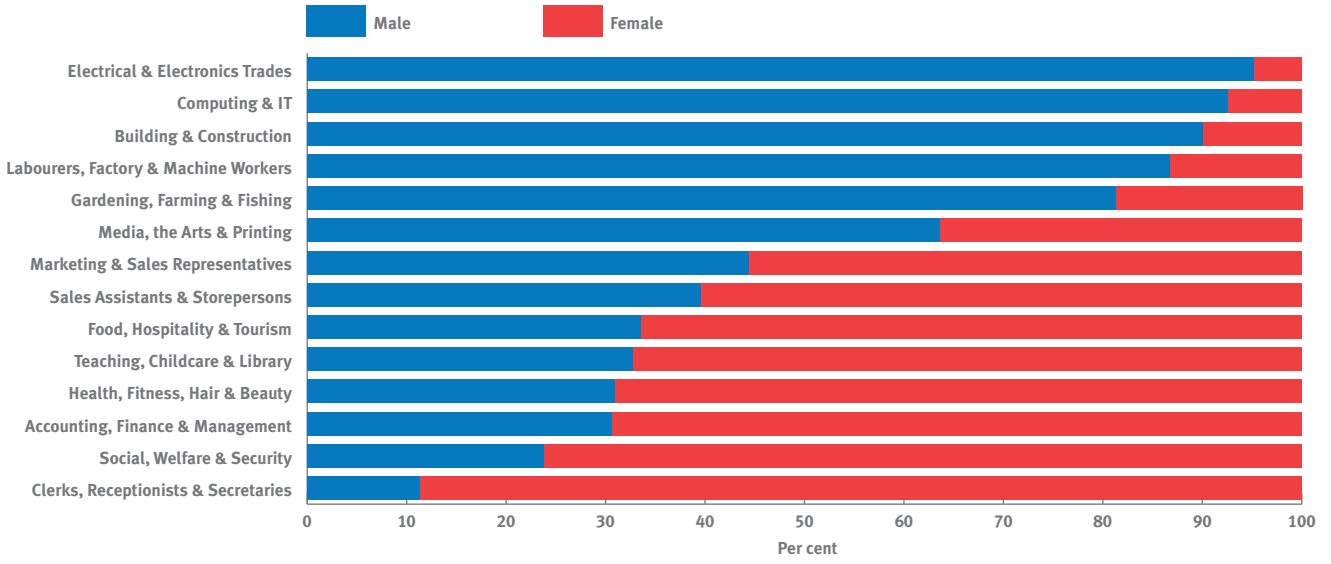


Figure 4.6 Gender composition in traineeships undertaken by Year 12 or equivalent completers, by occupation category

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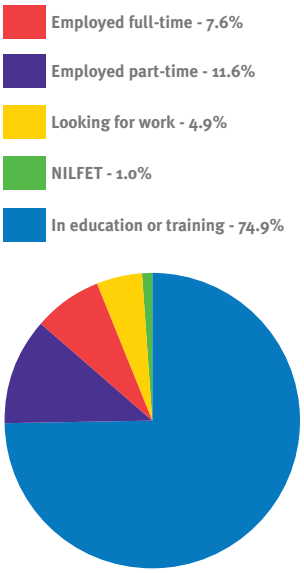
Chapter 5
Year 12 or equivalent completers not continuing in education or training

Figure 5.1 Labour force destinations of Year 12 or equivalent completers



This chapter focuses on Year 12 or equivalent completers who did not continue in education or training in 2010. At the time of the survey (April 2010), 9803 completers (25.1% of respondents) indicated they were not enrolled in campus-based tertiary study (Chapter 3) and were not undertaking an apprenticeship or traineeship (Chapter 4). Most of this group (24.1% of all *On Track* respondents) had entered the labour force, and 1.0% were not in the labour force ('NILFET'). Year 12 or equivalent completers who deferred tertiary study are included in this chapter; they are also the specific focus of Chapter 7.

Of all Year 12 completers, 7.6% reported they were employed full-time — working 35 hours or more per week in all jobs — and 11.6% were employed part-time (less than 35 hours per week in all jobs). An additional 4.9% of completers were looking for work, and 1.0% were not in the labour force (Figure 5.1). These percentages represent decreases since 2009 in all destinations.

Table 5.1 focuses on labour force destinations of Year 12 or equivalent completers for each DEECD region. The highest percentage of completers not in education or training was in Hume region (41.4%). Of all non-metropolitan regions, Barwon South Western had the lowest percentage of completers not in education or training (33.6%). Across metropolitan regions, the percentage ranged from 18.1% in Western Metropolitan to 24.2% in Southern Metropolitan. Across Victoria, 4.9% of Year 12 or equivalent completers were looking for work. This percentage ranged from 3.7% in Eastern Metropolitan region to 6.8% in Hume region.

Table 5.1 shows the proportions of all Year 12 completers in each region who were not in any form of post-school education or training. In Table 5.2, the percentages are based on only those who were not in education or training, showing how labour market destinations differ by region. This distinction is particularly important for non-metropolitan regions, where large proportions of Year 12 completers chose to defer tertiary study.

In Hume region, 40.7% of those not studying were employed full-time and 40.4% were employed part-time. Hume was the only region in which there were more full-time workers than part-time workers. Part-time employment was highest in Gippsland (52.4%) and Loddon Mallee (51.0%) regions. In Victoria, 4.1% of those not studying were NILFET; in none of the non-metropolitan regions was the NILFET percentage greater than 2.5%; in Eastern Metropolitan region, 6.6% of those not studying were NILFET. The results for working and NILFET relate to purposes for deferring tertiary study, and will be examined further in Chapter 7.

Table 5.1 Post school destinations of Year 12 or equivalent completers, focusing on those not in education or training, by DEECD region

	Metropolitan				Non-metropolitan					
	Eastern	Northern	Southern	Western	Barwon South Western	Gippsland	Grampians	Hume	Loddon Mallee	Victoria
Employed full-time	5.4	5.8	6.7	4.9	12.2	11.9	11.8	16.8	10.5	7.6
Employed part-time	8.6	9.7	11.6	7.8	16.0	20.7	16.8	16.7	17.3	11.6
Looking for work	3.7	6.0	4.7	4.6	4.6	6.0	6.7	6.8	5.5	4.9
NILFET	1.3	0.9	1.2	0.8	0.8	1.0	0.9	1.0	0.6	1.0
Number of persons	1729	1061	1840	901	881	689	539	722	721	9083
Total not in education or training	19.0	22.3	24.2	18.1	33.6	39.5	36.2	41.4	33.9	25.1
Total in education or training	**81.0**	**77.7**	**75.8**	**81.9**	**66.4**	**60.5**	**63.8**	**58.6**	**66.1**	**74.9**

Table 5.2 Employment status of Year 12 or equivalent completers not in education or training, by DEECD region

	Metropolitan				Non-metropolitan					
	Eastern	Northern	Southern	Western	Barwon South Western	Gippsland	Grampians	Hume	Loddon Mallee	Victoria
Employed full-time	28.5	25.9	27.5	26.9	36.4	30.0	32.7	40.7	31.1	30.1
Employed part-time	45.4	43.5	48.1	43.2	47.6	52.4	46.4	40.4	51.0	46.4
Looking for work	19.5	26.7	19.2	25.4	13.6	15.1	18.6	16.3	16.2	19.4
NILFET	6.6	3.9	5.2	4.6	2.4	2.5	2.4	2.5	1.7	4.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Labour force destinations

Figure 5.2 presents the employment status of Year 12 or equivalent completers not in education or training by gender. There were some differences in the proportions of young men and women entering specific destinations within the labour market. A higher proportion of males (33.4%) than females (27.2%) were employed full-time, while 41.1% of males and 51.2% of females were employed part-time. Higher proportions of young men were looking for work (21.2% compared to 17.8% of young women) and NILFET (4.4% compared to 3.8% of young women). Overall, 78.3% of young women and 74.5% of young men were working.

Figure 5.2 Employment status of Year 12 or equivalent completers not in education or training, by gender

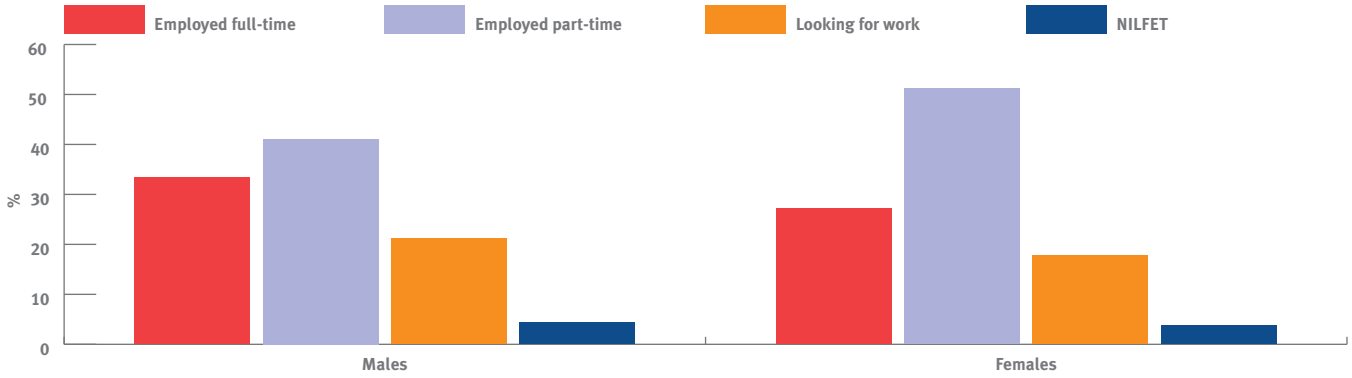


Figure 5.3 Employment status of Year 12 or equivalent completers not in education or training, by location

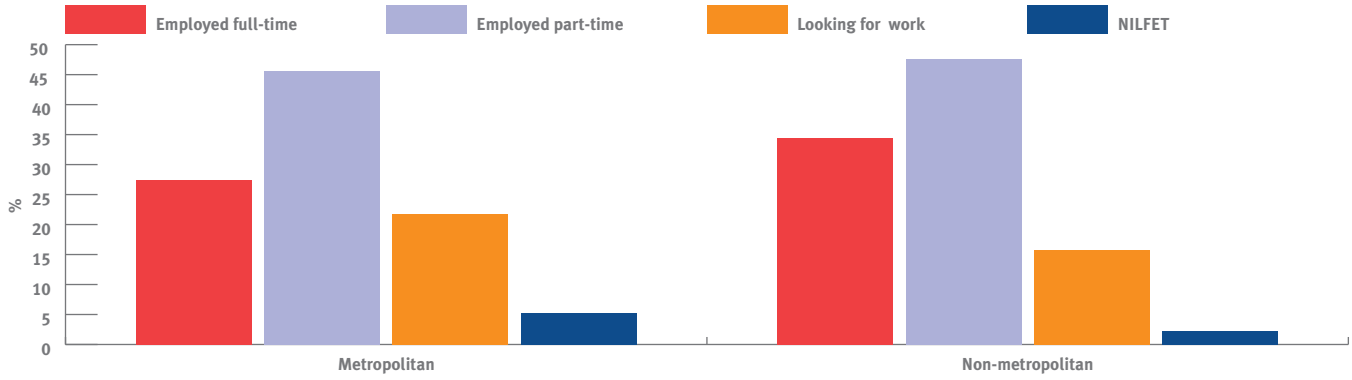


Figure 5.4 Employment status of Year 12 or equivalent completers not in education or training, by SES quartile

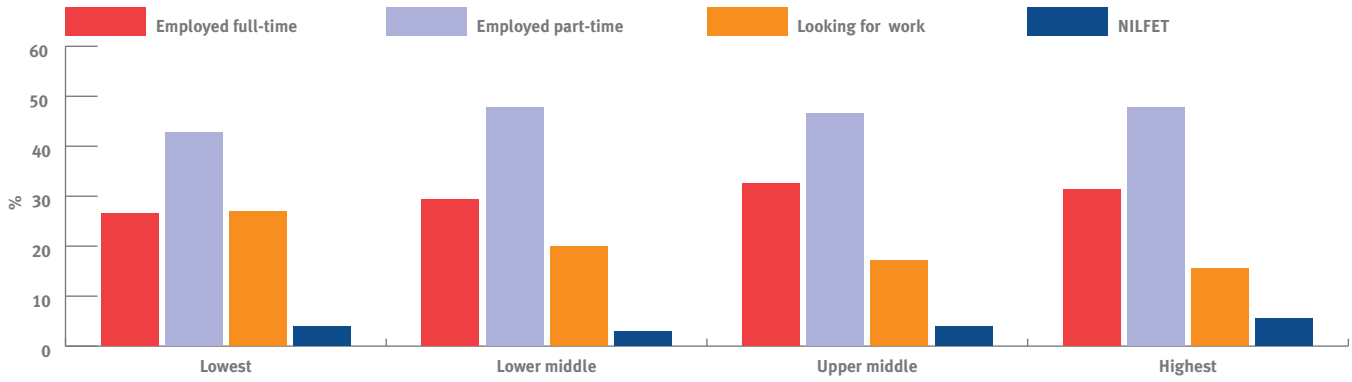


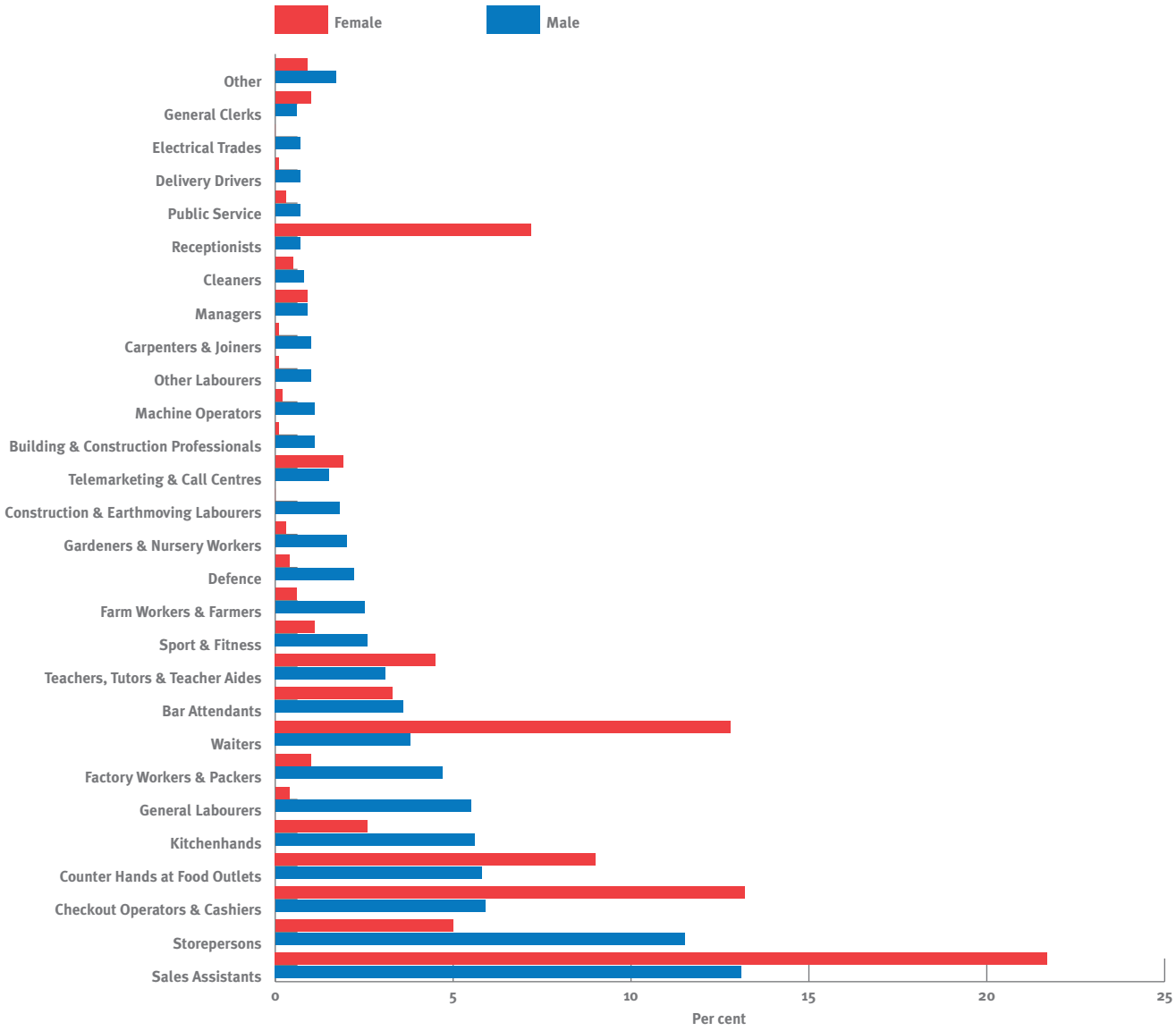
Figure 5.5 Employment status of Year 12 or equivalent completers not in education or training, by GAT quartile

Figure 5.3 presents the employment status of Year 12 or equivalent completers not in education or training by location. As noted earlier in reference to Table 5.2, there were differences between metropolitan and non-metropolitan DEECD regions because of completers who deferred tertiary study. More than one-third (34.4%) of those from non-metropolitan areas were employed full-time; among metropolitan youth not studying, 27.4% were employed full-time. Young people from metropolitan regions were more often looking for work (21.8%) or not in the labour force (5.3%) than their peers from non-metropolitan regions (15.7% looking for work and 2.3% NILFET). The proportion of young people in part-time work is roughly the same irrespective of location.

Figure 5.4 presents the employment status of Year 12 or equivalent completers not in education or training by SES quartile. The clearest trend relates to those looking for work: the percentage is highest among those in the lowest SES quartile (26.9%) and decreases to 15.5% of those from the highest quartile. Full-time employment is lowest among those from the lowest SES quartile (26.6%) and highest among those from the upper middle quartile (32.5%). Part-time employment is highest among the highest SES quartile (47.8%) and lower middle quartile (47.7%). The percentage not in the labour force is greatest in the highest SES quartile (5.5%). The lowest proportion not in the labour force is in the lower middle quartile (3.0%). Overall, there is little difference between the lowest to upper middle SES quartiles.

Figure 5.5 shows the employment status of Year 12 or equivalent completers not in education or training by GAT quartile. The percentage of completers not studying who were employed full-time was consistent across the lowest, second and third GAT quartiles, between 29.2% and 29.8%. Among those in the highest GAT quartile, 34.8% of those not studying were in full-time work. In the lowest GAT quartile, 22.0% were looking for work, compared to 13.6% of in the highest GAT quartile. There are also clear differences in the percentage not in the labour force: among the three lower GAT quartiles, between 2.9% and 4.1% were NILFET, while 8.2% of the highest GAT quartile were NILFET. This is related to the percentage of Year 12 or equivalent completers who deferred tertiary study for 2010, as detailed in Chapter 7.

Figure 5.6 Occupations of full- and part-time workers not in education or training, by gender



Jobs of respondents not in education or training

Post-school employment among Year 12 or equivalent completers who did not undertake further study in 2010 is fairly concentrated in a limited variety of occupations.

Figure 5.6 reports the gender breakdown of the most commonly cited occupations in which respondents reported they were working. Young men were more frequently employed as Sales Assistants (13.1%), Store persons (11.5%), Check Out Operators and Cashers (5.9%), Counter Hands at Food Outlets (5.8%) and Kitchen-Hands (5.5%) . Young women were most commonly employed as Sales Assistants (21.7%), Checkout Operators and Cashiers (13.2%), Waiters (12.8%), Counter Hands at Food Outlets (9%) and Receptionists (7%).

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

The reasons given by Year 12 or equivalent completers for not continuing in education or training are overwhelmingly work-related (Figure 5.7). More than 82.2% said they wanted to start earning their own money. The next most common reason was wanting to start a career (43.3%), followed by never having planned or intended to study (30.3%). Financial reasons were less commonly cited. When offered the option 'There would be too much financial pressure on [my] family', 24.6% agreed with the statement. The least commonly cited response given for not continuing in education or training was 'Having to move away from home' (19.0%). Note that these percentages are not mutually exclusive, because respondents could have chosen more than one reason for not studying in 2010.

When asked their *main* reason for not studying (Figure 5.8), nearly 37.8% said they wanted to start earning their own money, 19.0% said they wanted to start a career and 12.5% said they never planned to study. Ten per cent cited financial pressure on the family and 3.7% cited they would have to move away from home.

Figure 5.7 Reasons for not continuing in education or training, Year 12 or equivalent completers not in education or training

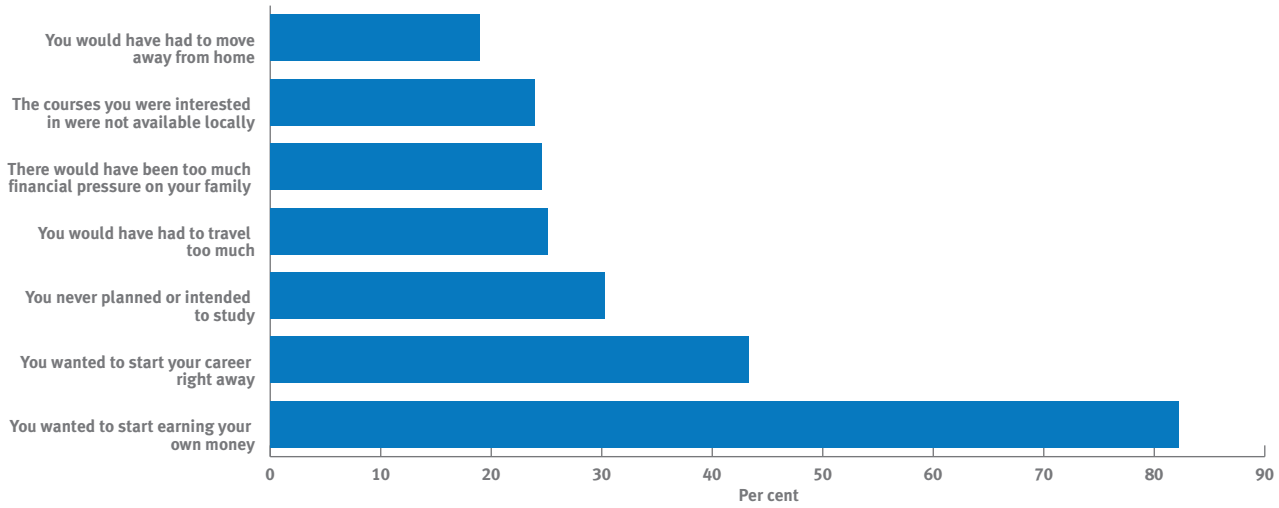
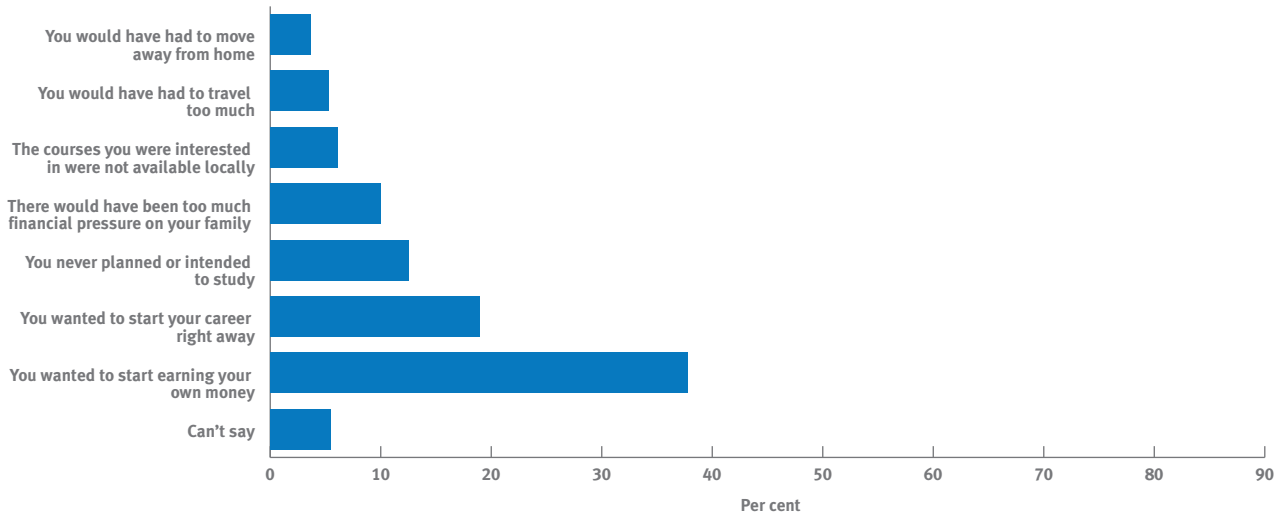


Figure 5.8 Main reason for not continuing in education or training, Year 12 or equivalent completers not in education or training



Activities of Year 12 or equivalent completers not in the labour force, education or training (NILFET)

Overall, 1.0% of Year 12 or equivalent completers were not in the labour force, education or training. Respondents who are not in education or training and are not in the labour force are asked to describe their main activity since leaving school. The most commonly cited activity is 'travel or holiday', identified by 45.8% of the group. 'Travel or holiday' was more frequently cited by young women (51.4%) than young men (40.3%), those from metropolitan regions (48.4%) than non-metropolitan regions (36.7%), those from the two highest SES quartiles (53.8%), and those from the highest GAT quartile (63.8%). These results are related to the percentage of Year 12 or equivalent completers who deferred tertiary study for 2010, as detailed in Chapter 7.

The next most commonly cited activity was 'home duties or looking after children', cited by 15.5% of those NILFET. Among those from non-metropolitan regions, 29.1% cited home duties as their main activity compared to 11.6% of those from metropolitan regions. Among young women, 20.2% cited home duties compared to 11.0% of young men.

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 (VETiS) 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 VETiS for senior secondary students.

The first part of the chapter uses information from the Victorian Curriculum and Assessment Authority (VCAA) to outline the enrolment structure of VETiS in Victoria. The remainder of the chapter uses data from the 2010 *On Track* survey to describe the characteristics of those who participated in VETiS and their education, training and labour force activities after completing a Year 12 or equivalent certificate.

Structure and growth of VET in Schools

A program is considered a VETiS 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: VCE and VCAL. VETiS provides a vocationally-oriented program of studies within the framework of a senior certificate.

Some VETiS 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 indicate strong growth in VETiS enrolments (see Table 6.1). Over the past decade, VETiS enrolments have increased from 13 732 in 1999 to 41 351 in 2009. In recent years, VETiS enrolments have grown steadily by between 5% and 7% per annum. In 2009, the growth rate stabilised to 1.2% which is in line with overall senior secondary student enrolments (about 1% per annum). Continuing growth in VETiS is evident in enrolments at Year 12 and at Year 11 and below, and in all school sectors.

Growth is also evident in the number and breadth of certificates offered through the VETiS program. In 1999, 39 certificates were provided in Victoria; in 2009 this had risen to over 352. Appendix 3 lists the certificates offered in 2009 and the numbers of students enrolled.

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

	Year level*	Government	Catholic	Independent	Total
1999	**Year 11**	6430	2016	1121	9567
	Year 12	2905	928	332	4165
	Total	**9335**	**2944**	**1453**	**13732**
2000	**Year 11**	8567	2695	1701	12963
	Year 12	3281	950	382	4613
	Total	**11848**	**3645**	**2083**	**17576**
2001	**Year 11**	11244	3262	2221	16727
	Year 12	4191	1360	530	6081
	Total	**15435**	**4622**	**2751**	**22808**
2002	**Year 11**	12768	3590	2808	19166
	Year 12	4598	1600	645	6891
	Total	**17335**	**5175**	**3448**	**26057**
2003	**Year 11**	14227	4086	2954	21267
	Year 12	5229	1702	693	7624
	Total	**19456**	**5788**	**3647**	**28891**
2004	**Year 11**	15741	4506	3535	23782
	Year 12	6063	1643	757	8463
	Total	**21804**	**6149**	**4292**	**32245**
2005	**Year 11**	17073	4896	3793	25762
	Year 12	6199	1664	852	8715
	Total	23272	6560	4645	34477
2006	**Year 11**	17460	5368	3983	26811
	Year 12	6792	1934	967	9693
	Total	**24252**	**7302**	**4950**	**36504**
2007	**Year 11**	18522	5823	4000	28345
	Year 12	6886	2113	1081	10080
	Total	**25408**	**7936**	**5081**	**38425**
2008	**Year 11**	19011	6738	4183	29932
	Year 12	7385	2100	1460	10945
	Total	**26396**	**8838**	**5643**	**40877**
2009	**Year 11**	19851	6760	3611	30222
	Year 12	7586	2073	1470	11129
	Total	**27437**	**8833**	**5081**	**41351**

Note: Year 11 includes enrolments in Year 10 and below.
Source: VCAA, 2010

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 most other years there has been strong growth in the number of students enrolled in VET units with a study score. In 2009, however, there were 7804 students enrolled in such units, a decrease of 4.5% from 2008.

The remainder of the chapter focuses on participation in VETiS 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 not enrol in VETiS.

Table 6.2 Students enrolled in VET units with a study score

	Number of students
1999	82
2000	1302
2001	3381
2002	5336
2003	5578
2004	6615
2005	6106
2006	6883
2007	7803
2008	8158
2009	7804

Source: VCAA, 2010

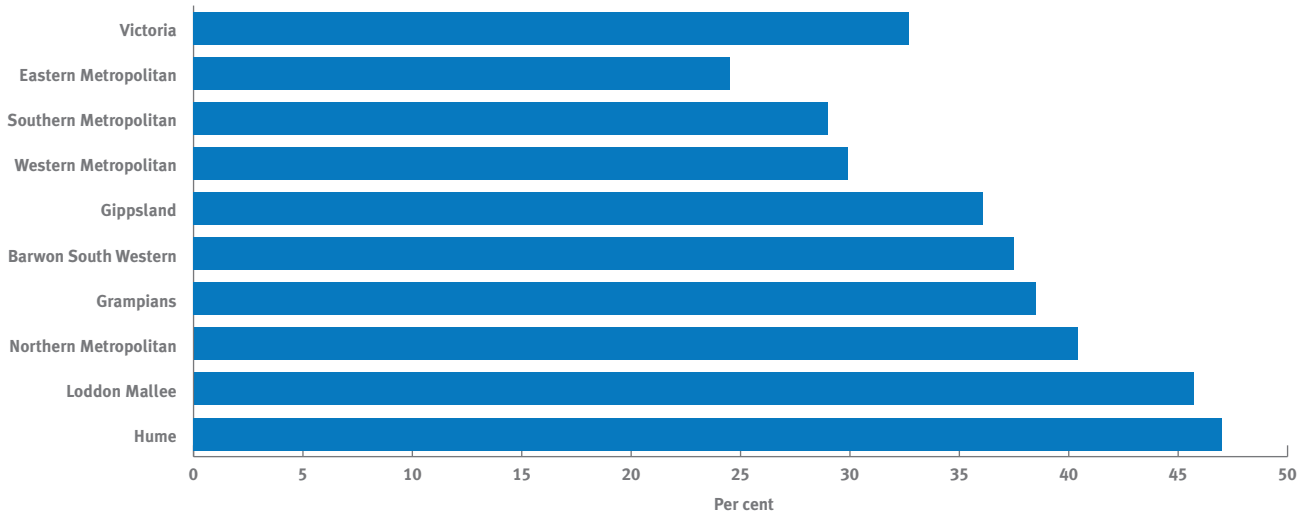
Participation in VET in Schools by Year 12 or equivalent completers

Among the sample of those who completed Year 12 or an equivalent certificate in 2009, 32.7% had enrolled in at least one VETiS unit during their school years – an increase from 31.8% among 2008 completers. Participation varied across the DEECD regions of Victoria, as displayed in Figure 6.1. Participation was generally higher in non-metropolitan regions — particularly Hume (47.0%) and Loddon Mallee (45.7%) — and in regions where Year 12 completion rates have been relatively low.

Among the metropolitan regions, participation was highest in Northern Metropolitan with 40.4% taking a VET subject at school. Participation was lowest in Eastern Metropolitan (24.5%).

As shown in Table 6.3, participation in VETiS varied across different groups of completers as well as by location. Proportionally more male Year 12 or equivalent completers (35.8%) than female completers (29.9%) participated in a VET subject during their senior years of schooling. Participation was higher among those in Government schools (36.3%) than in Catholic schools (31.0%) or Independent schools (23.1%). Participation was highest among adult education students (67.8%).

Figure 6.1 VET in Schools participation rates by Year 12 or equivalent completers, by DEECD region, 2009



Only 5 of the 2534 Year 12 or equivalent completers who were enrolled in a VCAL program during their final year of schooling participated in a VETiS subject during senior secondary.

Participation in VETiS subjects was more common among students from lower SES backgrounds (40.0% of those from the lowest SES quartile, compared to 26.9% of those from the highest) and lower academic achievement levels (42.2% of those from the lowest GAT quartile, compared to 16.7% of those from the highest).

Destinations of former VET in Schools participants

Table 6.3 shows that participation in a VET subject while at school is related to post-school destinations. Those who had participated in VETiS programs were less commonly enrolled in bachelor degree study in April 2010 than were those with no VETiS unit in senior secondary, but proportionately more had enrolled in a certificate-level course, taken up an apprenticeship or traineeship, or entered the labour force. An increasing proportion of completers who were in an apprenticeship had taken a VET subject during their senior years of schooling: This proportion increased from 67.3% in 2009 to 70.8% in 2010. In contrast, less than one in five (19.0%) of completers who were enrolled in bachelor degree study had participated in VETiS.

Table 6.3 Background characteristics and destinations of VET in Schools participants and other Year 12 or equivalent completers, 2009

Characteristics		VETiS in senior secondary		No VETiS in senior secondary		Total
		n	%	n	%	n
Gender	Female	5715	29.9	13381	70.1	19096
	Male	6111	35.8	10972	64.2	17083
Indigenous status	Non-Indigenous	11772	32.6	24293	67.4	36065
	Indigenous	54	47.4	60	52.6	114
School sector	Government	6894	36.3	12113	63.7	19007
	Non-government	4,932	28.7	12,240	71.3	17172
	Catholic	2681	31.0	5968	69.0	8649
	Independent	1827	23.1	6071	76.9	7898
	Adult education	424	67.8	201	32.2	625
VCAL enrolled in 2009	No	9297	27.6	24348	72.4	33645
	Yes	2529	99.8	5	0.2	2534
SES quartile	Lowest	2646	40.0	3974	60.0	6620
	Lower-middle	2919	36.0	5179	64.0	8098
	Upper-middle	3019	32.0	6404	68.0	9423
	Highest	3242	26.9	8794	73.1	12036
GAT quartile	Lowest quartile	3598	42.2	4930	57.8	8528
	Second quartile	2638	31.5	5744	68.5	8382
	Third quartile	2104	24.2	6574	75.8	8678
	Highest quartile	1339	16.3	6900	83.7	8239
2010 activity	Bachelor degree	3335	19.0%	14226	81.0%	17561
	Certificate IV+	2002	39.7%	3035	60.3%	5037
	Certificate I-III	741	51.0%	711	49.0%	1452
	Apprenticeship	1352	70.8%	557	29.2%	1909
	Traineeship	528	46.4%	609	53.6%	1137
	Employed full-time	1211	44.2%	1526	55.8%	2737
	Employed part-time	1730	41.1%	2481	58.9%	4211
	Looking for work	819	46.5%	944	53.5%	1763
	NILFET	108	29.0%	264	71.0%	372
Total		**11,826**	**32.7**	**24,353**	**67.3**	**36,179**

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

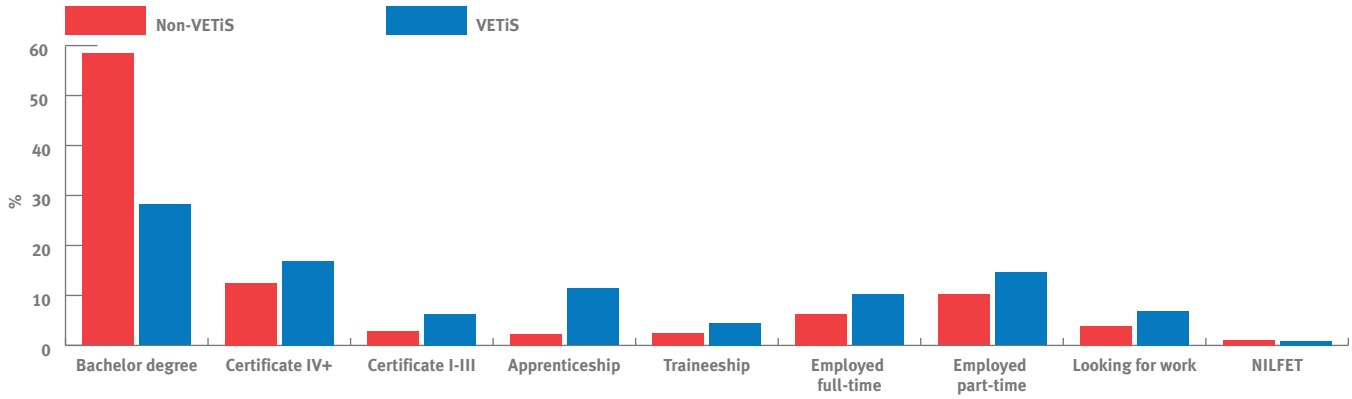


Figure 6.2 shows the proportions of VETiS participants among Year 12 or equivalent completers according to their main activity at the time of the 2010 interview. As in past years, these completers used their program to access a wide range of destinations, ranging from campus-based tertiary study to apprenticeships, traineeships and the labour market. And again, as in past years, positive outcomes were apparent for the majority of these students.

Over one-half of the VETiS participants were enrolled in tertiary education in April 2010, with 23.2% enrolling in a certificate-level course[1], mostly at TAFE institutions but including small numbers of students who accessed private training colleges and ACE providers, and 28.2% commencing study toward a bachelor degree[2]. Compared with the previous cohort of Year 12 or equivalent completers who had enrolled in VETiS units, the proportions enrolled in university and VET courses have remained relatively constant.

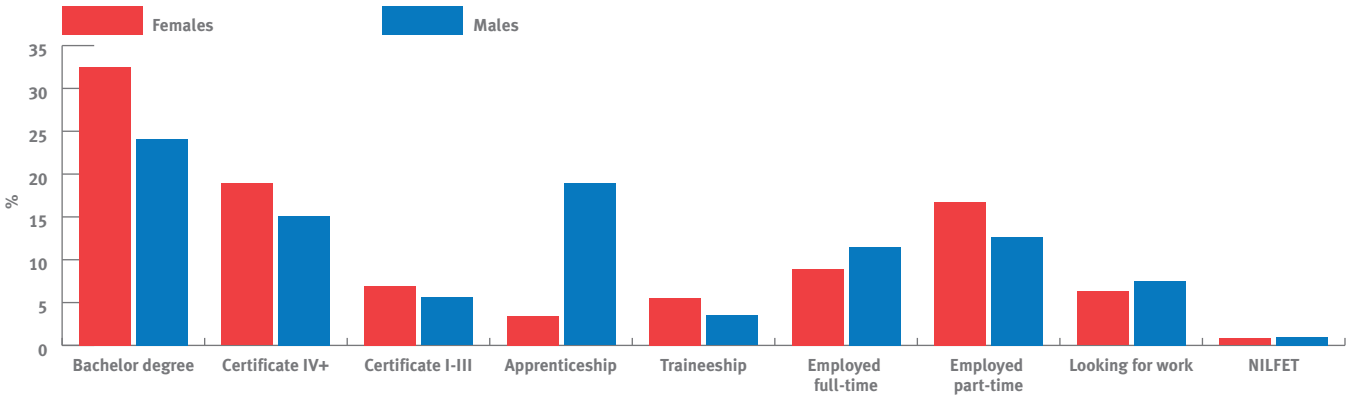
A relatively smaller percentage of VETiS participants (15.9%) were in an apprenticeship or traineeship. This group comprised 11.4% of completers who were engaged in an apprenticeship and 4.5% in a traineeship.

Of the remaining former VETiS participants, 32.7% were not enrolled in any further education or training: 10.2% were in employed full-time, 14.6% were employed part-time, and 6.9% were unemployed and looking for work, and 0.9% were not in the labour force, education or training.

[1] Certificate I-IV and above.

[2] A further 9.4% of VETiS participants received a tertiary offer but elected to defer their enrolment as of April 2010. In this chapter, the deferrers are classified according their main activity at the time of the 2010 interview.

Figure 6.3 Destinations of VET in Schools participants among Year 12 or equivalent completers by gender



Gender differences in destinations

As in previous years, there were gender differences in the destinations of former VETiS participants among the Year 12 or equivalent completer group. Over time, these have shown consistent patterns with:

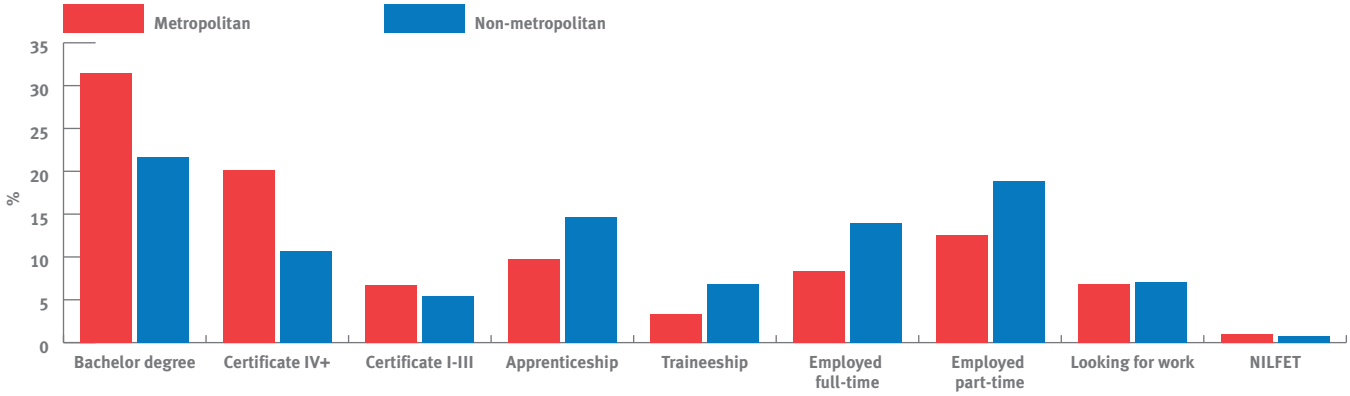
- Proportionally more females enrolled in bachelor degree study;
- Proportionally more males in apprenticeships;
- Proportionally more females in traineeships;
- Proportionally more females in part-time employment; and
- Similar proportions of males and females in full-time employment and looking for work.

As shown in Figure 6.3, higher proportions of female former VETiS participants enrolled in bachelor degree study (32.5%) and certificate-level courses (25.8%). The gap between male and female bachelor degree enrolment rates among this group was 8.4 percentage points, while the gap in certificate enrolment rates was 5.1 percentage points.

Male VETiS participants were more frequently in the apprenticeship/traineeship category (22.4% of males, compared to 8.9% of females). Within this category, there were also gender differences, with 18.9% of male former VETiS participants in an apprenticeship compared to only 3.4% of females. The gender difference was not as great in traineeships, with 5.5% of female VETiS participants in a traineeship at the time of the 2010 interview and 3.5% of males. These differences are likely to reflect the occupations of most apprenticeships in the traditionally male 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 VETiS participants' labour force status were not large

Figure 6.4 Destinations of VET in Schools participants among Year 12 or equivalent completers, by DEECD region



(Figure 6.3). Females were more frequently than males employed part-time (16.7% compared to 12.7% of males), while males were more commonly employed full-time (11.5% compared to 8.9% of females). Higher proportions of males than females among former VETiS participants were looking for work at the time of the 2010 interview (7.5% and 6.3%, respectively).

Geographic differences in destinations

The pattern of differences in destinations of VETiS participants from metropolitan and non-metropolitan areas follows a pattern similar 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 VETiS participants from metropolitan areas were more frequently enrolled in tertiary education — 31.5% for bachelor degrees and 26.8% for certificates— compared to 21.7% enrolled for bachelor degrees and 16.2% for certificates among those from non-metropolitan areas. In contrast, participation in apprenticeships, traineeships and the labour force was higher for non-metropolitan VETiS participants than for those from metropolitan locations.

Deferral of tertiary study was much more common for VETiS participants from non-metropolitan areas (11.7%) than for those from metropolitan locations (7.1%), similar to the pattern for the full sample of Year 12 or equivalent completers.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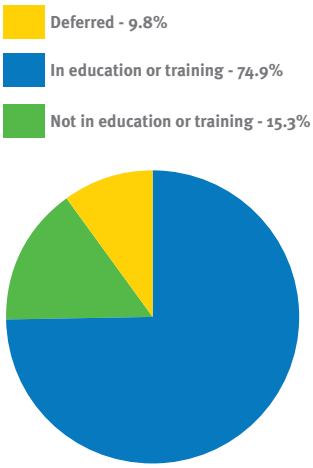
Chapter 7
School completers who defer tertiary study

Figure 7.1 Post school destinations of Year 12 or equivalent completers



This chapter focuses on the characteristics and current destinations of those young people who completed their secondary studies and were offered a place at a tertiary institution but elected to defer their studies for at least one semester.[1]

A total of 3531 school completers (9.8% of respondents[2]) indicated in the 2010 *On Track* survey that they had been offered a place at a university, TAFE or other tertiary institution, but had deferred that place. The percentage of Year 12 or equivalent completers who had deferred a tertiary place had increased each year from 6.0% in 2004 to 12.0% in 2009. The decrease to 9.8% in 2010 represents the first decrease in the proportion of completers deferring since *On Track* first collected this information in 2004. Figure 2.18 in Chapter 2 summarises destinations from all *On Track* surveys since they began in 2003.

The major differences among Year 12 or equivalent completers who deferred tertiary study are in the location of the school they attend. The proportion of young people who deferred varies by DEECD region, as displayed in Table 7.1. Among those who attended secondary schools in the metropolitan regions, deferral constituted less than 10% of the destinations of the 2010 completers cohort. Deferral ranged from 5.8% in Western Metropolitan region to 9.3% in Southern Metropolitan region. Deferrals were more prevalent in the non-metropolitan regions, from 12.6% in Loddon Mallee region to 17.2% in Hume region. This represents a decline in deferrals for non-metropolitan regions since the previous year's *On Track* results, when 25.9% of Year 12 or equivalent completers in Hume region deferred a tertiary place.

Who defers?

A comparison of the characteristics of school completers who deferred their studies and those who were studying at certificate or bachelor degree level in 2010 indicates that, as in previous years of *On Track*, the profiles of these two groups of young people are remarkably similar, apart from the regional differences mentioned above. As shown in Table 7.2, the distributions of gender, Indigenous status, SES and school sector of those who deferred and those who entered tertiary study were very similar. Language background was one area of difference between these groups of young people, with young people who speak languages other than English at home making up a much smaller proportion of the deferrers than they did of those studying—8.7% compared to 25.0%.

[1] The most common practice is for these potential students to defer for an entire year, although some institutions may allow single semester deferrals.

[2] In this chapter, deferrers are discussed as a percentage of respondents, rather than as a percentage of applicants. The Victorian Tertiary Admissions Centre (VTAC) and individual institutions use the percentage of applicants when discussing deferral rates.

Table 7.1 Initial destinations of Year 12 or equivalent completers with deferrers identified, by DEECD region

Destination in 2010	Region																		Victoria	
	Eastern Metropolitan		Northern Metropolitan		Southern Metropolitan		Western Metropolitan		Barwon South Western		Gippsland		Grampians		Hume		Loddon Mallee			
	n		n		n		n		n		n		n		n		n		n	
Bachelor degree	5279	58.0	2296	48.3	3884	51.1	2562	51.4	1050	40.0	545	31.3	584	39.2	542	31.0	819	38.5	17561	48.5
Certificate I-IV and above	1552	17.0	1057	22.3	1405	18.5	1167	23.4	349	13.3	250	14.3	203	13.6	216	12.4	290	13.6	6489	17.9
Apprenticeship/ Traineeship	547	6.0	336	7.1	478	6.3	355	7.1	342	13.0	259	14.9	164	11.0	266	15.2	299	14.0	3046	8.4
Employed	746	8.2	472	9.9	822	10.8	411	8.2	394	15.0	309	17.7	240	16.1	325	18.6	356	16.7	4075	11.3
Looking for work	215	2.4	233	4.9	267	3.5	185	3.7	81	3.1	74	4.2	77	5.2	87	5.0	89	4.2	1308	3.6
NILFET	39	0.4	26	0.5	47	0.6	18	0.4	8	0.3	8	0.5	6	0.4	9	0.5	8	0.4	169	0.5
Deferred	729	8.0	330	6.9	704	9.3	287	5.8	398	15.2	298	17.1	216	14.5	301	17.2	268	12.6	3531	9.8
Total	5279	58.0	2296	48.3	3884	51.1	2562	51.4	1050	40.0	545	31.3	584	39.2	542	31.0	819	38.5	17561	48.5

There were some smaller differences related to the GAT scores of those who deferred and those who were studying, with 14.7% of the deferrers coming from the lowest quartile of GAT scores compared to 19.7% of those who enrolled. Year 12 or equivalent completers with GAT scores in the highest quartile of the distribution constituted 28.8% of those enrolled and 30.5% of those who deferred.

The number of respondents who deferred as a percentage of all respondents with the same characteristics reinforces this picture. Only 3.8% of young people from a language background other than English deferred, compared to 10.1% of those who speak only English at home. Looking at achievement, 6.0% of those from the lowest GAT quartile deferred tertiary study compared to 12.9% of those from the highest GAT quartile.

These findings suggest that tertiary aspirants with lower prior achievement, as measured by the GAT, are less inclined to defer tertiary study in the first instance than those who score higher on the GAT. However, it should be remembered that tertiary applicants on the whole tend to be students with higher achievement, whether measured by the GAT or ENTER scores.

Table 7.2 Characteristics of Year 12 or equivalent completers who deferred tertiary study in 2010 and those who commenced tertiary study

	Studying		Deferred		Deferred as % of all respondents
Characteristic	n	%	n	%	
Gender					
Males	10704	44.5	1525	43.2	8.9
Females	13346	55.5	2006	56.8	10.5
Indigenous status					
Indigenous	164	0.7	21	0.7	6.7
Non-Indigenous	23328	99.2	3066	99.3	8.9
Country of birth					
Australia	20108	83.6	2865	81.1	9.3
Elsewhere	3942	16.4	666	18.9	12.0
Language spoken at home					
English	17623	74.9	2818	91.3	10.1
Other language	5886	25.0	269	8.7	3.8
SES quartiles					
Lowest	4107	17.1	501	14.2	7.6
Lower middle	5032	20.9	797	22.6	9.8
Upper middle	6166	25.6	935	26.5	9.9
Highest	8743	36.4	1298	36.8	10.8
GAT quartiles					
Lowest quartile	4597	19.7	512	14.7	6.0
Second quartile	5492	23.6	847	24.3	10.1
Third quartile	6509	27.9	1058	30.4	12.2
Highest quartile	6710	28.8	1062	30.5	12.9
School sector					
Government	11734	48.8	1655	46.9	8.7
Catholic	6023	25.0	834	23.6	9.6
Independent	6010	25.0	1026	29.1	13.0
Adult	283	1.2	16	0.5	2.6

Note: Not all sections sum to the State totals due to missing data for the characteristic; however, percentages are based on persons for whom data are available.

What are deferrers doing?

The vast majority of deferrer respondents (94.3%) indicated they had entered the labour market and were either employed or actively looking for work at the time they were interviewed. The remaining deferrers (5.7%) were not in the labour force, education or training (NILFET). Part-time employment (an average of less than 35 hours per week) was the most commonly reported activity of young people who had deferred tertiary study, although the proportions did vary across the different DEECD regions of Victoria, as illustrated in Figure 7.2.

Full-time employment was slightly higher among deferrers in the non-metropolitan regions, with between three and four in every ten deferrers in this activity, compared to deferrers in the metropolitan regions, where the highest rate of full-time employment was in Western Metropolitan region. Rates of unemployment (and looking for work) and NILFET were higher among deferrers in metropolitan regions, with 16.9% of deferrers in Eastern Metropolitan region looking for work, compared to 12.9% for all deferrers in Victoria. These differences in activity status may well be related to the reasons for deferring, which are described in a later section of this chapter. Among all deferrers who were NILFET, 59.5% said their main activity was travelling.

Figure 7.2 Main activities of Year 12 or equivalent completers who chose to defer their studies, by DEECD region

Activity differences between male and female deferrers follow the same pattern that tends to be found in the entire cohort, with greater proportions of males in full-time employment and greater proportions of females in part-time employment (see Chapter 5). Around one in seven males (14.2%) who deferred tertiary study were seeking employment when they were interviewed in April 2010, compared to 11.9% of females. The proportions of males and females who deferred tertiary study but were not engaged in the labour force or any other education or training were similar — 6.3% of males and 5.3% of females (see Figure 7.3).

What jobs do deferrers do?

The most common occupation among both females and males who deferred study was Sales Assistant, with 18.2% of all employed deferrers working in this area (13.2% of males and 21.8% of females; see Table 7.3). The second most common occupation among young men who had deferred was Storeperson, with 11.0% of deferrers who were employed; among young women, Waiter was the second most common occupation, with 14.1% of deferrers who were employed.

Figure 7.3 Main activities of those who deferred tertiary study, by gender

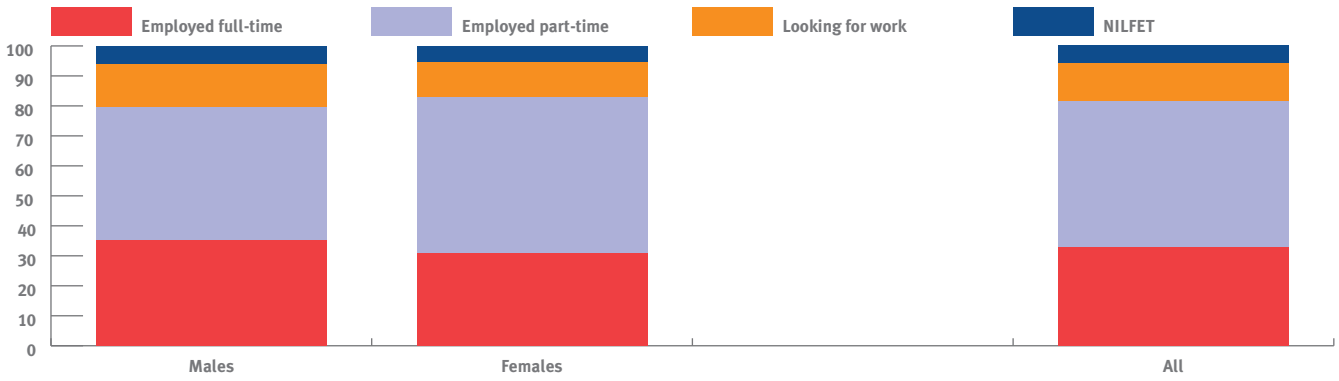


Table 7.3 Most common occupations of deferrers who were employed, by gender

	Males		Females		All	
Main job	n	%	n	%	n	%
Sales Assistants	157	13.2	356	21.8	513	18.2
Waiters	63	5.3	231	14.1	294	10.4
Checkout Operators & Cashiers	67	5.6	168	10.3	235	8.3
Storepersons	131	11.0	78	4.8	209	7.4
Counter Hands at Food Outlets	59	4.9	133	8.1	192	6.8
Teachers, Tutors & Teacher Aides	61	5.1	106	6.5	167	5.9
Receptionists	12	1.0	114	7.0	126	4.5
Bar Attendants	53	4.4	54	3.3	107	3.8
Kitchenhands	56	4.7	34	2.1	90	3.2
Telemarketing & Call Centres	27	2.3	40	2.4	67	2.4
Sport & Fitness	37	3.1	26	1.6	63	2.2
General Labourers	56	4.7	5	.3	61	2.2
Factory Workers & Packers	42	3.5	18	1.1	60	2.1
Defence	41	3.4	8	.5	49	1.7
Farm Workers & Farmers	31	2.6	11	.7	42	1.5
Child Care	3	0.3	34	2.1	37	1.3
Office Assistants and Office Managers	7	0.6	23	1.4	30	1.1
Managers	12	1.0	15	.9	27	1.0
Other	25	2.1	13	.8	38	1.3

Figure 7.4 Reasons for deferring tertiary study, males

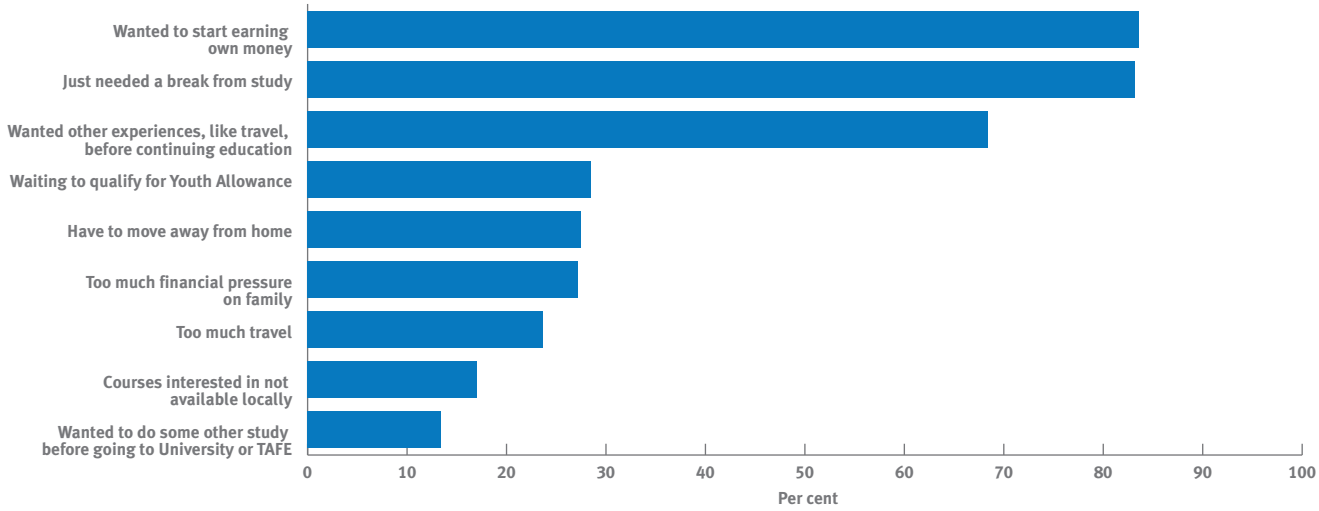
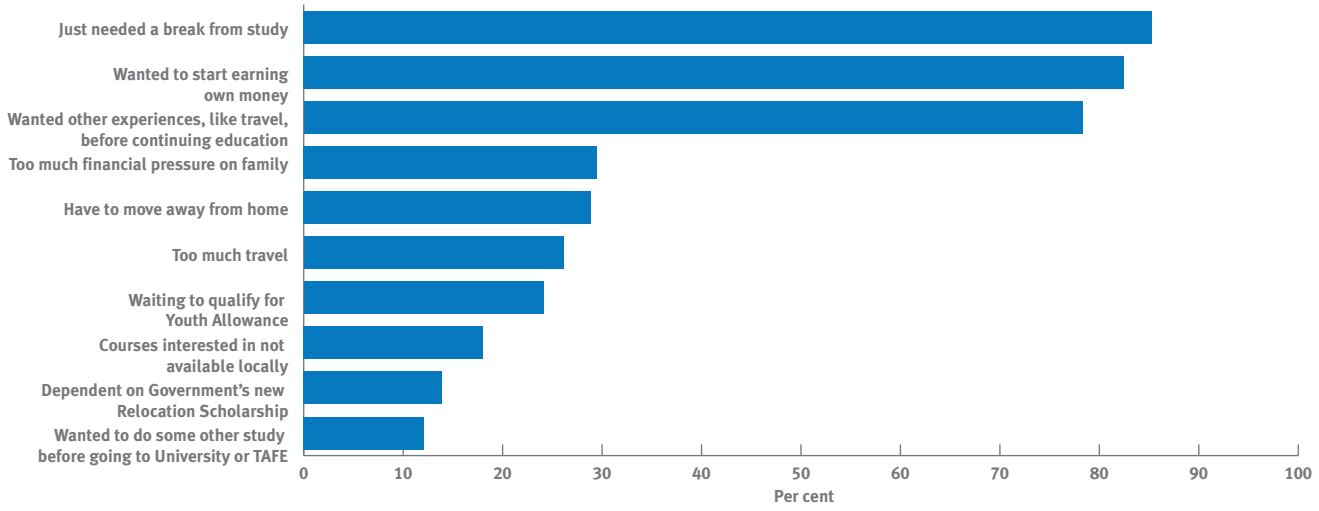


Figure 7.5 Reasons for deferring tertiary study, females



Reasons for deferring

All Year 12 or equivalent completers who indicated that they had deferred tertiary study in 2010 were asked to identify reasons that had been a factor in their decision to defer. Deferrers were asked to select, from a prepared list, which reasons had had an influence on that decision. Figure 7.4 and Figure 7.5 present the proportions of males and females, respectively, who indicated that these reasons had influenced their decision to defer. The most commonly nominated reasons for both were feeling like they needed a break from study and wanting to start earning their own money, with over 80% of males and females indicating that these had been reasons for their decision. When asked to nominate the *main* reason for deferring tertiary study, 27.5% of male deferrers and 33.4% of female deferrers cited the desire for other experiences, such as travel, before continuing with their education.

Among young people from non-metropolitan regions of Victoria, 43.6% said they were waiting to qualify for Youth Allowance to finance their studies in the future (between 39.0% of deferrers in Barwon South Western region and 57.0% in Hume region). This reason was cited by only 12.9% of deferrers from metropolitan regions. Other reasons related to finances, such as financial pressure on the family, and location — travel distance, moving away from home and locally-available courses — were more frequently cited by those from non-metropolitan regions than those from metropolitan regions. There was little difference by location among those who stated that they needed a break from study.

As reported earlier in this chapter, of those completers who deferred their studies, higher proportions of young people from metropolitan regions, compared to those from non-metropolitan regions, were NILFET at the time of the interview in April 2010. This, in combination with the greater proportion indicating a need for other experiences or a break from study, suggests that metropolitan students who defer are more likely to take a 'gap year' and travel or undertake volunteer work, while non-metropolitan students are more likely to defer for reasons related to finances and are more often engaged in full-time employment.

Table 7.4 Main reason for deferring tertiary study, by DEECD region

	Region																		Victoria	
	Eastern Metropolitan		Northern Metropolitan		Southern Metropolitan		Western Metropolitan		Barwon South Western		Gippsland		Grampians		Hume		Loddon Mallee			
Reason	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Waiting to qualify for Youth Allowance	10	1.9	6	2.3	9	1.6	2	.9	25	7.9	23	8.9	15	7.9	42	15.4	16	6.5	148	5.1
Depending on the Government's new Relocation Scholarship*	-	-	-	-	-	-	-	-	1	0.3	1	0.4	2	1.1	4	1.5	1	0.4	9	0.3
Too much financial pressure on family	13	2.4	11	4.2	23	4.1	11	4.8	37	11.6	45	17.4	18	9.5	51	18.8	37	15.1	246	8.6
Wanted to start earning own money	99	18.4	48	18.2	92	16.4	50	21.7	65	20.4	68	26.3	43	22.6	52	19.1	65	26.5	582	20.2
Too much travel required	11	2.0	6	2.3	17	3.0	4	1.7	8	2.5	3	1.2	7	3.7	3	1.1	5	2.0	64	2.2
Would have had to move away from home	9	1.7	3	1.1	11	2.0	3	1.3	7	2.2	14	5.4	1	.5	14	5.1	4	1.6	66	2.3
Courses interested in not available locally	2	0.4	1	0.4	3	0.5	2	0.9	3	0.9	1	0.4	0	.0	3	1.1	2	0.8	17	0.6
Wanted some other experiences, like travel, before continuing education	195	36.2	92	34.8	234	41.8	83	36.1	96	30.2	48	18.5	44	23.2	38	14.0	47	19.2	877	30.5
Just needed a break from study	180	33.4	91	34.5	148	26.4	65	28.3	70	22.0	53	20.5	54	28.4	61	22.4	65	26.5	787	27.4
Wanted to do some other study before going to University or TAFE	9	1.7	2	0.8	15	2.7	7	3.0	3	0.9	1	0.4	3	1.6	1	0.4	1	0.4	42	1.5
Can't say	11	2.0	4	1.5	8	1.4	3	1.3	3	0.9	2	0.8	3	1.6	3	1.1	2	0.8	39	1.4

Note: The Federal Government's Relocation Scholarship was not passed by parliament until after the On Track 2010 survey had begun interviewing Year 12 or equivalent completers. The scholarship is not available to students from metropolitan areas, so this option was not presented to completers who had attended schools in metropolitan regions.

Chapter 8
Early school leavers

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

> Early school leavers are those students in Years 10, 11 and 12 who had registered their details with the Victorian Curriculum and Assessment Authority (VCAA) by enrolling in an International Baccalaureate (IB) program or a VCE or VCAL unit, and who left school without completing one of the following certificates: IB, VCE, VCAL senior or VCAL intermediate.

A total of 4094 identified early school leavers participated in the 2010 *On Track* survey. One-half of the achieved sample (50.7%) had attempted or completed Year 11, 16.9% had been in Year 10 or below in 2009, and the remaining 32.4% of the sample had commenced but did not complete Year 12.

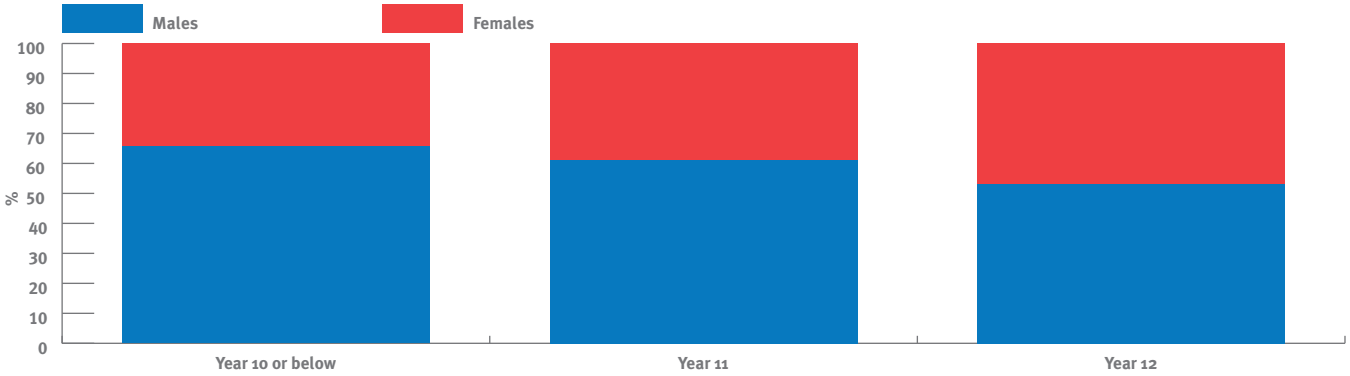
Earlier *On Track* reports, and research based on national longitudinal samples of young people (Curtis & McMillan, 2008), indicate that there tend to be more male early school leavers than female leavers. This was also found to be the case in the 2010 survey, both across and within year levels (see Figure 8.1). Overall, males constituted 59.3% of the early leaver sample in the 2010 survey, slightly less than in the 2009 survey.

Early school leavers' destinations

Almost all early leaver respondents (94.4%) 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 5.4% were not in the labour force, education or training ('NILFET'). Those early leavers who were NILFET (223 early leavers) are the focus of a separate discussion later in the chapter.

More than one-half (52.8%) of the early school leavers in the survey were enrolled in some form of education or training in April 2010, their first year out from school. This is similar to the proportions of early leavers in the 2007, 2008 and 2009 surveys who were involved in further education or training (between 50% and 55%). The main destinations of these young people are presented in Figure 8.2 for the entire cohort and in Table 8.1 by gender. The proportion of female early leavers enrolled in some form of education or training (47.0%) was smaller than the proportion of male early leavers who followed this pathway (56.8%). Participation in the labour force and not studying was greater among female early leavers (45.5%) than among male early school leavers (39.2%), and the proportion of female early school leavers who were NILFET was greater (7.5% of females and 4.0% of males).

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



For females, the most frequent education or training destination — and the most frequent destination overall — was a course leading to a Certificate I, II or III (20.3%); another 9.1% were enrolled in a course leading to Certificate IV or above. Apprenticeships and traineeships accounted for a further 17.6% of females. For males, apprenticeships dominated the education or training destinations of early school leavers (38.8%), followed by Certificate I-III courses (9.9%), traineeships (4.3%) and higher-level certificate courses (3.8%).

An early exit from school, if it does result in a job, will frequently mean part-time work. The proportion of female early leavers in full-time employment at the time of the survey (10.4%) was lower than the proportion of males working full-time (14.0%). The proportion of female early school leavers in part-time employment (18.1%) was higher than the proportion in full-time employment; in contrast, a lower proportion of male early leavers (10.5%) were working part-time compared to the proportion working full-time. Although part-time employment can offer 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, have indicated over a number of surveys that female early leavers more commonly experience part-time work than do male leavers, and may thus be at increased risk of poorer outcomes than their male peers.

Figure 8.2 Main destinations of early school leavers

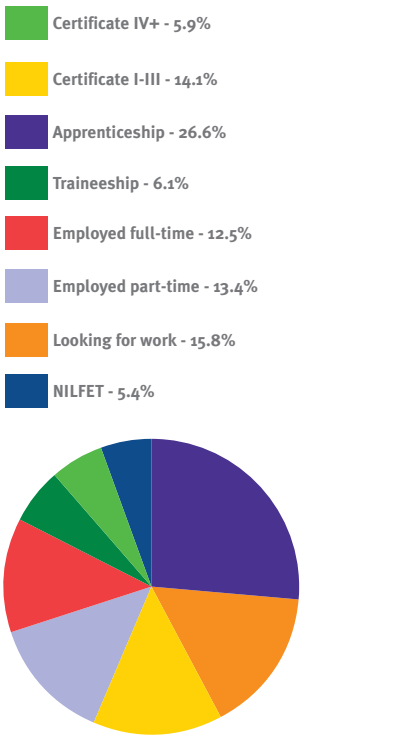


Table 8.1 Main destinations of early school leavers, by gender

	Females		Males		Total	
Destination	n	%	n	%	n	%
Certificate IV or above	152	9.1	91	3.8	243	5.9
Certificate I-III	339	20.3	240	9.9	579	14.1
Apprenticeship	149	8.9	942	38.8	1091	26.6
Traineeship	144	8.6	104	4.3	248	6.1
Education and training (sub-total)	784	47.0	1377	56.8	2161	52.8
Working full-time	174	10.4	339	14.0	513	12.5
Working part-time	300	18.0	250	10.3	550	13.4
Looking for work	285	17.1	362	14.9	647	15.8
NILFET	125	7.5	98	4.0	223	5.4
Not in education or training (sub-total)	884	53.0	1049	43.2	1933	47.2
Total	1668	100.0	2426	100.0	4094	100.0

Table 8.2[1] shows that the proportions of early leavers in each destination have not changed markedly in the eight years of the *On Track* study. While there have been fluctuations in the proportions of each cohort involved in apprenticeships, there has not been a large increase over the years since the first survey in 2003, when 28.7% of early school leavers were apprentices, and the most recent survey in 2010, when 28.2% of early leavers took up apprenticeships. The proportion enrolled in certificate level courses decreased between 2003 and 2008, from 23.0% to 14.6%, but has increased again among the two most recent cohort s – up to 17.5% in 2009 and 21.2% in 2010.

The proportion of respondents who left school early and entered employment without being enrolled in any further education or training has also fluctuated over the years of the survey, and is currently at 27.5%, greater than the corresponding proportion in 2003. The proportion of early school leavers looking for work has also fluctuated in a similar way to the proportion employed since 2003, and is currently at 16.7%, a two percentage point decrease since 2009, which may be a sign that the impact of the first wave of the global financial crisis of 2008 is no longer having an impact on the destinations of early school leavers.

[1] Respondents not in the labour force, education or training (NILFET) were not identified separately in *On Track* until the 2009 survey of those who left school during 2008. To ensure consistency with data from previous cohorts, they are not included in Table 8.2.

Table 8.2 Destinations of early school leavers, by gender

	2003			2004			2005			2006			2007			2008			2009			2010		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Destination	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Certificate I-IV+	20.1	28.9	23.0	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	13.2	24.9	17.5	14.2	31.8	21.2
Apprenticeship	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	41.8	10.7	30.3	40.5	9.7	28.2
Traineeship	4.1	8.0	5.4	3.7	8.4	5.3	5.7	12.0	8.0	5.0	11.4	7.1	4.2	12.5	7.1	5.3	10.8	7.3	3.4	8.9	5.5	4.5	9.3	6.4
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	58.4	44.5	53.3	59.1	50.8	55.8
Employed	24.3	29.0	25.9	27.1	34.5	29.6	23.6	33.2	27.0	24.2	35.3	27.9	28.8	36.7	31.5	27.0	37.8	30.9	24.1	34.7	28.0	25.3	30.7	27.5
Looking for work	14.2	22.6	17.0	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	17.5	20.8	18.7	15.5	18.5	16.7
Not in education or training (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	41.6	55.5	46.7	40.9	49.2	44.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Note: The year refers to the year in which the survey was conducted. Respondents had last attended school in the previous year. For example, the 2008 early school leavers were surveyed in 2009. The category 'NILFET' was not used prior to the 2009 survey, and early leavers in this category were not included in totals. For this table, all those in the 'NILFET' category are excluded from the totals, resulting in differences between percentages reported in this table and percentages reported in Table 8.1.

Destinations were strongly associated with the year level at which an early leaver exited from school (see Figure 8.3 and Table 8.3). In general, greater proportions of those who left earlier (in Year 10 or below), compared to those who left in senior secondary years, were enrolled in lower-level certificate (Certificate I, II or III) course at a TAFE institute or community or private provider. Earlier leavers were also more frequently undertaking an apprenticeship than were later leaver: Almost one third (32.7%) of those who left in Year 10 followed this pathway compared to less than one-fifth (18.8%) of those who left during Year 12.

The higher the year-level of exit, the greater the proportion of early school 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 (34.9%) was more than twice that of those who left in Year 10 or earlier (16.9%). The proportions of early school leavers who experienced a more troublesome transition from school and were unemployed and looking for work were similar across the exit levels (Year 10, 11 and 12), between 15.4% and 16.6%. Slightly greater proportions of those who had left in Year 10 or below were NILFET (6.1%) compared to those who had left in later years (5.7% and 4.7% of Year 11 and Year 12 leavers, respectively).

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

	Year 10 or below		Year 11		Year 12		Total	
Destination	n	%	n	%	n	%	n	%
Certificate IV or above	20	2.9	108	5.2	115	8.7	243	5.9
Certificate I-III	128	18.5	307	14.8	144	10.9	579	14.1
Apprenticeship	226	32.7	616	29.7	249	18.8	1091	26.6
Traineeship	43	6.2	123	5.9	82	6.2	248	6.1
Employed full-time	57	8.2	233	11.2	223	16.8	513	12.5
Employed part-time	60	8.7	250	12.0	240	18.1	550	13.4
Looking for work	115	16.6	320	15.4	212	16.0	647	15.8
NILFET	42	6.1	119	5.7	62	4.7	223	5.4
Total	691	100.0	2076	100.0	1327	100.0	4094	100.0

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

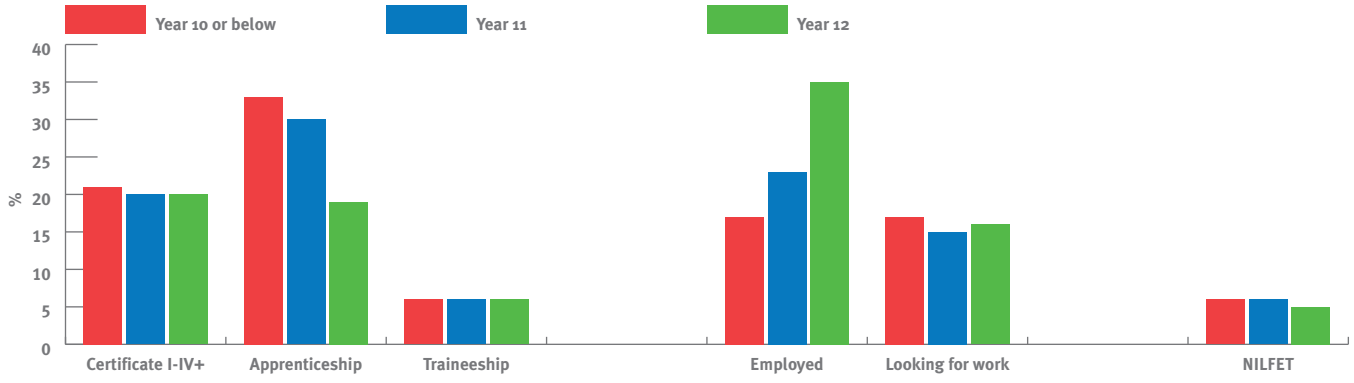
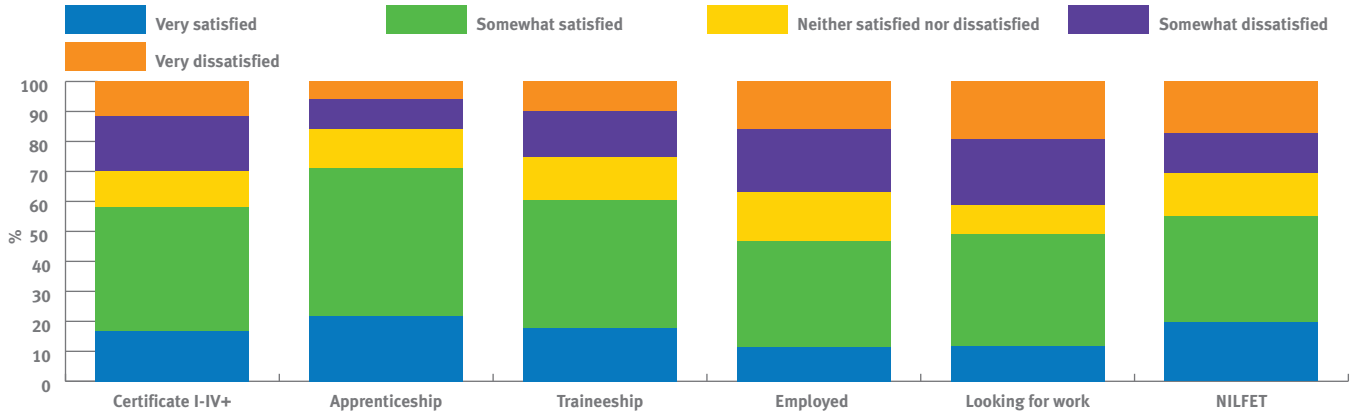


Figure 8.4 Early school leavers' satisfaction with school results, by destination



Destinations and perceptions of academic achievement

In the 2010 *On Track* survey, early school leavers were asked to indicate a level of satisfaction with their school results, using the following response options:

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Satisfaction with results (comprising the responses 'very satisfied' and 'somewhat satisfied') was greater amongst those early leavers who took up apprenticeships (71.2% satisfied) or traineeships (60.4% satisfied), while the proportions of young people who were most unhappy with their results from school were those who were employed, seeking employment or NILFET, with around one in every five young people in these categories being very dissatisfied with their results (see Figure 8.4).

Interestingly, analysis by year level (see Figure 8.5) shows that young people exiting from Year 10 or below and Year 11 displayed similar profiles of satisfaction with their school results. Those who left 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.

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

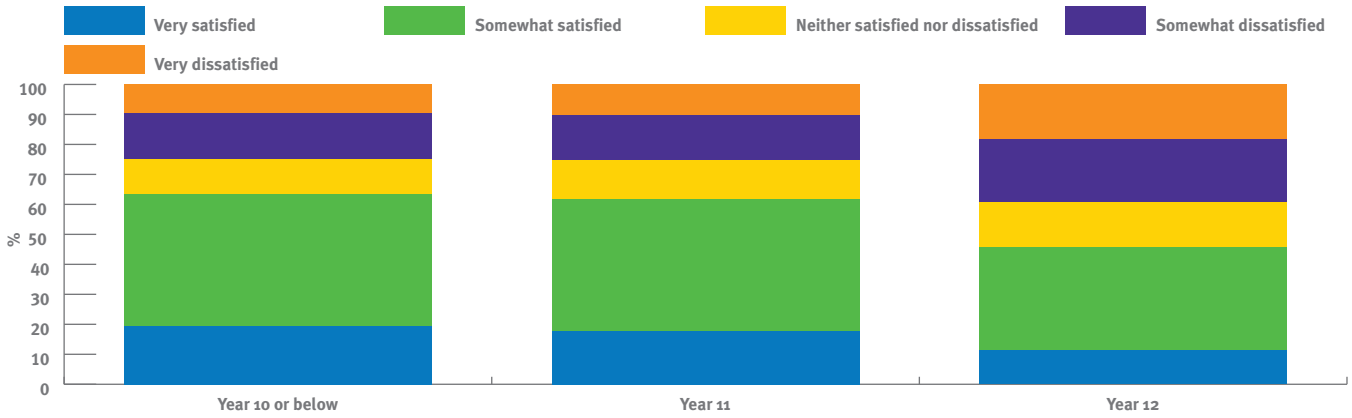
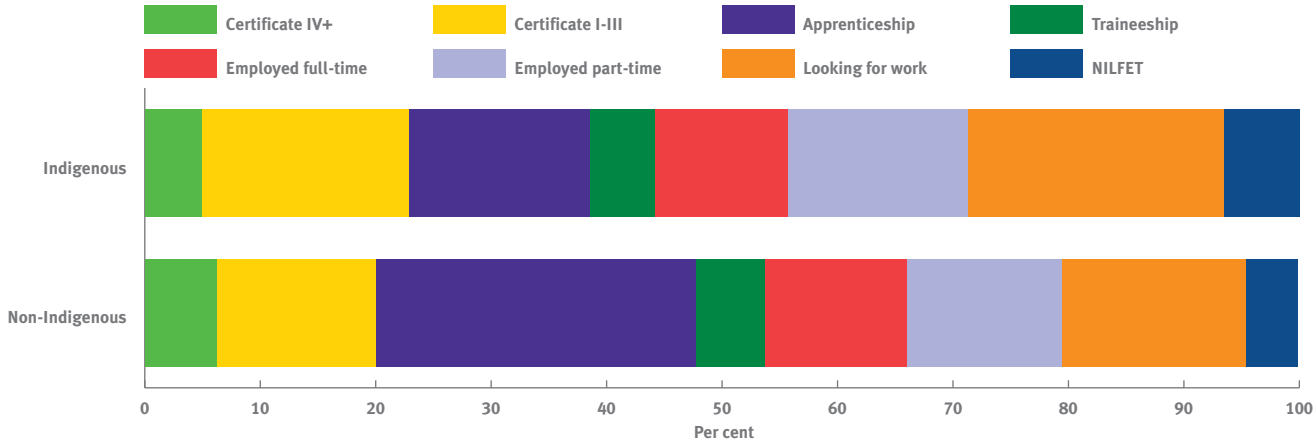


Figure 8.6 Destinations of early school leavers, by Indigenous status



Destinations of early school leavers, by Indigenous status

Only a very small group of early school leavers (3.2%) identified as Aboriginal or Torres Strait Islander in the 2010 early leaver 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.

As in previous years (apart from the 2007 cohort), enrolment in certificate courses was slightly higher amongst Indigenous respondents than among non-Indigenous early school leavers (23.0% compared to 20.0%); however, Indigenous early leavers were less frequently in higher-level courses (Certificate IV or above) than were non-Indigenous early leavers. Fewer Indigenous early school leavers were in apprenticeships (15.6% compared to 27.7%), but there was very little difference in the proportions of Indigenous and non-Indigenous leavers who had entered traineeships (5.7% and 6.0%, respectively).

Turning to the labour force, Indigenous respondents had slightly higher rates of employment than their non-Indigenous peers: 27.0% of Indigenous early leavers and 25.8% of non-Indigenous early leavers were working when surveyed (see Figure 8.6). However, greater proportions of Indigenous early school leavers were unemployed and looking for work when surveyed compared to their non-Indigenous peers and were NILFET, as has been reported in previous *On Track* surveys.

Figure 8.7 Destinations of early school leavers, by language background

Destinations of early school leavers, by language background

More than one in ten (10.9%) of respondents in the *On Track* 2010 early leaver survey said that they speak a language other than English at home. Among these early school leavers from a language background other than English (LBOTE) the most common languages spoken were Italian, Arabic and Greek, each comprising more than 8% of all LBOTE respondents. The destinations of LBOTE and English-language background early school leavers are shown in Figure 8.7.

In both the education and training destinations and the labour force destinations, there were marked differences between the two groups. LBOTE early school leavers were more frequently undertaking further study at all certificate levels compared to English-language background early school leavers, and were less frequently in an apprenticeship or traineeship. Overall, however, 46.3% of LBOTE early school leavers were engaged in further education and training compared to 54.2% of those from an English-language background.

Early school leavers from a language background other than English were unemployed (not studying or working and looking for work) at a higher rate than those from an English-language background (24.5% compared to 15.3%, respectively), and were more frequently NILFET (6.5% compared to 4.3%).

Figure 8.8 Differences in destinations of early school leavers, by region – males

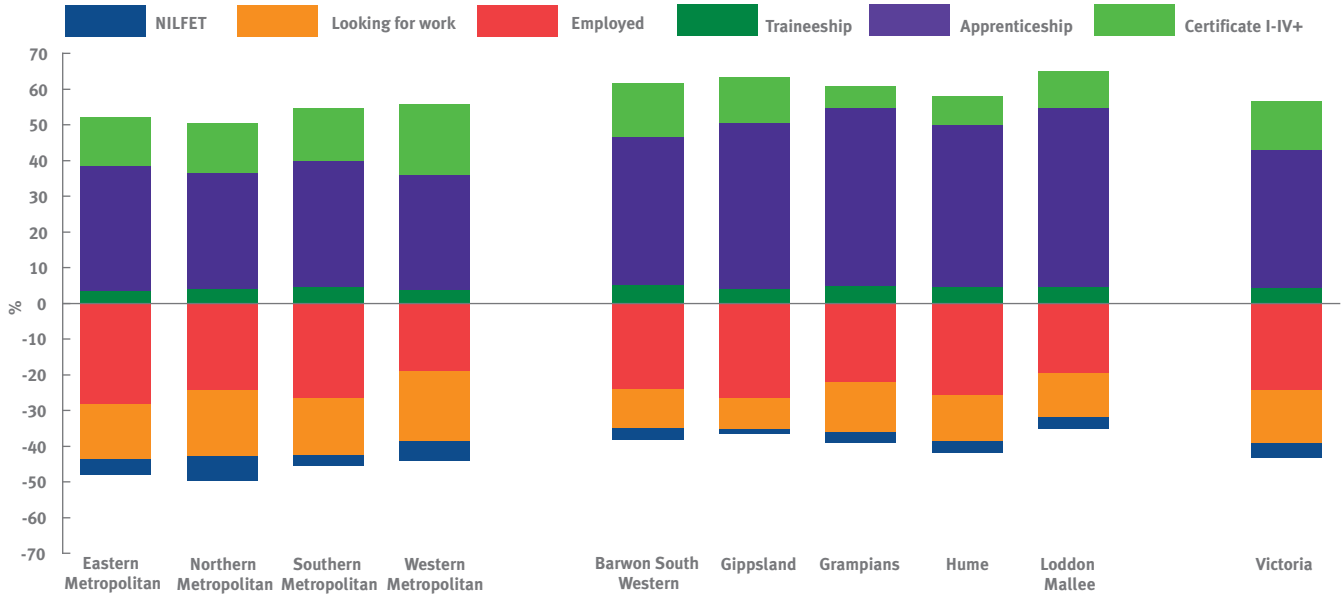
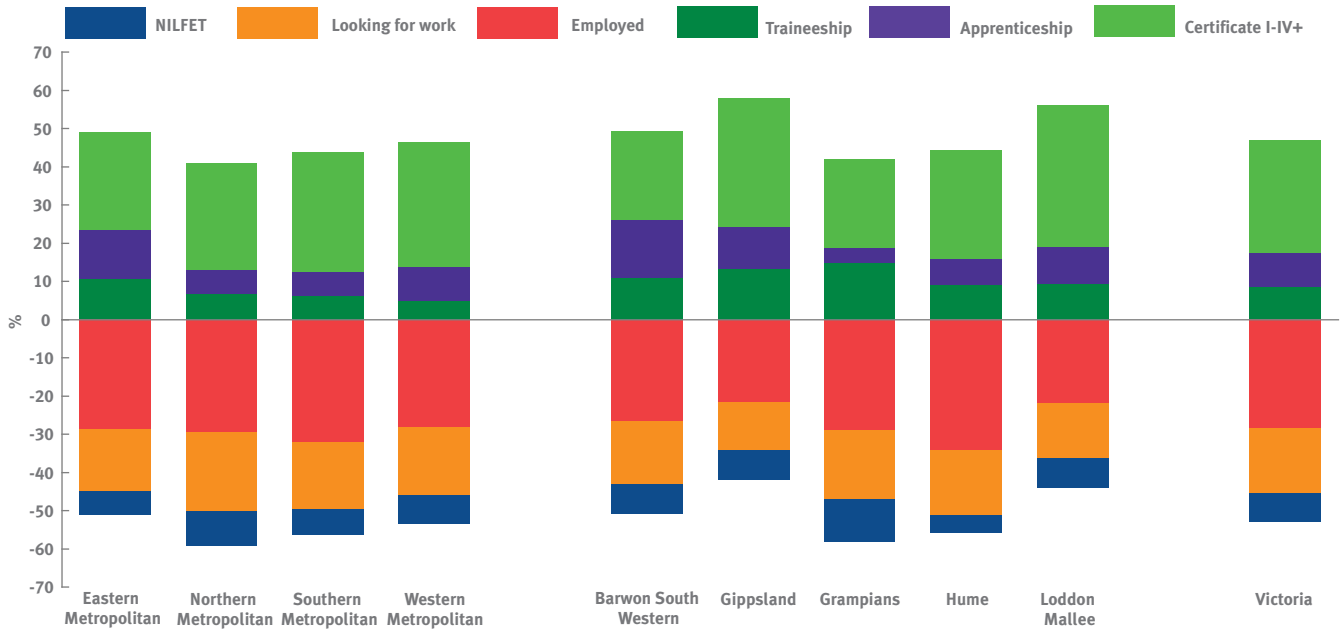


Figure 8.9 Differences in destinations of early school leavers, by region – females



Regional differences in early school leaver destinations

There was regional variation in the post-school destinations of early leavers. While for Victoria as a whole, 56.6% of males were enrolled in some form of education or training, this ranged from a low of 47.8% in the Northern Metropolitan region to a high of 67.7% in the Gippsland region, due largely to strong participation in apprenticeships in this region (see Figure 8.8).

Enrolment in further education and training for male early school leavers tended to be higher in non-metropolitan regions than in metropolitan regions, thus partially offsetting males' comparatively lower school retention 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 regional differences (see Figure 8.9), with participation higher in Gippsland region than in all other regions. There were also overall important differences in that the transition depended heavily on lower-level certificate courses, which played a much larger role for female early school leavers than for their male counterparts. Apprenticeships, on the other hand, played a much smaller role for females, and the proportion of females in traineeships was not high enough to bring their participation in all employment-based training up to a level similar to that for males.

In almost all regions the proportion of female early school leavers not in education or training and either working or looking for work was higher than the proportion of male early school leavers not studying and in the labour force. Only in Gippsland region was participation in the labour force higher among male than female early leavers. In all regions, the proportion of female early leavers who were NILFET was higher than the proportion of male early leavers who were NILFET.

Destinations by socioeconomic status

Table 8.4 and Figure 8.10 report on the destinations of early leavers classified according to their SES quartile and gender.[1] In the main, there were smaller differences among early leavers in destinations by SES than were evident among Year 12 or equivalent completers (see Chapter 2).

Early leavers from the lowest SES quartile were less frequently in an apprenticeship or traineeship (25.2%) than early leavers from the other three quartiles (37.8% for the highest quartile, 37.3% for the upper middle quartile and 33.6% for the lower middle quartile). However, it is worth noting that the relationship between SES and apprenticeship/traineeship destinations is much stronger for males (who constitute the large majority of apprentices, the biggest group) than for females. At all SES quartiles, the rate of apprenticeship/traineeship take-up by young men was more than double the rate by young women. Almost one-half (49.7%) of male early leavers from the highest SES group were in an apprenticeship/traineeship in April 2010 compared to one-third (33.6%) of those from the lowest SES quartile. Among female early leavers the differences by SES in the take-up of apprenticeships/traineeships was much smaller.

Early leavers from the lower SES quartiles were generally more frequently enrolled in Certificate I-III courses than were those from higher quartiles (24.8% from the lowest quartile and 27.4% from the highest). This pattern was similar for both males

Figure 8.10 Destinations of early leavers by SES and gender, April 2010

[1] The SES measure is based on students' home addresses. The methodology is detailed in Chapter 2 in the section on Year 12 completers' destinations by SES. This report is the first time that SES analyses have been reported for early leavers in On Track, so trend data are not available.

and females although the differences between SES groups were generally quite small.

Among females, early leavers from the lowest SES quartile were less frequently employed (24.5%) than were those from the highest quartile (32.6%). Among males there were few SES differences in the rate of employment as a destination. On the other hand, male early leavers from the lowest SES quartile were much more frequently either looking for work (19.5%) or NILFET (5.5%) than were those from the highest quartile (10.1% and 3.8%, respectively). The SES differences among female early leavers were even greater in this regard: in total 31.6% of females from the lowest SES quartile were either looking for work or NILFET compared to17.2% from the highest quartile. At all SES levels, females were more frequently than males looking for work or NILFET.

Table 8.4 Destinations of early school leavers by socioeconomic status (SES) and gender, April 2010

Destination	SES quartile				Total
	Lowest	Lower middle	Upper middle	Highest	
	%	%	%	%	%
Females					
Certificate IV and above	6.3	10.6	9.2	11.6	9.1
Certificate I-III	24.1	17.6	18.7	20.6	20.3
Apprenticeship/Traineeship	13.7	19.2	20.3	18.0	17.6
Employed	24.5	29.4	29.6	32.6	28.4
Looking for work	20.4	16.3	16.1	13.5	17.0
Not in labour force, education or training	11.2	6.9	6.1	3.7	7.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Males					
Certificate IV and above	4.0	3.8	3.0	4.3	3.8
Certificate I-III	12.3	10.0	8.5	7.9	9.9
Apprenticeship/Traineeship	33.6	44.1	48.1	49.7	43.1
Employed	25.1	26.2	21.1	24.3	24.3
Looking for work	19.5	12.9	15.6	10.1	14.9
Not in labour force, education or training	5.5	3.0	3.7	3.8	4.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Persons					
Certificate IV and above	5.0	6.7	5.4	7.0	5.9
Certificate I-III	17.3	13.2	12.5	12.6	14.1
Apprenticeship/Traineeship	25.2	33.6	37.3	37.8	32.7
Employed	24.8	27.6	24.4	27.4	26.0
Looking for work	19.9	14.3	15.8	11.4	15.8
Not in labour force, education or training	7.9	4.7	4.6	3.8	5.4
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Note: This table is based on all early leavers whose home addresses could be mapped to a Census Collection District (CD) or Statistical Local Area (SLA). Columns may not sum to 100% due to rounding.

Figure 8.11 Most common jobs of male early school leavers

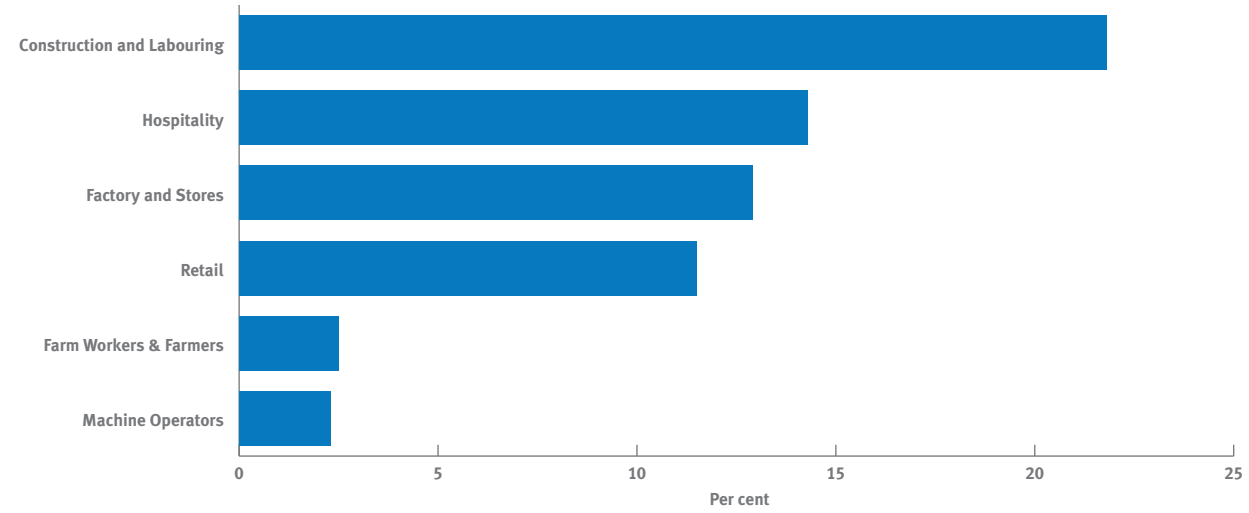
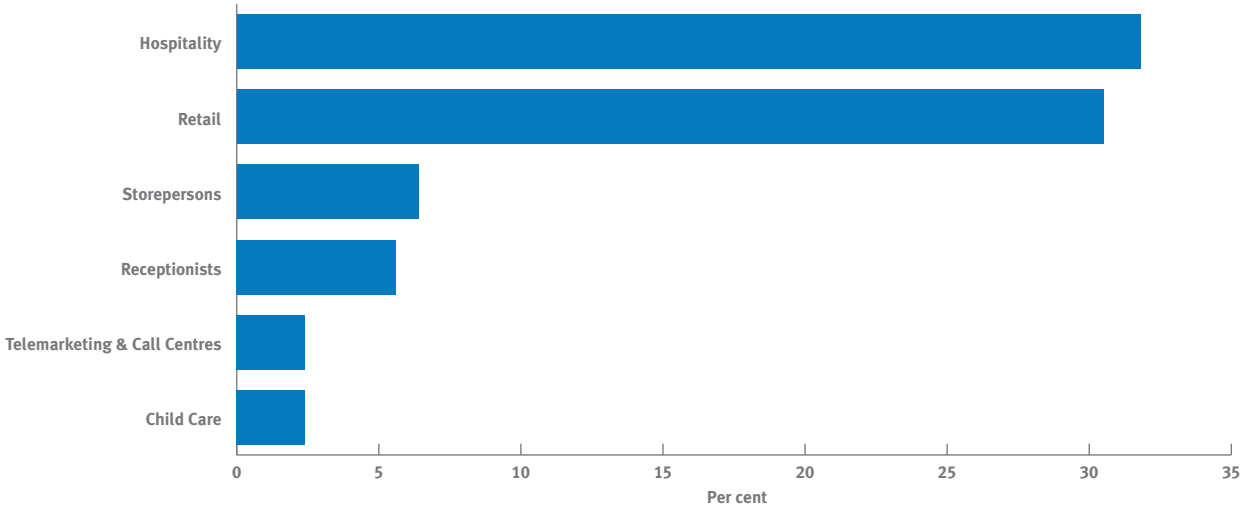


Figure 8.12 Most common jobs of female early school leavers



The jobs of early school leavers not in education or training

The jobs most frequently found by early leavers who do not enter further education or training highlight the difficulties of early leaving (see Figure 8.11 and Figure 8.12). Among males the three most common jobs were in construction and labouring (21.8%, including 9.9% in general construction and 9.7% as general labourers) hospitality (14.3%, including 5.3% as counter hands at food outlets and 4.4% as kitchenhands), factory and stores work (12.9%, including 6.5% as storepersons and 6.4% as factory workers) and retail (11.5%, including 9.2% as sales assistants).

Female early school leavers are even more heavily concentrated in hospitality and retail, with 31.8% in hospitality (including 14.4% as counter hands at food outlets and 9.9% as waitstaff) and 30.5% in retail (18.0% as sales assistants and 12.4% as checkout operators and cashiers). 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 school leavers not continuing in education and training

As is the case with Year 12 or equivalent completers, early school leavers indicated multiple reasons for not continuing in study, which suggests an accumulation of factors influencing students exiting school early (see Figure 8.13). Issues to do with getting a job, including starting a career and earning money, were the most frequently nominated reasons for not pursuing further education or training after school. Earning money was a factor for 87.6% of male and 75.7% of female early leavers who did not go on to further education or training. Many early school leavers also indicated that they simply felt the need for a break before continuing with their education – 58.8% of males and 62.7% of females nominated this reason.

Gender differences were evident in the responses relating to barriers to further study. While the financial pressure that study would place on their family and the amount of travel involved were cited more frequently by females (27.0%) than males (20.3%), a greater proportion of males reported that they wanted to start a career (65.4% compared to 45.7% of females) and that they never intended to study (29.1% compared to 19.2% of females). Similar proportions of males and females indicated that their preferred courses were not available locally, they were waiting to qualify for Youth Allowance or that they wanted to have some other experiences, such as travel, before continuing with their studies.

Figure 8.13 Early school leavers: reasons for not studying, by gender

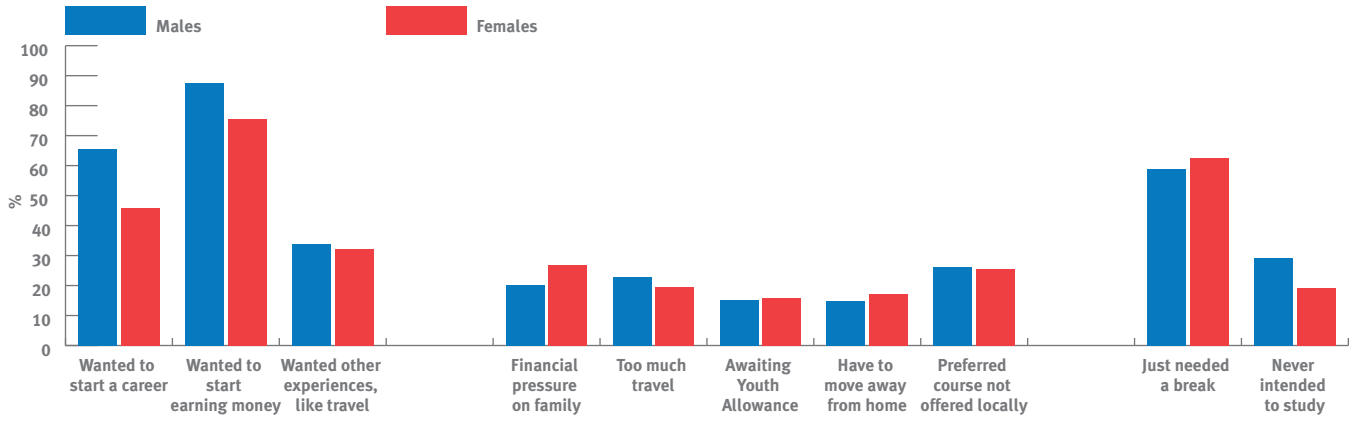


Figure 8.14 Reasons for not studying: early school leavers in the labour force and early school leavers in neither education, training, nor the labour force

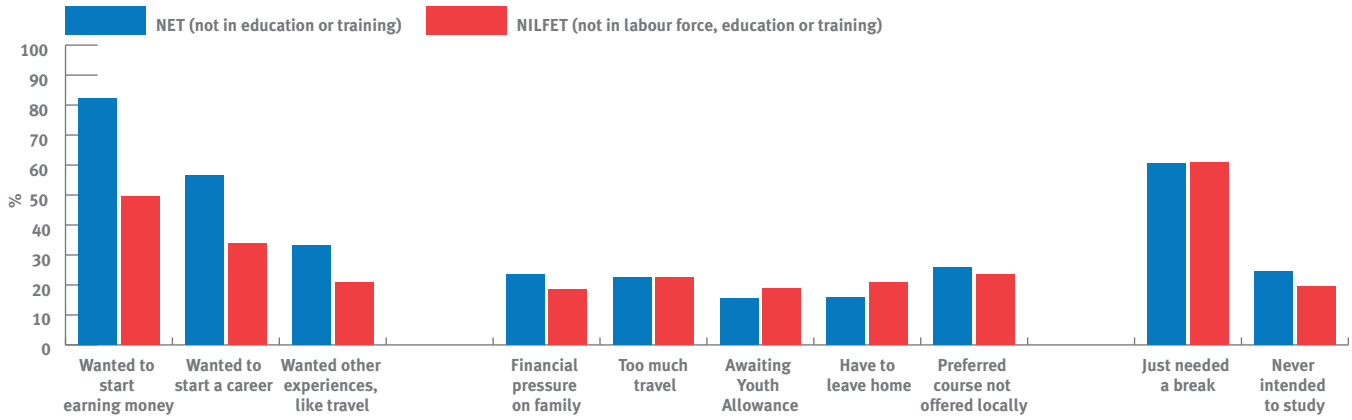
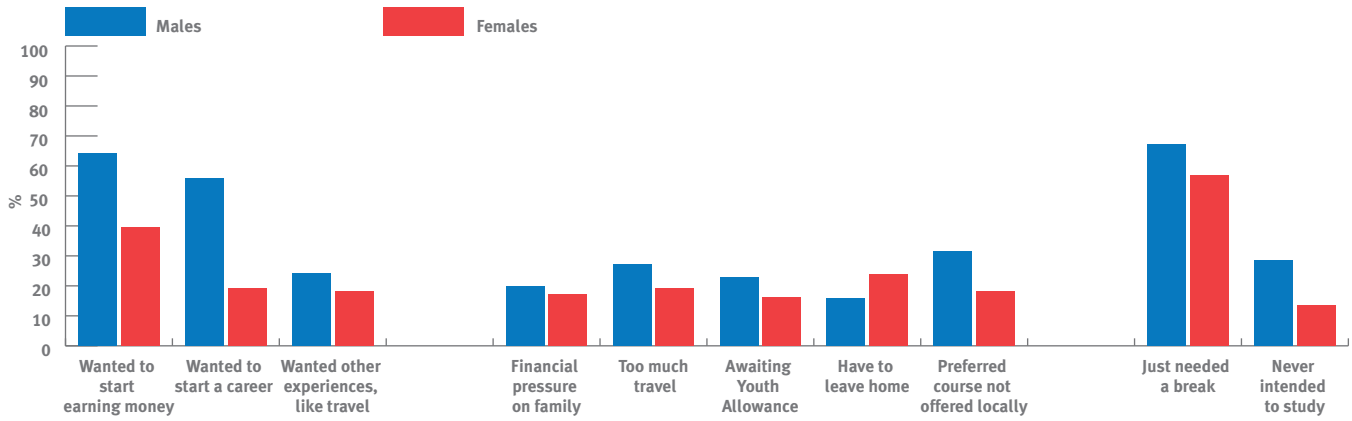


Figure 8.15 Reasons for not studying: NILFET early school leavers, by gender



Early school leavers not in education, training or the labour force (NILFET)

The early school leaver survey sample included 5.4% of respondents who indicated that they were not in the labour force (that is, not employed and not actively seeking employment) and not in education or training (NILFET).[2] Figure 8.13 compares early school leavers who were NILFET in April 2010 with those who were in the labour force — either working or actively looking for work — and not in education or training (NET) regarding the reasons for not enrolling in study.

The greatest difference between the two groups is that those who were NILFET much less frequently indicated the desire to start earning their own money, start a career or have other experiences before continuing study. For example, 82.2% of NET early leavers said they wanted to start earning their own money compared to 49.4% of NILFET early leavers. The two groups were much more similar in their responses relating to reasons related to financial issues or the availability of courses locally. The amount of travel required was cited by 22.4% of both NILFET and NET early leavers, with differences in other reasons no more than five percentage points.

NILFET and NET early leavers were also similar in the proportions who cited the need for a break as a reason for not being in education or training (60.9% of NILFET leavers and 60.6% of NET leavers). A greater proportion of those in the labour force indicated that preferred courses not being available locally was an issue (25.9% compared to 21.2% of NILFET early leavers). In earlier years of *On Track*, a greater proportion of those who had entered the labour force had indicated that they had never intended to study further; this difference continued in 2010, with 24.6% of NET early leavers citing this reason compared to 19.5% of those who were NILFET at the time of the survey.

When indicating the *main* reason they had chosen not to undertake any further education or training upon leaving school, more than one-third of the NILFET early leavers (34.3%) reported that they just needed a break from study and more than one-third (37.1%) of those who were NET indicated that wanting to start earning their own money. Nearly one-half of early school leavers who were not in education or training at April 2010 — 47.7% of those who were NET and 52.9% of those who were NILFET — indicated that it was 'extremely likely' they would enter some form of study leading to a qualification in the next two years.

[2] The equivalent proportion among Year 12 or equivalent completers was 1.0% (see Chapter 5).

Among the group of early leaver respondents who were NILFET at April 2010, a greater proportion of males compared to females indicated that they were not in further education or training because they had wanted to start earning their own money (64.3% of males compared to 39.4% of females) or start their careers (55.7% of males and 19.2% of females). While more males were concerned about the amount of travel (27.1% compared to 19.2% of females) and the lack of local courses (31.4% compared to 18.3%), more females indicated that they would have had to leave home to pursue further study (24.0% compared to 15.7%). Proportionally, more than twice as many males (28.6%) as females (13.5%) indicated that they had never intended to study.

Wanting a break from study was the most commonly cited *main* reason for not pursuing some form of study by both male (31.9%) and female (37.5%) NILFET early leavers. More than one-half of all NILFET early leavers (52.9%) thought it was 'extremely likely' that they would enter a qualification course in the next two years: 48.1% of females and 60.0% of males.

Reasons for leaving school early

Young people leave school before completing Year 12 or an equivalent certificate for a number of reasons. Polesel and Helme (2004) classify the various influences leading to early school leaving as 'push' and 'pull' factors. 'Push' factors operate from within the school setting and act to drive young people away from the school environment, usually in a negative manner. Factors that tend to attract young people away from school and into another pathway, such as an apprenticeship, traineeship or employment are 'pull' factors, which act in a predominantly positive way.

For the 2010 *On Track* survey, early school leavers were invited to say, without prompting, why they left school. They were invited to provide as many reasons they felt were applicable. In 2010, 22.9% of early leavers nominated more than one reason. In previous years, early leavers had been asked to select from a list of possible reasons which reasons applied to them. This change in how the question was asked makes it difficult to compare reasons given by those who left school during 2009 with reasons given by those who left in previous years.

Figure 8.16 shows the reasons given by early leavers as influences on their decision to leave school, separating the first reason given from other reasons stated. Responses are shown separately for females and males, with 'push' factors in the top section, 'pull' factors in the middle and 'other' factors at the bottom. The most important 'push' factor was that early leavers did not like school or they were not interested in school. This reason was nominated by 21.8% of female early

leavers as the first reason for their exit and by another 5.9% of young women. Among male early school leavers, this reason was nominated by 20.6% as the first reason and by another 5.4% of young men. 'Not coping well at school' and 'failing subjects' was the next most frequently cited 'push' factor: 9.6% of females cited this as the first reason and 3.3% as an additional reason; 7.7% of males cited this as the first reason and another 2.0% as an additional reason.

Young men most frequently cited a reason relating to work or career as the major 'pull' factor for leaving school early, and as the main factor overall. More than one-third of male early leavers (36.6%) cited work or career as the main reason, and an additional 7.9% cited it as a second reason. Among young women it was the main 'pull' factor, with 15.7% of female early leavers citing work or career as the main reason and an additional 4.5% citing it as a second reason. In the 2009 *On Track* survey of early school leavers, 33.9% of males and 21.8% of females nominated wanting to find an apprenticeship, traineeship or job as the main reason for leaving school early. While changes in how these questions were asked in the 2010 *On Track* survey do affect comparisons with data from previous years, the percentages of early leavers nominating work and career reasons as the main factor are similar between the 2009 and 2010 surveys.

Family and other personal reasons' was cited by 13.1% of young women as the main reason, and 2.6% cited it as an additional reason. Expulsion or being asked to leave was cited as the main reason by 6.1% of young men and 3.3% of young women.

The reasons given for leaving school early also vary according to the year level in which the young person left. These differences by year level, again grouped by 'push', 'pull' and 'other' factors, are presented in Figure 8.17, with the first reason and additional responses combined. The 'pull' factor of work or career was the most commonly nominated factor in leaving school early. 'Work or career' was nominated by 36.3% of Year 10 or below leavers, 38.7% of Year 11 leavers and 27.4% of Year 12 leavers. Among the 'push' factors, 35.0% young people who left during or at the end of Year 10 or below stated that they did not like school or were not interested, compared to 27.9% of those who left in Year 11 and 20.4% of Year 12 leavers. While this was the most commonly cited 'push' factor among Year 12 leavers, poor school performance was also a major factor among those who left in Year 12, with 15.1% stating they were not coping well at school or were failing their subjects, compared to 9.4% of Year 11 leavers and 8.3% of Year 10 leavers.

Among other factors, 12.7% of those who left school during Year 12 cited family and related reasons, compared to 7.9% of those who left in Year 11 and

Figure 8.16 Reasons given by early leavers for leaving school, by gender

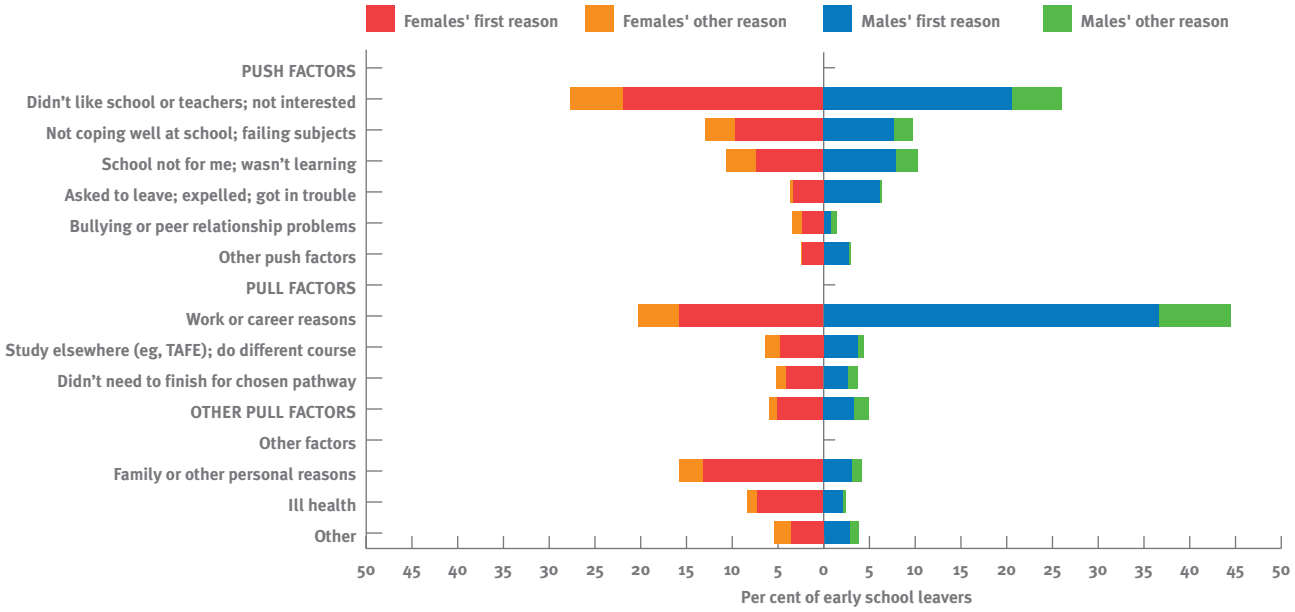
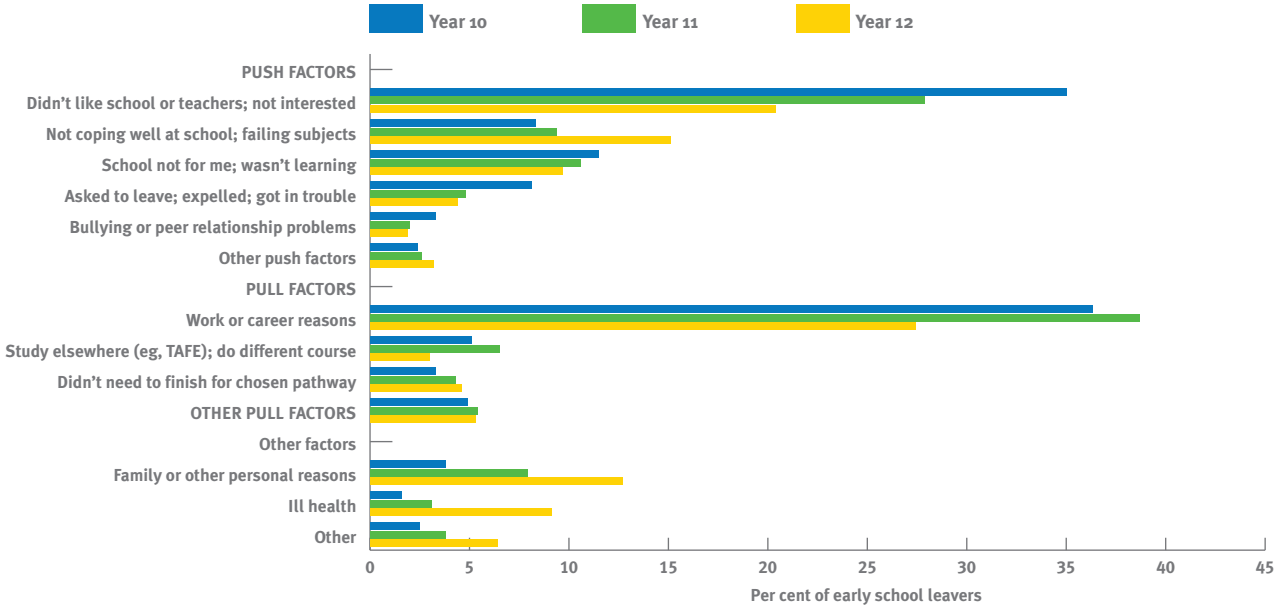


Figure 8.17 Reasons given by early leavers for leaving school, by year level of exit



3.8% of those who left in Year 10 or below; and 9.1% of Year 12 leavers cited ill health, compared to 3.1% of Year 11 leavers and 1.6% of Year 10 leavers. Bullying and expulsion were more commonly cited among Year 10 leavers than among those who left at Year 11 or Year 12.

Careers advice while at school

A number of questions were introduced to the 2009 survey to collect information on the types of careers advice Victorian secondary school students are receiving. Figure 8.20 presents the responses to these questions by those early school leavers who received some form of careers advice. The most common careers advice activity, received by 80% of school leavers receiving careers advice, is receipt of handouts or other written materials about career options, followed by one-on-one sessions with the school's career advisor (close to 70% of early school leavers).

There were some differences in the careers advice activities accessed by school leavers in different year levels – greater proportions of those who left in Year 12, compared to those who left earlier, had researched their career options on-line or attended a presentation from a university or similar institute or attended an open day. Slightly greater proportions of those who left during Year 11 or Year 10 (22.1%) compared to those who left in Year 12 (19.5%) had attended a presentation by an employer. In addition, 7.7% of Year 10 early leavers, 6.2% of Year 11 early leavers and 6.1% of Year 12 early leavers said they did not receive any careers advice while at school.

The early school leavers were also asked to comment on how useful they had found the careers advice activities they had participated in before leaving school (see Table 8.5). The majority responded that they had found the activities somewhat or very useful (70.8%). There was little difference between year levels of exit, although the percentage who said that they received no careers advice was greatest among those who left during Year 12.

Careers and the availability of school subjects

For the 2010 *On Track* survey, early school leavers were asked whether the subjects they needed for their preferred career path were available at their schools, similar to the questions asked of Year 12 or equivalent completers (see Chapter 2). Overall, 59.9% of early leavers said all subjects had been available, which is much lower than the 83.6% reported by Year 12 completers. There was little variation in the percentages by year level of exit (see Table 8.6). Those who stated that they could not find the subjects they wanted at their schools were then asked whether they found alternative subjects (Table 8.7). One-half of early leavers said that they could not find alternatives, greater than the proportion of Year 12 or equivalent completers who could not find alternatives. When they did find alternative subjects, 25.4% of leavers found them at a TAFE institute and 14.2% found them at their school. Only 4.0% of completers found subjects at another school. Among those who did not find alternative subjects, close to one-third (31.9%) changed their intended career path.

Figure 8.18 Careers advice activities participated in by early school leavers, by year of leaving

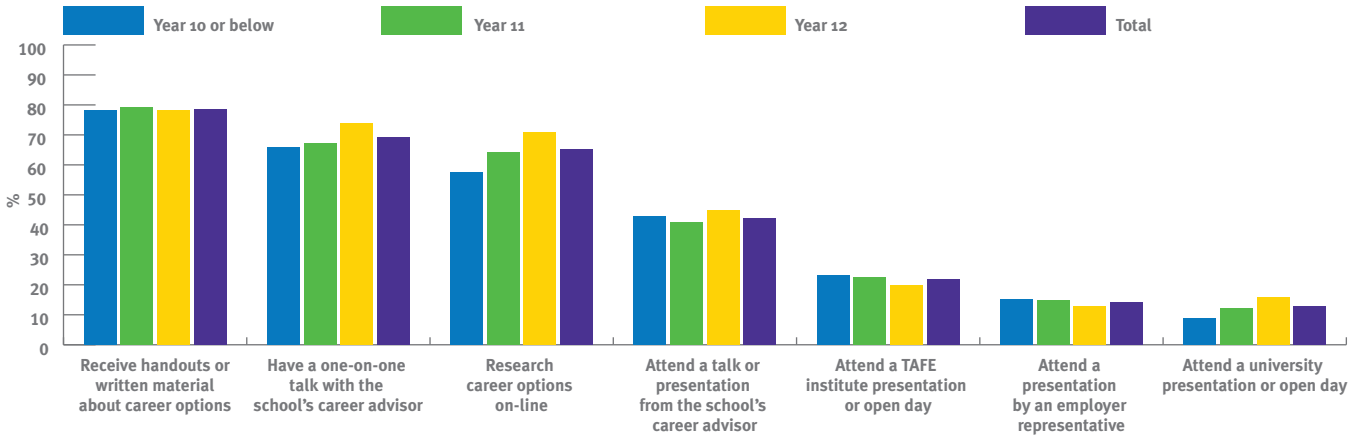


Table 8.5 Perceived usefulness of careers advice activities participated in by early school leavers, by year of leaving

	Year 10 or below %	Year 11 %	Year 12 %	Total %
Very useful	26.7	27.6	27.8	27.5
Somewhat useful	43.8	42.7	44.0	43.3
Not very useful	15.8	16.8	15.6	16.3
Not at all useful	12.2	11.2	11.0	11.3
Can't say	1.4	1.8	1.6	1.7
Did not receive any careers advice	2.5	3.0	5.5	3.9

Note: Percentages relating to perceptions of usefulness based on those who stated they received careers advice while at school. The rows for 'very useful', 'somewhat useful', 'not very useful' and 'not at all useful' sum to 100%, with variations due to rounding.

Table 8.6 Availability of subjects at school for early school leavers' intended career paths, by year level of exit

Subject availability	Year 10 or below	Year 11	Year 12	Total
All subjects available at school	56.0	59.4	62.7	59.9
Not all subjects or no subjects available at school	39.6	37.2	32.8	36.2
Can't say/Refused/No career path	4.4	3.4	4.5	3.9
Total	100.0	100.0	100.0	100.0

Table 8.7 Availability of alternative subjects for early school leavers' intended career paths, by year level of exit

Alternative subjects	Year 10 or below	Year 11	Year 12	Total
At my school	16.7	13.3	14.1	14.2
At another school	6.0	2.5	5.4	4.0
At a TAFE institute	22.6	26.9	24.3	25.4
Made some other arrangement	7.5	6.6	6.2	6.6
No, did not find other subjects	47.2	50.7	50.0	49.9
Total	100.0	100.0	100.0	100.0

Note: Respondents indicated subjects for intended career path were not available at own school (responded 'Not all subjects or no subjects available at school' in Table 8.5). Columns may not sum to 100% due to rounding.

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. The *On Track Connect* program aims to assist such young people by advising them on options for re-engagement with post compulsory education, training or employment.

The *On Track Connect* program is now delivered by Youth Connections providers; prior to 2010 it was delivered by the LLENs. In Victoria the areas served by Youth Connections providers are aligned to the areas covered by each of the 31 LLENs.

At the time of the survey, those who had not continued in education or training and were not employed full-time were asked whether they wished to be contacted and advised about study and employment opportunities. The contact details of school leavers who accepted the offer of a referral were made available to the relevant Youth Connections provider.[1] For students who lived outside the area served by the local provider, contact details were passed to the provider that served their home address.

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 not offered a referral and, among those who offered a referral, the proportions who accepted or declined the offer. In total, 5,842 respondents who met the criteria for being defined as at-risk were invited to receive further assistance or advice. This amounted to 16.2% of the Year 12 or equivalent completer group. The majority (12.0%) declined the offer, and 4.2% accepted.

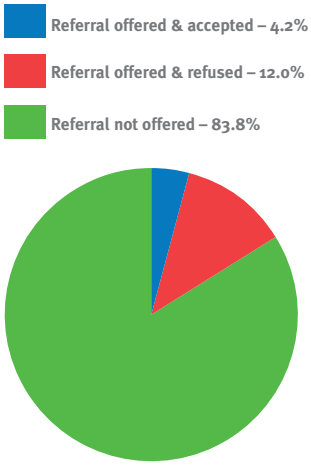
Table 9.1 Referral status of Year 12 or equivalent completers, by gender

		Referral not offered*	Referral offered and accepted	Referral offered and refused	Total
Females	**No.**	15,895	858	2,343	**19,096**
	%	83.2	4.5	12.3	**100**
Males	**No.**	14,432	654	1,997	**17,083**
	%	84.5	3.8	11.7	**100**
Persons	**No.**	30,327	1,512	4,340	**36,179**
	%	83.8	4.2	12.0	**100**

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

[1] Contact details from the interview are confirmed during the interview, and consent to pass this information to a Youth Connections provider is given during the interview.

Figure 9.1 Referral status of Year 12 or equivalent completers



The number of Year 12 or equivalent completers who accepted the offer of a referral in 2010 (1,512) was much lower than in 2009 (2,438). There were two factors in this:

1. The number of respondents who met the criteria for being assessed as at-risk was lower in 2010 (5,852 or 16.2%) than in 2009 (6,577 or 18.3%). This could be largely attributed to an increase in education and training participation in 2010 compared to 2009 (see Chapter 2).
2. The proportion who accepted the offer of a referral was lower in 2010 (26%) than in 2009 (37%).

As Table 9.1 indicates, a slightly higher proportion of females (16.8%) met the criteria for being offered a referral than males (15.5%). This was mainly because a higher proportion of female Year 12 completers were employed part-time than were males. Females were also slightly more likely than males to accept the offer of a referral (27% and 25% of those who received an offer, respectively).

Table 9.2 documents the referral status of Year 12 or equivalent completers according to the LLEN in which their former school was located. Note that these data relate to the geographical area served by each LLEN rather than to the fact that the LLENs are responsible for *On Track Connect*; delivery of the program is the responsibility of Youth Connection providers.

The proportions who met the criteria for a referral offer were lower in metropolitan LLEN areas (13.9%) than in non-metropolitan areas (22.5%).

Among the 13 metropolitan LLENs the proportion of Year 12 completers offered a referral ranged from a low of 7.6% in Inner Eastern and 9.3% in Gateway up to 17.5% in Outer Eastern and 25.8% in Frankston Mornington Peninsula. Among the 18 non-metropolitan LLENs the proportion offered a referral ranged from 9.6% in North Central and 15.3% in Murray Mallee up to 25.7% in North East and 31.1% in South Gippsland Bass Coast.

The higher rates of referral offers in non-metropolitans regions are due to lower proportions of Year 12 completers from schools in those regions being enrolled in education or training or employed full-time. The much higher rates of deferral of entry to tertiary education in non-metropolitan areas also play a role: in 2010 the proportions of deferrers who were working part-time or unemployed was relatively high (see Chapter 7) yet many of these young people would not usually be considered as at-risk in the transition process. This may be one of the reasons why the proportion of those who accepted the offer of a referral was lower in non-metropolitan (24%) than metropolitan (28%) areas.

Table 9.2 Referral status of Year 12 or equivalent completers, by the LLEN area in which their school was located

Area		Referral not offered[1]	Referral offered and accepted[2]	Referral offered and refused	Total
Metropolitan LLEN areas					
Banyule Nillumbik	No.	1,403	64	163	1,630
	%	86.1	3.9	10.0	100
Bayside Glen Eira Kingston	No.	1,753	80	239	2,072
	%	84.6	3.9	11.5	100
Brimbank Melton	No.	1,310	61	139	1,510
	%	86.8	4.0	9.2	100
Capital City	No.	802	26	63	891
	%	90.0	2.9	7.1	100
Frankston Mornington Peninsula	No.	1,190	106	307	1,603
	%	74.2	6.6	19.2	100
Gateway	No.	3,450	106	246	3,802
	%	90.7	2.8	6.5	100
Hume Whittlesea	No.	1,427	91	192	1,710
	%	83.5	5.3	11.2	100
Inner Eastern	No.	3,257	68	200	3,525
	%	92.4	1.9	5.7	100
Inner Northern	No.	1,137	62	146	1,345
	%	84.5	4.6	10.9	100
Maribyrnong Moonee Valley	No.	1,387	44	117	1,548
	%	89.6	2.8	7.6	100
Outer Eastern	No.	2,283	120	364	2,767
	%	82.5	4.3	13.2	100
South East	No.	2,331	140	333	2,804
	%	83.1	5.0	11.9	100
WynBay	No.	1,052	51	139	1,242
	%	84.7	4.1	11.2	100
Total metropolitan areas	**No.**	**22,782**	**1,019**	**2,648**	**26,449**
	%	**86.1**	**3.9**	**10.0**	**100**

Table 9.2 Referral status of Year 12 or equivalent completers, by the LLEN area in which their school was located (continued)

Area		Referral not offered[1]	Referral offered and accepted[2]	Referral offered and refused	Total
Non-metropolitan LLEN areas					
Baw Baw Latrobe	No.	637	45	148	830
	%	76.7	5.4	17.8	100
Campaspe Cohuna	No.	214	20	56	290
	%	73.8	6.9	19.3	100
Central Grampians	No.	97	8	21	126
	%	77.0	6.3	16.7	100
Central Ranges	No.	466	32	98	596
	%	78.2	5.4	16.4	100
Gippsland East	No.	398	21	115	534
	%	74.5	3.9	21.5	100
Glenelg Southern Grampians	No.	202	15	53	270
	%	74.8	5.6	19.6	100
Goldfields	No.	709	61	161	931
	%	76.2	6.6	17.3	100
Goulburn Murray	No.	486	35	90	611
	%	79.5	5.7	14.7	100
Highlands	No.	834	57	211	1,102
	%	75.7	5.2	19.1	100
Murray Mallee	No.	172	7	24	203
	%	84.7	3.4	11.8	100
North Central	No.	85	1	8	94
	%	90.4	1.1	8.5	100
NE Tracks	No.	283	17	64	364
	%	77.7	4.7	17.6	100
North East	No.	318	24	86	428
	%	74.3	5.6	20.1	100
Northern Mallee	No.	309	22	78	409
	%	75.6	5.4	19.1	100
Smart Geelong Region	No.	1,459	78	268	1,805
	%	80.8	4.3	14.8	100
South Gippsland Bass Coast	No.	261	24	94	379
	%	68.9	6.3	24.8	100
South West	No.	451	15	81	547
	%	82.4	2.7	14.8	100
Wimmera Southern Mallee	No.	164	11	36	211
	%	77.7	5.2	17.1	100
Total non-metropolitan areas	**No.**	**7,545**	**493**	**1,692**	**9,730**
	%	**77.5**	**5.1**	**17.4**	**100**
Victoria total	**No.**	**30,327**	**1,512**	**4,340**	**36,179**
	%	**83.8**	**4.2**	**12.0**	**100**

[1] Referrals were not offered to respondents who were participating in education or training, or who were employed full-time.
[2] Youth Connections providers deliver the *On Track Connect* program in each LLEN area.

Early leavers

Table 9.3 and Figure 9.2 record the referral status of early leavers. As Table 9.3 indicates, among the 2010 sample of early leavers there were 1,264 respondents who were offered a referral as they were neither in education or training nor working full-time. This number amounted to 30.9% of all early leaver respondents. (The equivalent proportion among the Year 12 completer group was 16.2 %.) Among the whole early leaver group 10.8% accepted the offer of a referral and 20.1% declined.

The number of early leavers who accepted the offer of a referral in 2010 (443) was lower than in 2009 (697). There were three main reasons for this:

1. The sample of early leaver respondents was smaller in 2010 (4,094) than in 2009 (4,676).
2. The proportion of early leavers who met the criteria for being assessed as at-risk was lower in 2010 (30.9%) than in 2009 (32.4%). This was largely due to lower rates of part-time work and unemployment in 2010 (see Chapter 8).
3. The proportion who accepted the offer of a referral was lower in 2010 (35%) than in 2009 (46%).

Table 9.3 shows that a much higher proportion of female early leavers were offered a referral (38.2%) than were male early leavers (25.8%). This is because females were much less likely to be involved in apprenticeships and were more likely to be working part-time or NILFET (see Chapter 8).

Figure 9.2 Referral status of early leavers

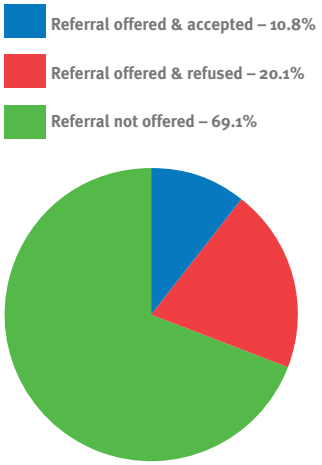


Table 9.3 Referral status of early leavers, by gender

		Referral not offered*	Referral offered and accepted	Referral offered and refused	Total
Females	**No.**	1,031	216	421	1,668
	%	61.8	12.9	25.2	100
Males	**No.**	1,799	227	400	2,426
	%	74.2	9.4	16.5	100
Persons	**No.**	2,830	443	821	4,094
	%	69.1	10.8	20.1	100

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

Table 9.4 Referral status of early leavers, 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.	502	76	113	691
	%	72.6	11.0	16.4	100
Year 11	No.	1,458	217	401	2,076
	%	70.2	10.5	19.3	100
Year 12	No.	870	150	307	1,327
	%	65.6	11.3	23.1	100
Total	**No.**	**2,830**	**443**	**821**	**4,094**
	%	**69.1**	**10.8**	**20.1**	**100**

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

Table 9.4 examines the referral status of early leavers in terms of the year level from which they left school. A slightly lower proportion of those who left school at Year 10 or below (27.4%) were offered referrals than those who left at either Year 11 (29.8%) or during Year 12 (34.4%). A similar pattern was observed in the 2008 and 2009 surveys. In terms of this initial transition from school at least, a higher proportion of the very early leavers were engaged in education or training or working full-time, compared to those who leave during Year 11 or 12.

In addition, the proportion of those who were offered a referral and accepted was higher among leavers from Year 10 or below (40%) than among Year 11 leavers (35%) or those who left during Year 12 (33%). This suggests that not only are higher proportions of the 'later' early leavers at risk, but lower proportions of them take up the services that are offered.

Table 9.5 reports the referral status of early leavers in terms of the LLEN area where their former school is located.[2] In contrast to the findings for the Year 12 or equivalent completer group, the proportions who met the at-risk criteria for being offered a referral were generally higher in metropolitan LLEN areas (33.8%) than in non-metropolitan LLEN areas (26.2%). This is likely to reflect the relatively high proportions of early leavers in non-metropolitan regions who enter apprenticeships and traineeships.

The proportion of those who accepted the offer of a referral was slightly lower in non-metropolitan (34%) than metropolitan (36%) areas.

[2] Care is needed interpreting some of the LLEN area data because the numbers involved in referrals are so small.

Among the metropolitan areas the proportion of early leavers offered a referral ranged from a low of 28.3% in Outer Eastern and 28.7% in Frankston Mornington Peninsula to 40.3% in Inner Northern and 40.6% in Inner Eastern.

Among the non-metropolitan areas the proportion of early leavers offered a referral ranged from 13.6% in North Central and 13.9% in Murray Mallee to 32.4% in Northern Mallee and 38.2% in North East.

Table 9.5 Referral status of early leavers, by the LLEN area in which their school was located

Area		Referral not offered1	Referral offered and accepted2	Referral offered and refused	Total
Metropolitan LLEN areas					
Banyule Nillumbik	**No.**	88	11	27	126
	%	69.8	8.7	21.4	100
Bayside Glen Eira Kingston	**No.**	75	15	26	116
	%	64.7	12.9	22.4	100
Brimbank Melton	**No.**	96	18	40	154
	%	62.3	11.7	26.0	100
Capital City	**No.**	60	14	21	95
	%	63.2	14.7	22.1	100
Frankston Mornington Peninsula	**No.**	214	30	56	300
	%	71.3	10.0	18.7	100
Gateway	**No.**	95	17	41	153
	%	62.1	11.1	26.8	100
Hume Whittlesea	**No.**	175	37	50	262
	%	66.8	14.1	19.1	100
Inner Eastern	**No.**	57	7	32	96
	%	59.4	7.3	33.3	100
Inner Northern	**No.**	120	28	53	201
	%	59.7	13.9	26.4	100
Maribyrnong Moonee Valley	**No.**	101	20	31	152
	%	66.4	13.2	20.4	100
Outer Eastern	**No.**	220	26	61	307
	%	71.7	8.5	19.9	100
South East	**No.**	228	48	83	359
	%	63.5	13.4	23.1	100
WynBay	**No.**	131	30	27	188
	%	69.7	16.0	14.4	100
Total metropolitan areas	**No.**	**1,660**	**301**	**548**	**2,509**
	%	**66.2**	**12.0**	**21.8**	**100**

Table 9.5 Referral status of early leavers, by the LLEN area in which their school was located (continued)

Area		Referral not offered1	Referral offered and accepted2	Referral offered and refused	Total
Non-metropolitan LLEN areas					
Baw Baw Latrobe	No.	123	15	23	161
	%	76.4	9.3	14.3	100
Campaspe Cohuna	No.	35	5	5	45
	%	77.8	11.1	11.1	100
Central Grampians	No.	15	3	4	22
	%	68.2	13.6	18.2	100
Central Ranges	No.	54	4	13	71
	%	76.1	5.6	18.3	100
Gippsland East	No.	69	7	19	95
	%	72.6	7.4	20.0	100
Glenelg Southern Grampians	No.	33	1	5	39
	%	84.6	2.6	12.8	100
Goldfields	No.	126	17	35	178
	%	70.8	9.6	19.7	100
Goulburn Murray	No.	61	5	8	74
	%	82.4	6.8	10.8	100
Highlands	No.	129	22	39	190
	%	67.9	11.6	20.5	100
Murray Mallee	No.	62	5	5	72
	%	86.1	6.9	6.9	100
North Central	No.	19		3	22
	%	86.4		13.6	100
NE Tracks	No.	27	2	5	34
	%	79.4	5.9	14.7	100
North East	No.	47	5	24	76
	%	61.8	6.6	31.6	100
Northern Mallee	No.	23	4	7	34
	%	67.6	11.8	20.6	100
Smart Geelong Region	No.	186	29	51	266
	%	69.9	10.9	19.2	100
South Gippsland Bass Coast	No.	71	6	14	91
	%	78.0	6.6	15.4	100
South West	No.	62	7	10	79
	%	78.5	8.9	12.7	100

Table 9.5 Referral status of early leavers, by the LLEN area in which their school was located (continued)

Area		Referral not offered1	Referral offered and accepted2	Referral offered and refused	Total
Non-metropolitan LLEN areas					
Wimmera Southern Mallee	**No.**	28	5	3	36
	%	77.8	13.9	8.3	100
Non-metropolitan areas	**No.**	**1,170**	**142**	**273**	**1,585**
	%	**77.8**	**13.9**	**8.3**	**100**
Victoria	**No.**	**2,830**	**443**	**821**	**4,094**
	%	**69.1**	**10.8**	**20.1**	**100**

1. Referrals were not offered to respondents who were participating in education or training, or who were employed full-time.
2. Youth Connections providers deliver the *On Track Connect* program in each LLEN area.


PRO

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Appendix 1
Published data

		VTAC DATA 2009/10 Including International Students					*On Track* Survey Data 2010 Not Including International students					
		Tertiary Applications and Offers					In Education and Training – April 2010			Not in Education and Training – April 2010		
Schools	Locality	Total Completed Year 12* (Actual number)	Tertiary applicants (Actual number)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	Deferred (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)
Aitken College	Greenvale	103	95	67	27	95	60	3	24	8	4	1
Alexandra Secondary College	Alexandra	25	21	71	14	86	50	15	0	10	20	5
Alphington Grammar School	Alphington	71	69	62	23	84	74	5	18	3	0	0
Al-Taqwa College	Hoppers Crossing	29	28	68	25	93	84	0	16	0	0	0
Antonine College	Brunswick	24	22	45	55	100	43	0	48	0	0	10
Aquinas College	Ringwood	206	181	76	20	94	53	8	18	8	11	2
Ararat Community College - Secondary	Ararat	44	23	70	17	87	25	11	14	22	28	0
Ashwood Secondary College	Ashwood	56	45	67	31	96	45	0	36	5	9	5
Assumption College	Kilmore	166	126	67	25	92	36	16	15	18	14	1
Australian International Academy of Education	Coburg	51	51	92	8	100	88	2	2	2	4	2
Ave Maria College	Aberfeldie	100	88	73	27	100	63	5	22	3	8	0
Avila College	Mount Waverley	166	161	78	20	97	74	4	14	3	4	0
Bacchus Marsh College	Bacchus Marsh	72	53	28	45	74	17	3	21	14	33	12
Bacchus Marsh Grammar	Bacchus Marsh	79	74	62	39	99	56	8	20	3	10	3
Baimbridge College	Hamilton	39	23	74	26	91	6	39	6	24	21	3
Bairnsdale Secondary College	Bairnsdale	122	85	79	16	94	36	20	14	9	16	4
Ballarat Clarendon College	Ballarat	122	119	92	8	99	62	21	5	5	5	2
Ballarat Grammar	Wendouree	144	143	83	17	99	60	21	7	2	8	1
Ballarat High School	Ballarat	143	120	69	20	88	32	27	13	9	16	3
Ballarat Secondary College	Ballarat	108	69	41	43	80	16	11	24	14	20	15
Balwyn High School	Balwyn North	319	310	87	12	99	77	7	10	3	2	1
Bayside Christian College	Langwarrin South	33	30	70	27	97	52	19	15	4	7	4
Bayside P-12 College - Paisley Campus	Newport	161	104	38	54	91	28	7	29	9	18	9
Bayswater Secondary College	Bayswater	26	19	37	58	95	14	0	41	9	23	14
Bayview College	Portland	27	18	50	33	83	22	22	13	17	22	4
Beaconhills College - Valley	Pakenham	130	125	62	34	97	59	9	11	12	7	1
Beaconhills College - Village	Berwick	115	102	67	34	98	46	16	18	8	13	0
Beaufort Secondary College	Beaufort	13	7	43	43	86	22	0	22	22	22	11
Beechworth Secondary College	Beechworth	45	26	85	4	88	22	27	12	7	32	0
Bellarine Secondary College	Drysdale	126	93	61	29	88	31	15	19	11	19	6
Belmont High School	Belmont	123	105	68	24	90	49	8	12	10	19	1
Benalla College - Faithfull Campus	Benalla	92	52	63	23	87	25	12	15	15	29	4

		VTAC DATA 2009/10 Including International Students					*On Track* Survey Data 2010 Not Including International students					
		Tertiary Applications and Offers					In Education and Training – April 2010			Not in Education and Training – April 2010		
Schools	Locality	Total Completed Year 12* (Actual number)	Tertiary applicants (Actual number)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	University enrolled (%)	Deferred (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	Employed (%)	Looking for work (%)
Bendigo Regional Institute of TAFE	Bendigo	44	0	0	0	0	0	0	18	65	6	12
Bendigo Senior Secondary College	Bendigo	512	354	75	19	92	38	12	14	11	20	5
Bentleigh Secondary College	Bentleigh East	79	58	57	36	91	47	2	18	15	13	5
Berwick Secondary College	Berwick	117	86	45	38	83	30	4	29	13	22	3
Bialik College	Hawthorn East	46	46	98	2	100	40	54	0	3	3	0
Billanook College Ltd	Mooroolbark	102	92	71	29	97	58	6	20	6	9	1
Birchip P-12 School	Birchip	19	16	81	6	88	40	27	7	13	7	7
Blackburn High School	Blackburn	90	83	65	27	90	51	6	22	1	15	4
Boort Secondary College	Boort	17	16	100	0	100	83	0	8	8	0	0
Boronia Heights College	Boronia	39	29	34	62	93	32	10	26	13	16	3
Box Hill High School	Box Hill	132	124	85	9	94	81	7	5	1	3	2
Box Hill Institute of TAFE	Box Hill	110	48	27	63	90	9	5	38	19	21	9
Box Hill Senior Secondary College	Mont Albert North	214	119	41	49	89	17	6	26	23	22	6
Braemar College	Woodend	84	80	78	18	95	54	14	16	7	6	3
Brauer College	Warrnambool	149	107	80	17	96	36	10	13	24	17	1
Braybrook College	Braybrook	104	92	62	30	92	49	6	29	4	3	10
Brentwood Secondary College	Glen Waverley	188	188	66	31	96	64	5	19	6	4	2
Bright P-12 College	Bright	33	22	73	32	91	40	8	12	12	28	0
Brighton Grammar School	Brighton	91	89	83	16	98	71	18	1	4	4	1
Brighton Secondary College	Brighton East	122	112	69	28	96	61	7	13	1	17	1
Broadford Secondary College	Broadford	93	54	57	24	81	42	5	15	18	12	8
Brunswick Secondary College	Brunswick	75	69	72	26	96	59	10	22	0	3	5
Buckley Park College	Essendon	120	101	74	29	98	55	8	21	6	6	4
Bundoora Secondary College	Bundoora	88	72	36	56	92	30	5	30	8	12	15
Camberwell Anglican Girls Grammar School	Canterbury	65	65	97	2	98	85	8	6	0	2	0
Camberwell Grammar School	Canterbury	138	138	91	9	100	86	7	3	4	1	0
Camberwell High School	Canterbury	198	171	70	28	96	57	10	17	6	6	5
Camperdown College	Camperdown	15	15	53	33	87	58	0	17	8	17	0
Canterbury Girls Secondary College	Canterbury	106	104	84	18	100	73	9	10	3	4	0
Carey Baptist Grammar School	Kew	229	220	87	12	98	77	7	6	5	4	0

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Caroline Chisholm Catholic College	Braybrook	197	182	69	30	97	59	4	22	5	6	3
Caroline Springs College - Lakeview Campus	Caroline Springs	121	86	48	41	88	36	7	31	8	14	4
Carrum Downs Secondary College	Carrum Downs	71	52	40	48	85	32	3	26	18	10	11
Carwatha College P-12	Noble Park North	88	72	47	43	89	38	4	31	9	10	7
Casey Grammar School	Cranbourne	38	35	43	63	100	40	6	37	6	11	0
Casterton Secondary College	Casterton	13	9	44	44	89	18	9	36	27	0	9
Castlemaine Secondary College	Castlemaine	98	69	86	14	99	34	24	3	14	19	6
Cathedral College	Wangaratta	13	9	100	0	100	55	18	0	9	18	0
Catholic College Bendigo	Bendigo	189	148	85	12	97	40	18	7	19	15	1
Catholic College Sale	Sale	112	92	73	23	92	33	23	10	16	13	4
Catholic College Wodonga	Wodonga	119	79	72	22	92	28	30	13	17	10	2
Catholic Regional College Sydenham	Sydenham	335	284	60	39	97	51	5	23	11	9	2
Caulfield Grammar School - Caulfield Campus	St Kilda East	209	204	81	18	98	62	17	8	5	6	2
Caulfield Grammar School - Wheelers Hill Campus	Wheelers Hill	155	151	87	15	99	74	11	9	3	2	0
Centre For Adult Education	Melbourne	70	51	61	33	88	43	6	20	8	18	4
Chairo Christian School	Drouin	27	17	88	12	94	30	27	8	12	23	0
Charles La Trobe P-12 College	Heidelberg West	48	33	33	61	94	21	4	36	11	11	18
Cheltenham Secondary College	Cheltenham	108	87	75	23	95	52	7	15	9	14	3
Chisholm Institute - Dandenong Campus	Dandenong	134	21	19	48	67	6	1	33	21	23	16
Chisholm Institute - Frankston Campus	Frankston	28	17	24	65	82	20	10	25	5	25	15
Christian Brothers' College St Kilda	St Kilda East	73	65	52	46	97	49	7	29	9	2	4
Christian College Institute of Senior Education	Waurn Ponds	118	110	85	13	97	52	19	12	5	10	2
Clonard College	Geelong West	83	73	82	14	95	54	21	11	4	8	1
Cobden Technical School	Cobden	23	14	50	50	93	13	6	25	19	31	6
Cobram Secondary College	Cobram	48	39	82	8	90	51	12	12	7	12	5
Coburg Senior High School	Coburg	31	26	54	35	88	36	18	18	5	14	9
Cohuna Secondary College	Cohuna	41	31	71	29	100	58	3	6	13	13	6
Colac Secondary College	Colac	40	17	76	12	88	12	12	9	27	33	6

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Colac Secondary College - Murray Campus	Colac	65	48	69	33	96	29	20	18	20	14	0
Collingwood College	Collingwood	24	17	76	18	94	67	8	8	0	8	8
Copperfield College	Delahey	226	190	37	53	89	38	4	37	3	10	8
Corio Bay Senior College	Corio	35	17	29	47	71	10	0	25	25	25	15
Corryong College	Corryong	12	11	82	18	100	30	30	0	10	20	10
Covenant College	Bell Post Hill	20	13	62	38	100	38	6	25	0	31	0
Craigieburn Secondary College	Craigieburn	107	86	36	48	84	27	3	39	5	14	13
Cranbourne Secondary College	Cranbourne	131	99	25	62	87	20	6	45	4	19	7
Croydon Secondary College	Croydon	56	43	40	51	91	21	7	42	7	19	5
Damascus College	Mount Clear	108	77	73	18	90	43	12	14	10	17	5
Dandenong High School	Dandenong	232	177	62	34	94	46	4	23	4	13	10
Daylesford Secondary College	Daylesford	57	41	76	24	95	46	17	8	17	10	2
De La Salle College	Malvern	181	174	67	34	99	55	8	18	11	5	3
Debney Park Secondary College	Flemington	23	18	33	33	67	38	6	38	0	6	13
Diamond Valley College	Diamond Creek	73	57	42	53	91	22	14	26	17	20	2
Dimboola Memorial Secondary College	Dimboola	21	8	100	0	100	32	26	5	16	16	5
Distance Education Centre Victoria	Thornbury	74	43	67	26	88	37	8	22	2	20	10
Donald High School	Donald	25	22	86	9	95	72	6	22	0	0	0
Doncaster Secondary College	Doncaster	183	177	69	31	98	64	4	26	3	2	1
Donvale Christian College	Donvale	91	87	71	21	92	53	15	15	4	13	0
Dromana Secondary College	Dromana	100	63	49	43	90	18	12	23	15	29	3
Drouin Secondary College	Drouin	98	62	48	42	85	23	7	23	24	16	7
East Doncaster Secondary College	Doncaster East	217	204	72	28	99	65	6	18	5	7	0
East Gippsland Institute of TAFE	Bairnsdale	25	0	0	0	0	0	0	15	70	15	0
East Loddon P-12 College	Dingee	11	8	88	13	100	30	40	20	0	0	10
Echuca College	Echuca	86	62	63	26	85	36	8	10	16	26	4
Edenhope College	Edenhope	11	8	100	0	100	67	11	22	0	0	0
Elisabeth Murdoch College	Langwarrin	92	43	35	49	81	19	7	21	19	27	7
Eltham College of Education	Research	139	120	73	22	93	53	13	13	8	10	2
Eltham High School	Eltham	144	115	66	29	93	39	15	17	6	21	3

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Elwood College	Elwood	92	79	53	38	89	49	3	32	0	12	3
Emerald Secondary College	Emerald	88	64	47	50	95	31	8	24	14	19	4
Emmanuel College	Altona North	81	64	59	41	95	42	3	27	11	12	4
Emmanuel College	Warrnambool	65	58	84	12	97	53	15	4	20	9	0
Emmaus College	Burwood	137	117	72	26	97	54	6	14	10	13	3
Epping Secondary College	Epping	70	58	43	50	93	32	7	37	7	9	9
Essendon Keilor College	Essendon	258	241	45	39	85	43	3	30	12	9	3
Euroa Secondary College	Euroa	41	29	52	38	90	20	17	10	20	27	7
F.C.J. College	Benalla	35	24	75	21	96	45	10	7	24	14	0
Fairhills High School	Knoxfield	107	87	32	72	100	27	13	30	10	16	4
Fintona Girls School	Balwyn	53	51	92	8	100	91	5	2	0	2	0
Firbank Grammar School	Brighton	95	95	87	12	99	83	10	6	1	0	0
Fitzroy High School	Fitzroy North	47	46	67	30	96	53	15	24	6	0	3
Flinders Christian Community College	Tyabb	76	67	73	24	96	54	14	11	8	8	4
Flinders Christian Community College -Carrum Downs Camp	Carrum Downs	31	28	50	43	93	33	15	41	0	7	4
Footscray City College	Footscray	106	89	54	40	93	42	6	23	3	21	6
Forest Hill College	Burwood East	57	49	55	37	92	46	7	20	22	2	2
Frankston High School - VCE Campus	Frankston	236	190	71	22	92	46	11	15	7	18	3
Galen College	Wangaratta	104	84	75	13	87	26	33	4	10	23	4
Galvin Park Secondary College	Werribee	118	68	34	38	72	20	7	18	11	31	14
Geelong Grammar School	Corio	160	127	87	10	96	55	17	9	5	14	0
Geelong High School	East Geelong	65	51	75	12	86	46	12	9	11	19	4
Genazzano F.C.J. College	Kew	112	112	94	5	99	86	8	5	0	1	0
Gilmore College For Girls	Footscray	48	46	46	48	91	57	4	32	0	0	7
Gilson College	Taylors Hill	14	14	36	64	100	30	0	40	0	20	10
Gippsland Grammar - Senior	Sale	98	92	84	13	97	43	36	2	11	6	1
Girton Grammar School Ltd	Bendigo	109	106	92	6	97	61	24	4	8	3	0
Gisborne Secondary College	Gisborne	133	87	49	37	85	31	7	21	14	21	7
Gladstone Park Secondary College	Gladstone Park	167	140	53	36	89	40	4	29	6	15	6
Glen Eira College	Caulfield East	46	42	45	45	90	45	6	30	6	12	0
Glen Waverley Secondary College	Glen Waverley	324	316	85	13	97	80	2	11	3	4	0

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Glenroy Secondary College	Glenroy	36	23	22	65	87	18	11	39	11	14	7
Glenvale School	Glenroy	54	0	0	0	0	0	0	2	48	50	0
Gordon Institute	Geelong	33	8	0	25	25	0	0	11	74	11	5
Goulburn Valley Grammar School	Shepparton	67	66	92	8	98	56	23	13	5	2	2
Greensborough Secondary College	Greensborough	51	51	47	43	90	31	9	29	18	9	4
Grovedale College	Grovedale	76	48	63	35	94	32	11	18	15	21	3
Haileybury College	Keysborough	192	182	84	17	99	70	13	11	5	1	1
Haileybury Girls College	Keysborough	146	138	95	4	98	82	10	3	3	3	0
Hallam Senior Secondary College	Hallam	205	159	45	50	94	37	4	26	11	16	6
Hampton Park Secondary College	Hampton Park	114	93	43	47	90	35	2	35	8	13	6
Hawkesdale College	Hawkesdale	19	13	69	38	100	43	7	7	29	14	0
Healesville High School	Healesville	25	17	29	65	88	33	0	27	7	27	7
Heathdale Christian College	Werribee	79	69	57	38	94	47	9	26	7	8	3
Heathmont College	Heathmont	63	42	31	57	88	15	9	38	20	16	2
Heywood And District Secondary College	Heywood	22	8	100	13	100	6	25	6	19	31	13
Highvale Secondary College	Glen Waverley	72	68	71	25	96	64	4	23	2	4	4
Highview Christian Community College	Maryborough	52	42	69	19	86	42	22	16	7	11	2
Hillcrest Christian College - Ayr Hill Campus	Clyde North	25	23	70	30	100	58	5	16	16	5	0
Holmesglen Institute of TAFE	Holmesglen	28	14	79	7	86	21	0	64	14	0	0
Hopetoun Secondary College	Hopetoun	11	7	71	14	86	9	27	9	18	27	9
Hoppers Crossing Secondary College	Hoppers Crossing	100	71	35	56	92	30	3	31	11	19	6
Horsham College	Horsham	61	40	78	10	88	33	20	20	6	18	2
Hume Central Secondary College - Town Park Campus	Westmeadows	105	93	32	66	98	33	9	32	7	8	12
Huntingtower School	Mount Waverley	55	55	91	9	100	80	9	7	2	0	2
Ilim College of Australia	Broadmeadows	22	20	75	25	100	67	0	28	0	0	6
Isik College	Broadmeadows	38	38	87	8	95	88	4	4	0	0	4
Isik College - Upfield Campus	Upfield	32	32	94	6	100	85	0	7	7	0	0
Ivanhoe Girls' Grammar School	Ivanhoe	113	111	94	7	100	82	9	6	1	1	1
Ivanhoe Grammar School	Ivanhoe	146	140	86	14	99	81	11	4	3	2	0

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Ivanhoe Grammar School - Plenty Campus	Mernda	46	43	70	30	100	55	12	12	9	9	3
John Fawkner College	Fawkner	27	12	25	75	100	13	4	17	22	13	30
John Paul College	Frankston	119	83	46	49	89	31	8	26	16	15	4
Kambrya College	Berwick	103	82	44	43	87	33	10	27	9	18	3
Kangan Institute of TAFE	Broadmeadows	70	21	48	52	95	12	0	56	12	12	7
Kardinia International College	Bell Post Hill	169	156	87	9	96	57	20	10	6	6	2
Kealba Secondary College	Kealba	31	31	19	77	97	22	0	52	13	9	4
Keilor Downs College	Keilor Downs	109	102	39	55	93	34	4	46	8	4	3
Kerang Technical High School	Kerang	68	45	51	40	89	38	4	24	24	7	4
Kew High School	Kew East	112	107	72	21	93	59	11	18	5	6	1
Keysborough Secondary College - Chandler Campus	Keysborough	52	41	61	39	98	48	3	24	9	9	6
Keysborough Secondary College - Coomoora Campus	Springvale South	85	65	48	49	97	36	2	29	10	19	5
Keysborough Secondary College - Springvale Campus	Springvale	58	56	63	32	95	71	0	21	3	6	0
Keysborough Secondary College- Heatherhill Campus	Heatherhill	47	45	31	62	93	35	5	46	3	0	11
Kilbreda College	Mentone	128	119	76	19	95	67	9	15	6	4	0
Killester College	Springvale	122	113	77	17	93	69	2	21	3	2	3
Kilvington Baptist Girls' Grammar School	Ormond	31	31	84	13	97	77	8	12	4	0	0
Kingswood College	Box Hill	93	91	77	18	95	66	9	18	4	1	1
Koonung Secondary College	Mont Albert North	99	94	68	28	94	54	13	22	1	5	5
Korowa Anglican Girls' School	Glen Iris	77	77	95	4	99	83	12	5	0	0	0
Korumburra Secondary College	Korumburra	48	23	70	26	96	18	16	14	25	25	2
Kurnai College - Precinct Campus	Churchill	118	64	55	31	84	20	7	28	20	18	6
Kurunjang Secondary College	Melton	67	57	32	39	70	18	7	29	11	25	9
Kyabram P-12 College	Kyabram	81	51	82	14	96	39	10	10	20	17	3
Kyneton Secondary College	Kyneton	78	61	56	30	85	38	8	27	6	20	2
Lakes Entrance Secondary College	Lakes Entrance	18	13	54	46	92	8	23	31	8	31	0
Lalor Secondary College	Lalor	77	66	35	56	91	37	3	34	5	14	7
Lara Secondary College	Lara	86	54	59	26	83	38	8	20	5	21	9
Lauriston Girls School	Armadale	96	94	94	4	98	84	9	6	1	0	0

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Lavalla Catholic College	Traralgon	150	113	64	30	91	42	11	19	8	18	2
Laverton P-12 College - Bladin Campus	Laverton	50	37	24	62	86	21	0	41	14	7	17
Leibler Yavneh College	Elsternwick	21	21	90	10	100	18	53	18	0	0	12
Leongatha Secondary College	Leongatha	86	60	78	18	95	24	38	7	14	15	3
Lighthouse Christian College	Keysborough	20	20	90	0	90	94	0	6	0	0	0
Lilydale Adventist Academy	Lilydale	25	21	81	14	95	50	18	9	9	9	5
Lilydale Heights College	Lilydale	63	40	45	35	78	17	4	25	23	25	6
Lilydale High School	Lilydale	186	120	42	50	88	22	8	27	16	24	3
Loreto College	Ballarat	114	97	91	7	98	51	20	6	6	15	2
Loreto Mandeville Hall	Toorak	92	92	95	5	100	88	6	5	0	1	0
Lowanna College	Newborough	103	63	44	37	75	24	6	25	17	19	10
Lowther Hall Anglican Grammar School	Essendon	68	66	88	12	100	88	2	3	0	3	3
Loyola College	Watsonia	149	128	65	36	99	52	3	27	11	4	4
Luther College	Croydon	153	139	81	19	99	64	8	13	6	7	1
Lyndale Secondary College	Dandenong North	145	133	37	65	100	30	7	42	6	11	5
Lyndhurst Secondary College	Cranbourne	96	56	14	64	79	8	4	41	12	25	10
MacKillop Catholic Regional College Werribee	Werribee	165	135	61	35	96	52	4	25	11	7	1
MacKillop College Swan Hill	Swan Hill	66	55	73	20	93	55	8	11	17	9	0
Macleod College	Macleod	87	75	64	32	92	58	5	17	11	4	5
MacRobertson Girls High School	Melbourne	198	197	97	2	99	87	9	1	1	2	0
Maffra Secondary College	Maffra	63	46	61	35	96	13	23	5	32	21	5
Manangatang P-12 College	Manangatang	10	4	100	0	100	38	0	13	0	50	0
Mansfield Secondary College	Mansfield	36	23	78	4	83	37	13	7	23	20	0
Maranatha Christian School	Endeavour Hills	59	50	68	30	94	56	4	22	9	5	4
Marcellin College	Bulleen	167	145	68	34	100	53	5	16	15	8	3
Marian College Ararat	Ararat	60	47	60	30	87	24	21	7	5	38	5
Marian College Myrtleford	Myrtleford	26	19	89	5	95	33	29	8	4	21	4
Marian College Sunshine	Sunshine West	101	91	54	38	91	52	3	29	1	9	6
Maribyrnong Secondary College	Maribrynong	54	48	69	21	90	65	6	16	3	3	6
Marist Sion College	Warragul	88	68	71	28	97	44	4	18	19	13	1
Maroondah Secondary College	Croydon	70	44	55	32	84	40	5	13	11	15	16

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Mary MacKillop Catholic Regional College	Leongatha	48	44	66	32	93	26	33	5	10	23	3
Maryborough Education Centre	Maryborough	72	34	71	18	82	25	5	10	19	34	7
Mater Christi College	Belgrave	174	160	75	19	93	55	9	16	4	15	1
Matthew Flinders Girls' Secondary College	Geelong	131	101	79	13	92	52	10	16	7	11	4
Mazenod College	Mulgrave	179	158	91	10	100	72	3	12	9	3	1
McClelland Secondary College	Frankston	78	49	47	43	88	27	3	22	8	27	13
McGuire College Shepparton	Shepparton	72	36	36	44	81	16	9	12	16	42	5
McKinnon Secondary College	Mckinnon	228	219	81	19	98	70	5	17	2	5	2
Melbourne Girls' College	Richmond	168	159	78	19	96	59	18	14	0	7	1
Melbourne Girls Grammar	South Yarra	107	107	93	6	99	91	6	2	0	0	1
Melbourne Grammar School	Melbourne	157	155	94	6	100	80	15	2	1	2	0
Melbourne High School	South Yarra	344	339	99	2	100	93	4	1	0	2	0
Melbourne Rudolf Steiner School	Warranwood	30	27	93	7	100	42	29	4	0	21	4
Melton Christian College	Melton South	17	15	60	47	87	19	31	25	6	0	19
Melton Secondary College	Melton	53	40	43	63	98	29	2	29	8	22	10
Mentone Girls' Grammar School	Mentone	50	47	81	19	100	73	7	7	5	7	2
Mentone Girls' Secondary College	Mentone	152	144	73	22	94	60	10	16	4	10	1
Mentone Grammar School	Mentone	133	126	83	14	94	71	10	8	2	8	1
Mercy College	Coburg	109	108	61	36	96	63	3	21	7	2	3
Mercy Regional College Camperdown	Camperdown	40	36	72	28	100	54	6	14	23	3	0
Methodist Ladies College	Kew	266	265	88	11	98	80	11	6	0	2	0
Mildura Senior College	Mildura	315	202	67	23	89	35	13	14	11	22	4
Mill Park Secondary College	Epping	256	180	44	43	87	36	2	26	12	17	6
Minaret College	Springvale	29	28	71	14	86	73	0	20	0	7	0
Mirboo North Secondary College	Mirboo North	33	32	66	25	88	37	20	13	7	20	3
Monbulk College	Monbulk	73	62	65	35	98	35	11	32	6	13	3
Monivae College	Hamilton	84	57	67	32	95	27	22	7	27	15	2
Monterey Secondary College	Frankston North	46	19	21	42	63	16	0	13	13	37	21
Montmorency Secondary College	Montmorency	101	80	63	30	93	43	13	9	7	17	11

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Mooroolbark College	Mooroolbark	103	64	53	39	92	33	6	24	10	22	5
Mooroopna Secondary College	Mooroopna	42	30	73	13	87	34	11	13	11	21	11
Mordialloc College	Mordialloc	76	64	50	41	89	45	10	16	6	18	5
Mornington Secondary College	Mornington	81	60	43	47	90	20	12	31	10	18	10
Mortlake College	Mortlake	10	7	100	0	100	25	38	0	25	13	0
Mount Beauty Secondary College	Mount Beauty	26	23	96	4	100	68	11	16	5	0	0
Mount Clear College	Mount Clear	88	44	68	14	82	29	6	14	8	31	12
Mount Eliza Secondary College	Mount Eliza	110	83	57	36	92	35	14	25	8	18	0
Mount Erin College	Frankston	90	48	46	50	96	24	4	28	16	19	9
Mount Evelyn Christian School	Mount Evelyn	41	32	66	22	88	45	13	13	0	16	13
Mount Lilydale Mercy College	Lilydale	185	145	70	26	94	49	7	16	9	15	4
Mount Scopus Memorial College	Burwood	84	83	92	8	100	45	45	7	0	3	1
Mount St Joseph Girls' College	Altona	132	131	60	36	96	57	12	22	2	6	2
Mount Waverley Secondary College	Mount Waverley	296	287	75	24	99	70	4	20	3	2	0
Mountain District Christian School	Monbulk	14	11	82	9	91	42	17	8	17	8	8
Mowbray College	Melton	108	97	55	37	91	51	7	26	10	3	3
Mowbray College Town Centre Campus	Caroline Springs	49	38	66	29	95	68	11	7	11	4	0
Mullauna College	Mitcham	66	62	71	26	95	64	0	18	6	6	6
Murtoa P-12 College	Murtoa	21	12	83	25	100	44	0	38	0	19	0
Nagle College	Bairnsdale	87	58	79	16	95	32	15	10	18	24	1
Narre Warren South P-12 College	Narre Warren South	101	52	35	54	87	14	9	31	14	22	10
Nathalia Secondary College	Nathalia	22	7	100	0	100	27	0	13	47	7	7
Nazareth College	Noble Park	127	103	54	40	93	38	6	31	11	12	3
Neerim District Secondary College	Neerim South	17	9	56	44	100	33	0	33	8	17	8
Newcomb Secondary College	Newcomb	70	38	55	34	89	27	2	15	17	29	10
Newhaven College	Newhaven	59	53	79	21	98	38	40	6	4	13	0
Nhill College	Nhill	25	13	69	23	92	30	15	15	20	15	5
Noble Park Secondary College	Noble Park	57	49	47	45	92	43	0	30	10	5	13

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North Geelong Secondary College	Geelong North	47	39	46	44	90	29	3	39	8	16	5
Northcote High School	Northcote	139	130	78	18	95	59	17	17	3	4	1
Northern Melbourne Institute of TAFE (NMIT)	Preston	34	0	0	0	0	0	0	41	23	23	14
Northside Christian College	Bundoora	19	12	67	17	83	27	13	33	0	13	13
Norwood Secondary College	Ringwood	130	98	57	41	96	31	8	31	12	11	7
Notre Dame College	Shepparton	177	130	67	27	91	32	21	16	16	13	3
Numurkah Secondary College	Numurkah	25	12	25	50	75	11	5	26	16	26	16
Nunawading Christian College - Secondary Campus	Nunawading	31	26	77	15	92	56	12	12	8	12	0
Oakleigh Greek Orthodox College	Oakleigh	44	44	59	36	93	59	0	34	7	0	0
Oberon High School	Belmont	130	96	77	20	96	48	9	18	10	11	4
Orbost Secondary College	Orbost	20	15	53	40	93	20	13	7	33	20	7
Our Lady of Mercy College	Heidelberg	141	136	74	24	95	68	6	18	4	3	2
Our Lady of Sacred Heart College	Bentleigh	79	73	71	25	96	60	9	18	0	12	1
Our Lady of Sion College	Box Hill	101	100	77	21	98	77	3	17	0	3	0
Ouyen P-12 College - Secondary Campus	Ouyen	21	13	54	38	92	59	0	6	29	0	6
Overnewton Anglican Community College	Keilor	161	153	76	21	96	70	1	18	7	3	0
Oxley College	Chirnside Park	70	67	81	12	93	68	8	14	4	4	2
Padua College	Mornington	173	149	63	28	89	29	26	14	5	24	3
Pakenham Secondary College	Pakenham	61	37	19	68	86	15	4	27	23	31	0
Parade College	Bundoora	224	197	68	29	95	61	2	20	10	4	4
Parkdale Secondary College	Mordialloc	110	80	61	25	86	44	11	22	11	9	4
Parkwood Secondary College	Ringwood North	63	52	60	42	98	38	5	32	2	14	9
Pascoe Vale Girls Secondary College	Pascoe Vale	186	155	61	30	90	53	8	22	5	8	5
Patterson River Secondary College	Carrum	99	69	32	54	86	22	10	22	7	30	10
Pembroke Secondary College (Senior Campus)	Mooroolbark	56	40	38	48	85	22	9	16	9	33	11
Penleigh And Essendon Grammar School	Keilor East	234	225	93	8	100	87	3	7	2	0	0
Penola Catholic College	Broadmeadows	176	147	59	36	94	52	3	26	10	6	3
Peter Lalor Secondary College	Lalor	76	23	17	57	74	9	2	33	26	20	11

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Plenty Valley Christian College	Doreen	63	54	76	20	96	55	8	18	12	6	0
Portland Secondary College	Portland	79	51	69	25	90	33	13	13	19	20	3
Presbyterian Ladies' College	Burwood	172	171	96	5	99	86	9	2	0	2	1
Presentation College Windsor	Windsor	93	88	82	15	97	75	9	12	1	1	1
Preston Girls Secondary College	Preston	47	43	58	35	93	50	6	22	0	11	11
Princes Hill Secondary College	Carlton North	94	92	74	25	98	62	15	18	1	4	0
Rainbow Secondary College	Rainbow	12	7	71	29	100	0	40	10	30	10	10
Red Cliffs Secondary College	Red Cliffs	39	24	58	29	88	31	9	23	14	20	3
Reservoir District Secondary College	Reservoir	56	36	58	31	86	52	0	24	6	12	6
Ringwood Secondary College	Ringwood	196	146	69	28	97	38	10	16	22	13	2
RMIT TAFE	Carlton	114	87	54	31	85	45	6	21	8	14	6
Robinvale P-12 College	Robinvale	27	10	80	20	100	24	12	12	6	35	12
Rochester Secondary College	Rochester	54	35	74	11	86	27	22	11	18	18	4
Rosebud Secondary College	Rosebud	151	114	64	32	93	34	16	9	8	27	7
Rosehill Secondary College	Niddrie	69	56	77	18	95	59	2	17	14	9	0
Rowville Secondary College	Rowville	226	166	46	48	92	41	3	31	5	16	4
Roxburgh College	Roxburgh Park	150	146	49	52	100	48	5	30	3	5	8
Rushworth P-12 College	Rushworth	17	13	77	15	92	36	18	27	9	9	0
Rutherglen High School	Rutherglen	27	8	88	13	100	17	17	8	21	33	4
Ruthven Secondary College - Lakeside Campus	Reservoir	78	61	38	57	95	29	10	36	7	7	12
Ruyton Girls' School	Kew	62	62	87	11	98	85	6	9	0	0	0
Sacre Coeur	Glen Iris	78	78	82	17	99	73	7	18	0	2	0
Sacred Heart College Geelong	Newtown	209	173	83	12	94	50	18	8	6	15	3
Sacred Heart Girls' College Oakleigh	Oakleigh	168	165	73	27	99	67	5	22	3	2	1
Saint Ignatius College Geelong	Drysdale	73	56	84	14	98	45	19	12	9	14	2
Sale College	Sale	28	20	55	30	85	29	13	29	25	4	0
Salesian College	Chadstone	83	72	75	22	96	66	1	18	5	7	3
Salesian College Sunbury	Sunbury	116	112	71	29	97	56	8	21	4	7	3
Sandringham College	Sandringham	208	144	61	33	92	37	10	18	4	24	7
Santa Maria College	Northcote	100	93	63	34	98	59	5	28	3	5	0

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Scoresby Secondary College	Scoresby	64	49	49	47	96	32	9	26	13	15	4
Scotch College	Hawthorn	199	195	92	8	99	81	7	7	1	3	1
Sebastopol College	Sebastopol	77	47	55	28	83	35	3	19	11	21	11
Seymour Technical High School	Seymour	71	35	37	51	89	19	6	9	19	30	17
Shelford Girls' Grammar	Caulfield	57	54	93	7	100	89	0	9	2	0	0
Shepparton High School	Shepparton	54	28	75	14	89	36	7	5	16	27	9
Siena College	Camberwell	110	107	76	21	97	69	9	15	1	4	2
South Gippsland Secondary College	Foster	49	35	54	31	86	23	12	16	12	33	5
South Oakleigh Secondary College	Oakleigh South	47	42	38	57	95	29	10	35	6	10	10
Southwood Boys Grammar School - Tintern	Ringwood	33	33	73	27	97	79	0	14	4	0	4
St Albans Secondary College	St Albans	105	94	62	37	98	58	1	30	7	1	3
St Aloysius College	North Melbourne	41	41	61	32	93	74	6	16	0	0	3
St Anthony's Coptic Orthodox College	Frankston North	22	19	42	47	89	56	0	19	19	0	6
St Arnaud Secondary College	St Arnaud	27	17	94	6	100	50	0	11	33	6	0
St Augustine's College	Kyabram	13	8	75	25	100	17	25	8	8	25	17
St Bernard's College	Essendon	191	164	77	22	99	55	7	22	9	5	2
St Brigid's College	Horsham	47	34	74	12	85	38	12	12	19	17	2
St Columba's College	Essendon	110	107	82	20	100	68	10	15	1	6	0
St Francis Xavier College	Beaconsfield	242	205	59	38	95	46	11	23	6	11	4
St Helena Secondary College	Eltham	204	174	62	34	95	54	6	22	6	11	2
St John's Greek Orthodox College	Preston	17	14	50	50	100	64	0	14	7	14	0
St John's Regional College	Dandenong	129	99	56	43	97	38	3	33	6	14	6
St Joseph's College Echuca	Echuca	57	39	74	13	85	50	7	4	9	24	7
St Joseph's College Melbourne	North Melbourne	102	87	46	52	97	39	2	29	20	8	2
St Joseph's College Mildura	Mildura	94	73	70	30	97	49	16	12	12	5	5
St Joseph's College Newtown	Newtown	172	130	78	18	95	37	15	12	20	13	4
St Joseph's Regional College Ferntree Gully	Ferntree Gully	77	61	59	41	97	43	7	18	15	15	3
St Kevin's College Toorak	Toorak	206	204	92	8	99	80	9	7	4	0	1
St Leonards College	Brighton East	174	171	81	17	98	62	24	8	0	4	3
St Margarets School	Berwick	44	44	89	9	98	69	21	5	0	5	0

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St Mary of The Angels School	Nathalia	38	26	65	27	92	36	6	24	15	15	3
St Mary's Coptic Orthodox College	Coolaroo	40	36	67	31	97	78	4	11	0	4	4
St Michael's Grammar School	St Kilda	112	108	84	11	95	61	21	13	2	1	2
St Monica's College	Epping	189	162	72	25	96	60	5	18	7	8	2
St Patrick's College	Ballarat	140	116	76	17	91	48	9	14	16	9	5
St Paul's Anglican Grammar School	Warragul	124	115	83	17	99	54	24	7	9	4	1
St Peter's College	Cranbourne	98	75	56	35	89	33	5	30	10	17	5
St Thomas Aquinas College	Tynong	16	15	87	13	100	53	20	27	0	0	0
Star of The Sea College	Gardenvale	169	162	77	22	98	65	11	16	3	5	1
Staughton College	Melton South	33	24	13	71	83	15	12	38	19	8	8
Stawell Secondary College	Stawell	60	46	67	15	83	36	17	5	14	26	2
Strathcona Baptist Girls Grammar School	Canterbury	98	94	88	12	99	77	8	12	1	1	1
Strathmore Secondary College	Strathmore	188	174	68	24	91	60	7	17	3	10	3
Sunbury College	Sunbury	137	109	67	28	94	52	6	19	6	15	1
Sunbury Downs Secondary College	Sunbury	46	32	44	44	84	27	5	16	11	27	14
Sunshine College	Sunshine	114	80	39	55	94	22	3	28	32	12	4
Swan Hill College	Swan Hill	103	80	56	30	86	32	10	23	16	15	4
Swinburne Senior Secondary College	Hawthorn	127	104	44	48	91	26	22	22	4	15	12
Swinburne University of Technology - TAFE Division	Croydon	25	1	0	0	0	0	0	53	29	6	12
Tallangatta Secondary College	Tallangatta	50	31	77	10	87	26	12	10	31	19	2
Taylors Lakes Secondary College	Taylors Lakes	105	103	50	41	91	49	2	27	11	7	4
Terang College Secondary Campus	Terang	27	18	50	44	94	24	10	29	19	14	5
The Geelong College	Newtown	146	141	87	16	99	55	28	6	5	6	0
The Grange P-12 College	Hoppers Crossing	100	74	45	47	91	33	6	35	6	11	9
The Hamilton And Alexandra College	Hamilton	45	44	91	7	98	39	49	5	5	0	2
The King David School	Armadale	46	46	91	9	100	67	19	11	3	0	0
The Knox School	Wantirna South	93	91	85	14	97	74	4	13	7	1	0
The Peninsula School	Mount Eliza	166	137	76	20	94	48	22	13	10	7	0

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Thomas Carr College	Tarneit	120	91	58	37	93	41	6	25	11	16	2
Thomastown Secondary College	Thomastown	56	44	48	45	93	31	4	40	4	16	4
Thornbury High School	Thornbury	60	49	55	45	100	39	9	24	2	17	9
Timboon P-12 School	Timboon	21	17	65	29	94	24	18	12	18	29	0
Tintern GGS	Ringwood East	107	106	86	9	95	76	12	5	1	6	0
Toorak College	Mount Eliza	76	76	86	5	91	57	25	5	5	7	2
Trafalgar High School	Trafalgar	57	49	69	16	86	42	8	12	17	17	4
Traralgon College	Traralgon	106	62	68	21	89	29	12	15	11	25	8
Trinity College Colac	Colac	71	54	76	20	94	30	25	4	17	23	2
Trinity Grammar School	Kew	152	148	93	7	99	83	8	5	1	4	0
UB TEC - University of Ballarat	Ballarat	27	0	0	0	0	0	0	22	57	13	9
University High School	Parkville	202	190	90	12	99	69	17	6	3	2	3
Upper Yarra Secondary College	Yarra Junction	49	33	30	55	82	18	5	33	15	23	5
Upwey High School	Upwey	94	72	46	46	90	23	14	30	10	18	5
Vermont Secondary College	Vermont	187	177	72	29	99	61	11	16	6	5	1
Victoria University Secondary College - Brimbank Campus	St Albans	76	65	28	66	94	28	3	37	13	7	12
Victoria University Secondary College - Deer Park Campus	Deer Park	58	54	31	65	96	41	5	29	5	10	10
Victorian College of The Arts Secondary School	Southbank	48	36	86	17	100	59	13	16	0	9	3
Viewbank College	Rosanna	128	119	73	24	97	56	13	17	4	8	3
Wanganui Park Secondary College	Shepparton	126	92	70	24	92	30	20	14	16	19	1
Wangaratta High School - Edwards Street Campus	Wangaratta	146	95	77	21	98	25	17	17	18	16	6
Wantirna College	Wantirna	170	140	59	41	98	47	5	27	5	14	3
Warracknabeal Secondary College	Warracknabeal	30	13	100	15	100	15	15	23	19	15	12
Warragul Regional College	Warragul	64	48	56	23	79	39	9	11	6	28	7
Warrandyte High School	Warrandyte	76	72	63	39	99	46	11	28	7	8	0
Warrnambool College	Warrnambool	85	72	85	15	99	45	17	9	17	12	0
Waverley Christian College	Wantirna South	66	61	84	13	97	71	11	7	5	4	2
Wellington Secondary College	Mulgrave	191	169	57	37	95	52	3	34	3	4	4
Werribee Secondary College	Werribee	85	78	59	32	90	51	6	19	7	17	0

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Wesley College	Melbourne	177	168	85	14	99	62	18	15	1	3	1
Wesley College Glen Waverley Campus	Glen Waverley	122	117	91	9	99	79	7	10	0	4	0
Westall Secondary College	Clayton South	65	56	45	50	95	47	3	39	3	3	5
Westbourne Grammar School - Hoppers Crossing Campus	Truganina	131	128	86	15	99	86	1	11	3	0	0
Western Heights College	Geelong North	149	91	51	40	89	22	8	30	10	23	7
Western Port Secondary College	Hastings	63	41	29	56	80	21	8	21	8	40	2
Wheelers Hill Secondary College	Wheelers Hill	80	68	54	35	90	53	0	24	8	14	2
Whitefriars College	Donvale	141	133	68	25	93	69	7	13	3	8	0
Whittlesea Secondary College	Whittlesea	108	66	32	59	89	22	8	30	12	23	5
William Angliss Institute of TAFE	Melbourne	24	3	0	100	100	0	0	54	8	31	8
Williamstown High School	Williamstown	161	136	72	23	95	47	15	19	5	12	2
Wodonga Senior Secondary College	Wodonga	177	109	75	11	86	25	28	12	12	17	7
Wonthaggi Secondary College (Mcbride Campus)	Wonthaggi	112	67	76	21	96	20	21	15	15	19	10
Woodleigh School	Baxter	79	73	82	19	100	41	35	12	6	6	0
Xavier College	Kew	217	210	90	10	100	74	12	8	2	5	0
Yarra Valley Grammar School	Ringwood	141	133	79	19	96	63	12	15	5	4	1
Yarram Secondary College	Yarram	45	27	48	37	85	33	3	19	0	42	3
Yarrawonga P-12 College	Yarrawonga	41	18	50	44	94	14	8	22	27	24	5
Yea High School	Yea	30	22	55	50	100	25	8	13	13	25	17

Appendix 2
Questionnaires

On Track 2010 Year 12 or equivalent completer survey

Hello, my name is (.....,) calling about *On Track* on behalf of the Department of Education from The Social Research Centre. May I please speak to (.....)?

I'm calling regarding the *On Track* project. *On Track* is looking to find out how you are going since you left school, so that the Victorian government can improve its services to young people. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

IF NECESSARY You may have heard advertisements for *On Track* on the radio.

IF NECESSARY You consented to talk to us on your enrolment form in February last year.

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.

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?

*(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?

1. Yes
2. No
3. Enrolled and waiting to start apprenticeship (i.e. has signed a training contract)

*(NOT CURRENTLY DOING AN APPRENTICESHIP)

Q1c. Are you currently doing a traineeship?

INTERVIEWER 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?

*(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?

*(ALL EXCEPT THOSE STUDYING AT SCHOOL)

Q3. What year level did you do last year?

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

1. Year 10
2. Year 11
3. Year 12
4. Year 13
5. Did not study last year

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

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

OR Thinking about the person who comes into the workplace to do the classroom or off-the-job part of the training, which institution is that person from?

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

INTERVIEWER NOTE: IF RMIT, UNIVERSITY OF BALLARAT, UNIVERSITY OF MELBOURNE, SWINBURNE, VICTORIA UNIVERSITY PROBE: Is that the University or the TAFE Division?

1. University name given
2. TAFE name given
3. Other Private Training College or Adult & Community Education Provider (Specify_____)

4. Don't know institution of person conducting training in the workplace

*(STUDYING AT UNIVERSITY)

Q4u RECORD UNIVERSITY NAME

1. Melbourne
2. Monash
3. etc.

*(STUDYING AT TAFE)

Q4t RECORD TAFE NAME

INTERVIEWER NOTE: IF 'GIPPSLAND' PROBE: Is that Central Gippsland TAFE or East Gippsland TAFE?

1. BRIT / Bendigo Regional Institute of TAFE
2. Box Hill Institute of TAFE
3. etc.

*(STUDYING AT UNIVERSITY OR TAFE)

Q4z Are you enrolled full-time or part-time?

1. Full-time
2. Part-time
3. (Can't say)

*(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)
158. (Last campus name from attached list)
159. Campus name given (Specify_____)
160. (Can't say)
161. (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)

CODE TO ASCED

*(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

INTERVIEWER NOTE: Relates to the study in which they are currently enrolled only

1. Undergraduate / 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
10. Other (Specify_____)

*(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. No

*(CURRENTLY AT UNI)

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

1. Yes
2. No

*(CURRENTLY AT TAFE)

Q9t Were you also offered a place in university?

1. Yes
2. No

*(ALL)

Q10 Did you apply for a tertiary place through VTAC?

1. Yes
2. No

*(ALL)

Q10b Did you apply directly to the institution?

1. Yes
2. No

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

Q11 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)

*(DEFERRED)

QD6 What is the name of the course that you have deferred?

INTERVIEWER NOTE: Multiples accepted for double degrees

(MULTIPLES ACCEPTED)

CODE TO ASCED

*(DEFERRED)

QD4 At which institution is that?

INTERVIEWER NOTE: IF RMIT, UNIVERSITY OF BALLARAT, UNIVERSITY OF MELBOURNE, SWINBURNE, VICTORIA UNIVERSITY PROBE: Is that the University or the TAFE Division?

1. University name given
2. TAFE name given
3. Other Private Training College or Adult & Community Education Provider (Specify_____)

*(DEFERRED FROM UNIVERSITY)

QD4u RECORD UNIVERSITY NAME

1. Melbourne
2. Monash
3. etc.

*(DEFERRED FROM TAFE)

QD4t RECORD TAFE NAME

INTERVIEWER NOTE: IF 'GIPPSLAND' PROBE: Is that Central Gippsland TAFE or East Gippsland TAFE?

1. BRIT / Bendigo Regional Institute of TAFE
2. Box Hill Institute of TAFE
3. etc.

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

Q12A I'm going to read a list of reasons why you may have chosen 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. There would have been too much financial pressure on your family
b. You wanted to start earning your own money
c. You would have had to travel too much
d. You would have had to move away from home
e. The courses you were interested in were not available locally
f. You never planned or intended to study
g. You wanted to start your career right away

RESPONSE FRAME

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

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

Q12B And which of these would you say was the main reason you decided not to study?

1. (see responses above)

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

Q12BB How likely is it that you will start some study or training in the next two years that would lead to a qualification? Is this...

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Can't say)
6. (Refused)

*(DEFERRED)

Q12C I'm going to read a list of reasons why you may have chosen to defer studying. 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 to defer studying this year because…)

STATEMENTS

a. You are waiting to qualify for Youth Allowance to support your future study
b. You were depending on the Government's new Relocation Scholarship (DISPLAY IF COUNTRY LOCATION)
c. There would have been too much financial pressure on your family
d. You wanted to start earning your own money
e. You would have had to travel too much
f. You would have had to move away from home
g. The courses you were interested in were not available locally
h. You wanted some other experiences, like travel, before continuing your education
i. You just needed a break from study
j. You wanted to do some other study before going to University or TAFE

RESPONSE FRAME

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

*(DEFERRERS)

Q12D And which of these would you say was the main reason you decided to defer?

1. (see responses above)

*(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

*(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_____) (RANGE 0.5 TO 99)
2. (Can't say)
3. (Refused)

*(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. Waiting to start job

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

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

1. Yes
2. No

*(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_____) (RANGE 1 TO 168)
2. (Can't say)
3. (Refused)

*(DIDN'T PROVIDE HOURS)

Q15cx Do you usually work full-time or part-time hours?

1. Usually work full time hours
2. Usually work part-time hours
3. Can't say / refused

Q15c HOURS WORKED

1. Working full time hours (specified hours 35 or more or Q15cx=1)
2. Not working full time hours (specified hours less than 35 or Q15cx=2)
3. Can't say / refused hours worked per week

*(CURRENTLY WORKING PART TIME HOURS)

Q15D Would you rather be working full time, that is 35 hours or more a week?

1. Yes
2. No
3. Can't say

*(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 2009

DISPLAY OCCUPATION LIST FROM 2009 QUESTIONNAIRE

*(NOT APPRENTICE OR TRAINEE / NOT WORKING / 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)
7. (Refused)

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

D4 From your earlier answers, I gather you're not currently working full time or studying.

If you'd like to find out more about work and study options in your area, I can put you in touch with a Youth Connections Provider, who can give you information and assistance, including referral to support services...

IF NECESSARY: Youth Connections Providers are funded by the Australian Government

Would you like someone to contact you?

1. Yes
2. No

*(REQUESTED CONTACT FROM YOUTH CONNECTIONS PROVIDER)

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_____) (COLLECT TEN DIGIT NUMBER)

*(REQUESTED CONTACT FROM YOUTH CONNECTIONS PROVIDER)

D4alt Is there another number that someone from your local Youth Connections Provider might catch you on?

1. Yes
2. No
3. (Refused)

*(ALTERNATIVE CONTACT NUMBER PROVIDED)

D4an COLLECT ALTERNATIVE NUMBER

*(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)

*(DONE VCAL IN PREVIOUS YEAR)

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
3. Don't know

*(ALL)

Q22 When you first started secondary school, did you plan to complete Year 12?

2. Yes
3. No
4. Can't say/Don't know

*(ALL)

Q23. Now some questions about careers advice at school.....

During 2009, did you do any of the following careers advice activities at your school?

(STATEMENTS)

a. Did you attend a talk or presentation from the school's career advisor
b. Did you receive handouts or written material about career options
c. Did you have a one-on-one talk with the school's career advisor
d. Did you research career options on-line
e. Did you attend a TAFE institute presentation or open day (IF YES, PROBE: Was that organised by your school or did you go independently? IF ORGANISED BY SCHOOL CODE TO 'YES')
f. Did you attend a university institute presentation or open day (IF YES, PROBE: Was that organised by your school or did you go independently? IF ORGANISED BY SCHOOL CODE TO

'YES')

g. Did you attend a presentation by an employer representative

RESPONSE FRAME

1. Yes (organised by school)
2. No
3. Yes (organised independently) (FOR STATEMENT e, f, g)
4. Yes, both (FOR STATEMENT e, f, g)

*(ALL)

Q24. Overall, how useful was the careers advice you received at school last year?

Was it...(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. Didn't receive any advice
6. (Can't say)

*(ALL)

Q25. Thinking about your preferred career path...

Were the subjects that would lead to your preferred career path available to you at your school?

INTERVIEWER NOTE: IF 'Only some of them were available' CODE AS 'No'

1. Yes (all of them)
2. No (not all of them / none of them)
3. (Can't say)
4. (Refused)
5. (Don't have preferred career path)

*(PREFERRED CAREER PATH SUBJECTS NOT AVAILABLE AT SCHOOL)

Q25a. Were you able to find alternative subjects that would lead to your preferred career path?

IF 'YES', PROBE: Did you find those alternative subjects at your school, another school, a TAFE or somewhere else?

1. Yes, at my school
2. Yes, other school
3. Yes, TAFE
4. Yes, somewhere else (Specify)
5. No
6. (Can't say)

*(NOT ABLE TO FIND ALTERNATIVE SUBJECTS FOR PREFERRED CAREER PATH)

Q25b. Did you change your career path because of the subjects available to you at school?

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

*(ALL)

Q27 What kind of career or work would you be interested in having when you are about 30 years old?

DISPLAY CODEFRAME AS PER Q16

*(NOMINATED A CAREER AT Q27)

Q27b What level of education do you think is needed for this type of work?

AID AS NECESSARY

INTERVIEWER NOTE: CAPTURE ALL PATHWAYS MENTIONED

(MULTIPLES ACCEPTED)

1. University degree or higher
2. TAFE certificate
3. A Year 12 certificate (VCE, IB, VCAL Senior or VCAL Intermediate), or
4. Less than a Year 12 certificate (VCE/VCAL Senior or VCAL Intermediate)
5. (Can't say)
6. Other (specify)

*(ALL)

*(10% OF RESPONDENTS; HALF METROPOLITAN, HALF NON-METROPOLITAN)

Q31 *On Track* uses different forms of the media to remind students about the interviews. Do you recall hearing an ad on the radio about the *On Track* surveys?

1. Yes
2. No

*(THOSE WHO HEARD *ON TRACK* AD ON RADIO)

Q31a On what radio station did you hear the ad?

(MULTIPLES ACCEPTED)

1. Fox FM (Melbourne)
2. Mixx FM (Melbourne)
3. Nova (Melbourne)
4. Star (Albury/Wodonga 104.9 FM)
5. Star (Bendigo 91.9 FM)
6. Star (Mildura 99.5 FM)
7. Star (Shepparton 96.9 FM)
8. Star (Warragul/East Gippsland 94.3 FM)
9. Power FM (Ballarat)
10. Mixx (Horsham 101.3 FM)
11. Mixx (Swan Hill 107.7 FM)
12. Other (Specify)
13. (Can't say)

*(ALL)

D3. (And to finish off, I have a couple of quick questions about you...)

Are you of Aboriginal or Torres Strait Islander origin?

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

*(ALL)

D5. In what country were you born?

1. Australia
2. Bosnia and Herzegovina
3. Canada
4. China (excl. SARs and Taiwan Province)
5. Croatia
6. Egypt
7. Fiji
8. Former Yugoslav Republic of Macedonia (FYROM)
9. Germany
10. Greece
11. Hong Kong (SAR of China)
12. India
13. Indonesia
14. Iraq
15. Ireland
16. Italy
17. Japan
18. Korea, Republic of (South)
19. Lebanon
20. Malaysia
21. Malta
22. Netherlands
23. New Zealand
24. Papua New Guinea
25. Philippines
26. Poland
27. Singapore
28. South Africa
29. South Eastern Europe
30. Sri Lanka
31. Thailand
32. Turkey
33. United Kingdom
34. United States of America
35. Vietnam
36. Other (Specify)
37. Refused
38. Afghanistan
39. Cambodia (Kampuchea)
40. Pakistan
41. Sudan
42. Taiwan
43. Iran
44. Russia
45. Somalia
46. Ukraine

*(BORN IN COUNTRY OTHER THAN AUSTRALIA)

D5A. How old were you when you first came to Australia to live?

1. Age given (Specify_____) (RANGE 0 TO 19)
2. Year given (Specify_____) (RANGE 1989 TO 2009)
3. (Can't say)
4. (Refused)

*(ALL)

D8. Do you speak a language other than English at home?

1. Yes
2. No
3. (Refused)

*(THOSE WHO SPEAK LOTE)

D9. What language is that?

1. Arabic
2. Cantonese
3. Croatian
4. Dutch
5. Filipino (excludes Tagalog)(c)
6. French
7. German
8. Greek
9. Hindi
10. Hungarian
11. Indonesian
12. Italian
13. Japanese
14. Khmer
15. Korean
16. Macedonian
17. Maltese
18. Mandarin
19. Polish
20. Portuguese
21. Russian
22. Samoan
23. Serbian
24. Sinhalese
25. Spanish
26. Tagalog (excludes Filipino)(c)
27. Tamil
28. Turkish
29. Vietnamese
30. Other (Specify)
31. Can't say
32. Afrikaans
33. Assyrian
34. Bosnian
35. Hakka
36. Lebanese
37. Punjabi
38. Albanian
39. Dari
40. Farsi
41. Malay
42. Persian
43. Romanian
44. Somalian
45. Thai
46. Urdu

*(DEFERRED)

Rec Would it be okay to ring you back next year to see how you are going?

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. DISPLAY NUMBER COLLECTED FROM D4n
3. DISPLAY NUMBER COLLECTED FROM D4an
4. Collect alternative number (Specify_____) (COLLECT TEN DIGIT NUMBER)

*(OK TO RE-CONTACT)

CONTACT1

Could we also have the name and number of someone who will know where you are in case we cannot contact you next year – preferably a friend or family member who does not live with you?

1. Buddy information given
2. Unwilling to give buddy information

*(WILLING TO GIVE BUDDY INFORMATION)

CONTACT2 COLLECT:

NAME

TEN DIGIT NUMBER

RELATIONSHIP TO RESPONDENT

1. Parent
2. Sibling
3. Aunt / uncle
4. Grandparent
5. Other relative
6. Friend
7. Other (Specify)

*(ALL)

END

(And just to remind you.... .) 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.

*(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.

*(CURRENTLY STUDYING AT SCHOOL)

QTERM1 Why did you return to school?

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

TERMINATION SCRIPT 1

That is all the questions I have for you today. Thank you for your time and assistance. You have been speaking to (Interviewer's name) from the Social Research Centre.

TERMINATION SCRIPT 2

Thanks anyway

On Track 2010 early leaver survey

Hello, my name is (.....,) calling about *On Track* on behalf of the Department of Education from The Social Research Centre. May I please speak to (.....)?

I'm calling regarding the *On Track* project. *On Track* is looking to find out how you are going since leaving school, so that the Victorian government can improve its services to young people. We would like to ask you a few questions about your study and work situation, which will only take about five minutes.

IF NECESSARY You may have heard advertisements for *On Track* on the radio.

IF NECESSARY: You consented to talk to us on your enrolment form in February last year

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.

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?

*(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 enrolled or 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)

Q1x. 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

IF SAYS: 'Did not study last year', CODE TO 'DK' (interview will terminate)

1. Year 9
2. Year 10
3. Year 11
4. Year 12
5. Did not study 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?

1. Yes
2. No
3. Enrolled and waiting to start apprenticeship (i.e. has signed a training contract)

*(NOT CURRENTLY DOING AN APPRENTICESHIP)

Q1c. Are you currently doing a traineeship?

INTERVIEWER 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?

*(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?

*(CURRENTLY AT UNIVERSITY) (Q2b=2)

Q2c Could I just confirm that you left school early and are currently attending University.

1. Yes
2. No (GO BACK AND RE-ASK QUESTIONS)

*(RETURNED TO SCHOOL)

Q3 What would you say is your main reason for returning to school?

1. Response provided (Specify) (GO TO TERMINATION SCRIPT 1)
2. Can't say (GO TO TERMINATION SCRIPT 1)

*(CURRENTLY STUDYING OR DOING AN APPRENTICESHIP / TRAINEESHIP)

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

OR Thinking about the person who comes into the workplace to do the classroom or off-the-job part of the training, which institution is that person from?

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

INTERVIEWER NOTE: IF RMIT, UNIVERSITY OF BALLARAT, UNIVERSITY OF MELBOURNE, SWINBURNE, VICTORIA UNIVERSITY PROBE: Is that the University or the TAFE Division?

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

*(STUDYING AT UNIVERSITY)

Q4u RECORD UNIVERSITY NAME

1. Melbourne
2. Monash
3. etc.

*(STUDYING AT TAFE)

Q4t RECORD TAFE NAME

INTERVIEWER NOTE: IF 'GIPPSLAND' PROBE: Is that Central Gippsland TAFE or East Gippsland TAFE?

1. BRIT / Bendigo Regional Institute of TAFE
2. Box Hill Institute of TAFE
3. etc.

*(STUDYING AT UNIVERSITY OR TAFE)

Q4z Are you enrolled full-time or part-time?

1. Full-time
2. Part-time
3. (Can't say)

*(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)
158. (Last campus name from attached list)
159. Campus name given (Specify_____)
160. (Can't say)
161. (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)

CODE TO ASCED

*(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

INTERVIEWER NOTE: Relates to the study in which they are currently enrolled only

1. Undergraduate/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
10. Other (Specify_____)

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

Q12A I'm going to read a list of reasons why you may have chosen 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 this year because…)

STATEMENTS

a. You are waiting to qualify for Youth Allowance to support your future study
b. There would have been too much financial pressure on your family
c. You wanted to start earning your own money
d. You would have had to travel too much
e. You would have had to move away from home
f. The courses you were interested in were not available locally
g. You never planned or intended to study
h. You wanted to start your career right away
i. You wanted some other experiences, like travel, before continuing your education
j. You just needed a break from study

RESPONSE FRAME

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

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

Q12B And which of these would you say was the main reason you decided not to study?

1. (see responses above)

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

Q12BB How likely is it that you will start some study or training in the next two years that would lead to a qualification? Is this…(READ OUT)

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

*(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

*(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_____) (RANGE 0.5 TO 99)
2. (Can't say)
3. (Refused)

*(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. Waiting to start job

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

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

1. Yes
2. No

*(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_____) (RANGE 1 TO 168)
2. (Can't say)
3. (Refused)

*(DIDN'T PROVIDE HOURS)

Q15cx Do you usually work full-time or part-time hours?

1. Usually work full time hours
2. Usually work part-time hours
3. Can't say / refused

Q15c HOURS WORKED

1. Working full time hours (specified hours 35 or more or Q15cx=1)
2. Not working full time hours (specified hours less than 35 or Q15cx=2)
3. Can't say / refused hours worked per week

*(CURRENTLY WORKING PART TIME HOURS)

Q15D Would you rather be working full time, that is 35 hours or more a week?

1. Yes
2. No
3. Can't say

*(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 2009

DISPLAY OCCUPATION LIST FROM 2009 QUESTIONNAIRE

*(NOT APPRENTICE OR TRAINEE / NOT WORKING / 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)
7. (Refused)

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

D4 From your earlier answers, I gather you're not currently working full time or studying.

If you'd like to find out more about work and study options in your area, I can put you in touch with a Youth Connections Provider, who can give you information and assistance, including referral to support services...

IF NECESSARY: Youth Connections Providers are funded by the Australian Government

Would you like someone to contact you?

1. Yes
2. No

*(REQUESTED CONTACT FROM YOUTH CONNECTIONS PROVIDER)

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_____) (COLLECT TEN DIGIT NUMBER)

*(REQUESTED CONTACT FROM YOUTH CONNECTIONS PROVIDER)

D4alt Is there another number that someone from your local Youth Connections Provider might catch you on?

1. Yes
2. No
3. (Refused)

*(ALTERNATIVE CONTACT NUMBER PROVIDED)

D4an COLLECT ALTERNATIVE NUMBER

*(ALL)

Q19 (Just confirming) Were you enrolled in a VCAL (Victorian Certificate of Applied Learning) course last year?

1. Yes
2. No

*(ENROLLED IN VCAL)

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)

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)

Q21B. 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

*(ALL)

Q22a 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)
7. (Never received results)

*(ALL)

Q22b Why did you leave school?

RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

1. 1st reason given (specify)
2. 2nd reason given (specify)
3. Refused

*(ALL)

Q22b Were there any other reasons you left school?

1. Other reasons given (specify)
2. No other reason for leaving school
3. Refused

*(ALL)

Q23. Now some questions about careers advice at school.....

During 2009, did you do any of the following careers advice activities at your school?

(STATEMENTS)

a. Did you attend a talk or presentation from the school's career advisor
b. Did you receive handouts or written material about career options
c. Did you have a one-on-one talk with the school's career advisor
d. Did you research career options on-line
e. Did you attend a TAFE institute presentation or open day (IF YES, PROBE: Was that organised by your school or did you go independently? IF ORGANISED BY SCHOOL CODE TO 'YES')
f. Did you attend a university institute presentation or open day (IF YES, PROBE: Was that organised by your school or did you go independently? IF ORGANISED BY SCHOOL CODE TO 'YES')
g. Did you attend a presentation by an employer representative

RESPONSE FRAME

1. Yes
2. No
3. Yes (organised independently) (FOR STATEMENT e, f, g)
4. Yes, both (FOR STATEMENT e, f, g)

*(ALL)

Q24. Overall, how useful was the careers advice you received at school last year?

Was it...(READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. Didn't receive any advice
6. (Can't say)

*(ALL)

Q25. Thinking about your preferred career path...

Were the subjects that would lead to your preferred career path available to you at your school?

INTERVIEWER NOTE: IF 'Only some of them were available' CODE AS 'No'

1. Yes (all of them)
2. No (not all of them / none of them)
3. (Can't say)
4. (Refused)
5. (Don't have preferred career path)

*(PREFERRED CAREER PATH SUBJECTS NOT AVAILABLE AT SCHOOL)

Q25a. Were you able to find alternative subjects that would lead to your preferred career path?

IF 'YES', PROBE: Did you find those alternative subjects at your school, another school, a TAFE or somewhere else?

1. Yes, at my school
2. Yes, other school
3. Yes, TAFE
4. Yes, somewhere else (Specify)
5. No
6. (Can't say)

*(NOT ABLE TO FIND ALTERNATIVE SUBJECTS FOR PREFERRED CAREER PATH)

Q25b. Did you change your career path because of the subjects available to you at school?

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

*(ALL)

Q27 What kind of career or work would you be interested in having when you are about 30 years old?

DISPLAY CODEFRAME AS PER Q16

*(NOMINATED A CAREER AT Q27)

Q27b What level of education do you think is needed for this type of work?

AID AS NECESSARY

INTERVIEWER NOTE: CAPTURE ALL PATHWAYS MENTIONED

(MULTIPLES ACCEPTED)

1. University degree or higher
2. TAFE certificate
3. A Year 12 certificate (VCE, IB, VCAL Senior or VCAL Intermediate), or
4. Less than a Year 12 certificate (VCE/VCAL Senior or VCAL Intermediate)
5. (Can't say)
6. Other (specify)

*(ALL)

*(10% OF RESPONDENTS; HALF METROPOLITAN, HALF NON-METROPOLITAN)

Q31 *On Track* uses different forms of the media to remind students about the interviews. Do you recall hearing an ad on the radio about the *On Track* surveys?

1. Yes
2. No

*(THOSE WHO HEARD *ON TRACK* AD ON RADIO)

Q31a On what radio station did you hear the ad?

(MULTIPLES ACCEPTED)

1. Fox FM (Melbourne)
2. Mixx FM (Melbourne)
3. Nova (Melbourne)
4. Star (Albury/Wodonga 104.9 FM)
5. Star (Bendigo 91.9 FM)
6. Star (Mildura 99.5 FM)
7. Star (Shepparton 96.9 FM)
8. Star (Warragul/East Gippsland 94.3 FM)
9. Power FM (Ballarat)
10. Mixx (Horsham 101.3 FM)
11. Mixx (Swan Hill 107.7 FM)
12. Other (Specify)
13. (Can't say)

*(ALL)

D3. (And to finish off, I have a couple of quick questions about you…)

Are you of Aboriginal or Torres Strait Islander origin?

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

*(ALL)

D5. In what country were you born?

1. Australia
2. Bosnia and Herzegovina
3. Canada
4. China (excl. SARs and Taiwan Province)
5. Croatia
6. Egypt
7. Fiji
8. Former Yugoslav Republic of Macedonia (FYROM)
9. Germany
10. Greece
11. Hong Kong (SAR of China)
12. India
13. Indonesia
14. Iraq
15. Ireland
16. Italy
17. Japan
18. Korea, Republic of (South)
19. Lebanon
20. Malaysia
21. Malta
22. Netherlands
23. New Zealand
24. Papua New Guinea
25. Philippines
26. Poland
27. Singapore
28. South Africa
29. South Eastern Europe
30. Sri Lanka
31. Thailand
32. Turkey
33. United Kingdom
34. United States of America
35. Vietnam
36. Other (Specify)
37. Refused
38. Afghanistan
39. Cambodia (Kampuchea)
40. Pakistan
41. Sudan
42. Taiwan
43. Iran
44. Russia
45. Somalia
46. Ukraine

*(BORN IN COUNTRY OTHER THAN AUSTRALIA) CONTINUE.

D5A. How old were you when you first came to Australia to live?

1. Age given (Specify_____) (RANGE 0 TO 19)
2. Year given (Specify_____) (RANGE 1989 TO 2009)
3. (Can't say)
4. (Refused)

*(ALL)

D8. Do you speak a language other than English at home?

1. Yes
2. No
3. (Refused)

*(THOSE WHO SPEAK LOTE)

D9. What language is that?

1. Arabic
2. Cantonese
3. Croatian
4. Dutch
5. Filipino (excludes Tagalog)(c)
6. French
7. German
8. Greek
9. Hindi
10. Hungarian
11. Indonesian
12. Italian
13. Japanese
14. Khmer
15. Korean
16. Macedonian
17. Maltese
18. Mandarin
19. Polish
20. Portuguese
21. Russian
22. Samoan
23. Serbian
24. Sinhalese
25. Spanish
26. Tagalog (excludes Filipino)(c)
27. Tamil
28. Turkish
29. Vietnamese
30. Other (Specify)
31. Can't say
32. Afrikaans
33. Assyrian
34. Bosnian
35. Hakka
36. Lebanese
37. Punjabi
38. Albanian
39. Dari
40. Farsi
41. Malay
42. Persian
43. Romanian
44. Somalian
45. Thai
46. Urdu

*(ALL)

END

(And just to remind you.... .)
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.

*(ALL)

CLOSEThe 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.

TERMINATION SCRIPT 1

That is all the questions I have for you today. Thank you for your time and assistance. You have been speaking to (Interviewer's name) from the Social Research Centre.

TERMINATION SCRIPT 2

Thanks anyway

TERMINATION SCRIPT 3

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

Appendix 3
Enrolments in VCE Vocational Education and Training (VET) by Certificate

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	21622VIC	Advanced Diploma in Engineering Technology	2
2009	21682VIC	Advanced Diploma of Dance	1
2009	CISCO1	CISCO Discovery & Exploration	253
2009	40408SA	Certificate I in Active Volunteering	13
2009	RUV10104	Certificate I in Animal Studies	13
2009	AUR10105	Certificate I in Automotive	36
2009	MEM10205	Certificate I in Boating Services	18
2009	BSB10101	Certificate I in Business	157
2009	BSB10107	Certificate I in Business	39
2009	SRC10206	Certificate I in Community Recreation	30
2009	BCG10198	Certificate I in Construction	6
2009	21497VIC	Certificate I in ESL	5
2009	UTE10102	Certificate I in Electrotechnology	52
2009	MEM10105	Certificate I in Engineering	1
2009	FNS10104	Certificate I in Financial Services	35
2009	FDF10803	Certificate I in Food Processing (Retail Baking)	12
2009	LMF10102	Certificate I in Furnishing	60
2009	21772VIC	Certificate I in General Education for Adults	768
2009	21771VIC	Certificate I in General Education for Adults (Introductory)	196
2009	RTF10103	Certificate I in Horticulture	77
2009	SIT10207	Certificate I in Hospitality	31
2009	THH11102	Certificate I in Hospitality (Kitchen Operations)	16
2009	SIT10307	Certificate I in Hospitality (Kitchen Ops)	247
2009	THH11002	Certificate I in Hospitality (Operations)	5
2009	ICA10105	Certificate I in Information Technology	469
2009	40512SA	Certificate I in Introductory Vocational Education	33
2009	80776ACT	Certificate I in Language	47
2009	21361VIC	Certificate I in Learning Pathways for Australian ATSI	1
2009	CUF10101	Certificate I in Media	4
2009	CUS10101	Certificate I in Music Industry (Foundation)	10
2009	WRR10102	Certificate I in Retail Operations	25
2009	SIR10107	Certificate I in Retail Services	24
2009	RTE10103	Certificate I in Rural Operations	12
2009	91421NSW	Certificate I in Spoken and Written English	8
2009	21671VIC	Certificate I in Transition Education	398
2009	TLIPC107	Certificate I in Transport & Logistics(Rail Pathways)	1
2009	CUV10103	Certificate I in Visual Arts and Contemporary Craft	31
2009	21625VIC	Certificate I in Vocational Preparation	1485
2009	21672VIC	Certificate I in Work Education	55
2009	CHC10102	Certificate I in Work Preparation	27
2009	21607VIC	Certificate II in Acting (Film and Television)	37

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	40409SA	Certificate II in Active Volunteering	7
2009	MEA20401	Certificate II in Aeroskills	6
2009	RTE20103	Certificate II in Agriculture	492
2009	RUV20104	Certificate II in Animal Studies	179
2009	21633VIC	Certificate II in Applied Design in Industry	16
2009	LMT21706	Certificate II in Applied Fashion Design & Technology	28
2009	LMT21707	Certificate II in Applied Fashion Design and Technology	535
2009	39042QLD	Certificate II in Applied Language	125
2009	PRM20404	Certificate II in Asset Maintenance (Fire protection equiptment)	1
2009	PRM20104	Certificate II in Asset Maintenance (Cleaning Operations)	17
2009	21200VIC	Certificate II in Auslan	1
2009	AUR20405	Certificate II in Automotive Electrical Technology	18
2009	AUM25101	Certificate II in Automotive Manufacturing	2
2009	AUR20705	Certificate II in Automotive Mechanical	5
2009	AUR21105	Certificate II in Automotive Sales (Sales Service Station Operations	1
2009	21560VIC	Certificate II in Automotive Technology Studies	2186
2009	AUR20905	Certificate II in Automotive Vehicle Body	16
2009	AUR20505	Certificate II in Automotive Vehicle Servicing	114
2009	AVI20208	Certificate II in Aviation (Flight Operations)	3
2009	AUR20305	Certificate II in Bicycles	8
2009	MEM20305	Certificate II in Boating Services	2
2009	CUF20401	Certificate II in Broadcasting (Radio)	47
2009	21844VIC	Certificate II in Building and Construction Pre-apprenticeship	3820
2009	BSB20101	Certificate II in Business	808
2009	BSB20107	Certificate II in Business	2502
2009	21888VIC	Certificate II in Circus	2
2009	BCC20103	Certificate II in Civil Construction	1
2009	SIR20107	Certificate II in Community Pharmacy	11
2009	WRP20102	Certificate II in Community Pharmacy	2
2009	SRC20206	Certificate II in Community Recreation	3290
2009	CHC20102	Certificate II in Community Services Support Work	39
2009	CHC20202	Certificate II in Community Services Work	1950
2009	UEE20507	Certificate II in Computer Assembly and Repair	21
2009	RTD20102	Certificate II in Conservation and Land Management	341
2009	CUF20107	Certificate II in Creative Industries (Media)	854
2009	CUF20107	Certificate II in Creative Industries(Media)	1
2009	21764VIC	Certificate II in Dance	468
2009	UEE20707	Certificate II in Data & Voice Communication	9
2009	21498VIC	Certificate II in ESL (Access)	20
2009	21932VIC	Certificate II in ESL (Access)	69
2009	UEE22007	Certificate II in Electrotechnology (Career Start)	133

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	21583VIC	Certificate II in Electrotechnology (Shared Technology)	839
2009	UTE20504	Certificate II in Electrotechnology Servicing	1
2009	21887VIC	Certificate II in Electrotechnology Studies (Pre-vocational)	287
2009	HLT21107	Certificate II in Emergency Medical Service First Response	159
2009	MEM20105	Certificate II in Engineering	202
2009	MEM20198	Certificate II in Engineering - Production	1
2009	21566VIC	Certificate II in Engineering Studies	1803
2009	MEM20205	Certificate II in Engineering (Production Tech)	39
2009	21327VIC	Certificate II in Equine Industry	237
2009	21908VIC	Certificate II in Equine Industry	382
2009	MNQ20103	Certificate II in Extractive Industries	1
2009	FNS20104	Certificate II in Financial Services	1
2009	WRF20104	Certificate II in Floristry	14
2009	FDF20103	Certificate II in Food Processing	3
2009	FDF20403	Certificate II in Food Processing (Wine)	40
2009	21278VIC	Certificate II in Furnishing	13
2009	21278VIC	Certificate II in Furnishing (Pre-apprenticeship Cabinet Making)	1182
2009	LMF20302	Certificate II in Furniture Making	43
2009	BCG20198	Certificate II in General Construction	144
2009	21773VIC	Certificate II in General Education for Adults	991
2009	WRH20106	Certificate II in Hairdressing	1554
2009	RTF20103	Certificate II in Horticulture	509
2009	RTF20703	Certificate II in Horticulture (Parks & Gardens)	100
2009	SIT20207	Certificate II in Hospitality	2638
2009	SIT20307	Certificate II in Hospitality (Kitchen Operations)	1924
2009	THH22002	Certificate II in Hospitality (Kitchen Operations)	15
2009	THH21802	Certificate II in Hospitality (Operations)	1565
2009	ICA20105	Certificate II in Information Technology	1464
2009	21533VIC	Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-app)	39
2009	80775ACT	Certificate II in Language	3
2009	CUL20104	Certificate II in Library/Information Services	2
2009	WRB20204	Certificate II in Make-up Services	419
2009	MCM20105	Certificate II in Manufacturing Technology	63
2009	MTM20307	Certificate II in Meat Processing (Meat Retailing)	4
2009	21456VIC	Certificate II in Modelling	16
2009	CUF20601	Certificate II in Multimedia	105
2009	CUS20101	Certificate II in Music Industry (Foundation)	810
2009	WRB20104	Certificate II in Nail Technology	208
2009	BCF20100	Certificate II in Off-Site Construction	7
2009	SRO20206	Certificate II in Outdoor Recreation	1177
2009	21642VIC	Certificate II in Plumbing (Prevocational)	324

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	PMB20107	Certificate II in Polymer Processing	19
2009	ICP20205	Certificate II in Printing & Graphic Arts (Desktop Publishing)	41
2009	ICP20505	Certificate II in Printing & Graphic Arts (Screen Printing)	1
2009	ICP20205	Certificate II in Printing & Graphic Arts(Desktop Publishing)	47
2009	RTE20603	Certificate II in Production Horticulture	3
2009	PUA21004	Certificate II in Public Safety (Aquatic Rescue)	1
2009	PUA20701	Certificate II in Public Safety (Firefighting Operations)	50
2009	PUA20400	Certificate II in Public Safety (SES Rescue)	40
2009	RGR20102	Certificate II in Racing (Stablehand)	3
2009	SIR20207	Certificate II in Retail	774
2009	WRB20304	Certificate II in Retail Cosmetic Services	160
2009	WRR20102	Certificate II in Retail Operations	1154
2009	RTE20703	Certificate II in Rural Operations	18
2009	CUF20301	Certificate II in Screen	17
2009	SFI20104	Certificate II in Seafood Industry (Aquaculture)	11
2009	PRS20103	Certificate II in Security Operations	28
2009	21398VIC	Certificate II in Sign Writing	15
2009	91347NSW	Certificate II in Skills for Work and Training	63
2009	21956VIC	Certificate II in Small Business (Operations/Innovation)	15
2009	21530VIC	Certificate II in Small Business (Operations/Innovation)	347
2009	91422NSW	Certificate II in Spoken and Written English	27
2009	SRS20206	Certificate II in Sport (Career Orientated Participation)	1
2009	SRS20306	Certificate II in Sport (Coaching)	20
2009	SRS20406	Certificate II in Sport (Officiating)	1
2009	SRO20106	Certificate II in Sport and Recreation	77
2009	ZWA20104	Certificate II in Store Operations (Woolworths Supermarkets)	1
2009	ICT20202	Certificate II in Telecommunications	2
2009	ICT20302	Certificate II in Telecommunications (Cabling)	14
2009	SIT20107	Certificate II in Tourism	32
2009	THT20502	Certificate II in Tourism (Operations)	23
2009	TDT20102	Certificate II in Transport and Distribution (Warehousing)	66
2009	TLI20107	Certificate II in Transport and Logistics (Warehousing & Storage)	70
2009	CUV20103	Certificate II in Visual Arts and Contemporary Craft	72
2009	SIR20307	Certificate II in Wholesale	5
2009	RTE20303	Certificate II in Wool Handling	6
2009	SFI20104	Certificate II in the Seafood Industry (Aquaculture)	1
2009	21608VIC	Certificate III in Acting (Film and Television)	17
2009	CHC30102	Certificate III in Aged Care Work	69
2009	RTE30103	Certificate III in Agriculture	23
2009	RTE30703	Certificate III in Agriculture (Horse Breeding)	2
2009	HLT32407	Certificate III in Allied Health Assistance	53

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	UEE30507	Certificate III in Appliance Servicing	1
2009	39043QLD	Certificate III in Applied Language	4
2009	PRM30104	Certificate III in Asset Maintenance (Cleaning Operations)	4
2009	AUR31399	Certificate III in Automotive (Sales - Parts Interpreting)	2
2009	AUR30305	Certificate III in Automotive Electrical Technology	2
2009	AUR30405	Certificate III in Automotive Mechanical Technology	96
2009	AUR30605	Certificate III in Automotive Specialist	1
2009	AUR30805	Certificate III in Automotive Vehicle Body	11
2009	WRB30104	Certificate III in Beauty Services	414
2009	AUR30205	Certificate III in Bicycles	2
2009	CUF30301	Certificate III in Broadcasting (Radio)	1
2009	BSB30101	Certificate III in Business	73
2009	BSB30107	Certificate III in Business	131
2009	BSB30704	Certificate III in Business (Medical Administration)	1
2009	BSB30301	Certificate III in Business (Sales)	1
2009	BSB30201	Certificate III in Business Administration	15
2009	BSB30407	Certificate III in Business Administration	349
2009	BSB30504	Certificate III in Business (Frontline Management)	3
2009	RUV30204	Certificate III in Captive Animals	1
2009	CHC30402	Certificate III in Children's Services	520
2009	30267QLD	Certificate III in Christian Ministry	117
2009	91115NSW	Certificate III in Christian Studies	51
2009	BCC30603	Certificate III in Civil Construction (Plant Operations)	5
2009	LMT30500	Certificate III in Clothing Production	1
2009	LMT30506	Certificate III in Clothing Production	1
2009	SIR30107	Certificate III in Community Pharmacy	2
2009	SRC30206	Certificate III in Community Recreation	10
2009	CHC30802	Certificate III in Community Services Work	30
2009	RUV30304	Certificate III in Companion Animal Services	2
2009	21471VIC	Certificate III in Concept Development for Clothing Products	214
2009	RTD30102	Certificate III in Conservation & Land Management	5
2009	BSB30207	Certificate III in Customer Contact	3
2009	21760VIC	Certificate III in Dance	30
2009	HLT31802	Certificate III in Dental Assisting	1
2009	HLT31807	Certificate III in Dental Assisting	3
2009	CUV30303	Certificate III in Design Fundamentals	45
2009	CHC30302	Certificate III in Disability Work	2
2009	21933VIC	Certificate III in ESL (Access)	3
2009	21501VIC	Certificate III in ESL (Further Study)	13
2009	21484VIC	Certificate III in Education	32
2009	UEE30807	Certificate III in Electrotechnology Electrician	188

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	UTE31199	Certificate III in Electrotechnology Systems Electrician	17
2009	91350NSW	Certificate III in Employment Education and Training	63
2009	MEM30305	Certificate III in Engineering - Fabrication Trade	63
2009	MEM30205	Certificate III in Engineering - Mechanical Trade	23
2009	MEM30105	Certificate III in Engineering - Production Systems	2
2009	MEM30505	Certificate III in Engineering - Technical	1
2009	21565VIC	Certificate III in Engineering Studies	42
2009	SIT30607	Certificate III in Events	45
2009	FNS30107	Certificate III in Financial Services	196
2009	FNS30304	Certificate III in Financial Services (Accounts Clerical)	8
2009	SRF30206	Certificate III in Fitness	175
2009	LMF30102	Certificate III in Floor Covering and Finishing	3
2009	WRF30104	Certificate III in Floristry	8
2009	FDF30103	Certificate III in Food Processing	3
2009	FDF30603	Certificate III in Food Processing (Retail Baking - Bread)	19
2009	FDF30503	Certificate III in Food Processing (Retail Baking-Cake & Pastry)	3
2009	FDF30903	Certificate III in Food Processing (Sales)	8
2009	FDF30703	Certificate III in Food Processing (Retail Baking Combined)	8
2009	BSB31207	Certificate III in Frontline Management	5
2009	LMF30302	Certificate III in Furniture Making	8
2009	LMF30402	Certificate III in Furniture Making (Cabinet Making)	21
2009	BCG30798	Certificate III in Gen Construction (Carp-Framewrk/Formwrk/ Finish)	232
2009	BCG30698	Certificate III in General Construction (Bricklaying/ Blocklaying)	30
2009	BCG30498	Certificate III in General Construction (Painting & Decorating)	13
2009	BCG30198	Certificate III in General Construction (Wall and Floor Tiling)	5
2009	BCG30298	Certificate III in General Construction (Wall and ceiling lining)	8
2009	21774VIC	Certificate III in General Education for Adults (CGEA)	306
2009	PSP30104	Certificate III in Government	1
2009	WRH30106	Certificate III in Hairdressing	212
2009	HLT32507	Certificate III in Health Services Assistance	317
2009	CHC30202	Certificate III in Home and Community Care	1
2009	RTF30103	Certificate III in Horticulture	33
2009	RTF30203	Certificate III in Horticulture (Arboriculture)	1
2009	RTF30803	Certificate III in Horticulture (Turf Management)	2
2009	RTF30703	Certificate III in Horticulture- Parks & Gardens	3
2009	SIT30707	Certificate III in Hospitality	178
2009	SIT30807	Certificate III in Hospitality (Commercial Cookery)	270
2009	THH31502	Certificate III in Hospitality (Commercial Cookery)	107
2009	THH33002	Certificate III in Hospitality (Operations)	385
2009	ICA30105	Certificate III in Information Technology	1426

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	PML30104	Certificate III in Laboratory Skills	61
2009	CUL30104	Certificate III in Library/Information Services	15
2009	MEM30805	Certificate III in Locksmithing	3
2009	MTM30807	Certificate III in Meat Processing (Meat Retailing)	6
2009	CUF30107	Certificate III in Media	2045
2009	THT30102	Certificate III in Meetings & Events	4
2009	30771QLD	Certificate III in Ministry & Theology	56
2009	CUF30601	Certificate III in Multimedia	1258
2009	CUS30101	Certificate III in Music	600
2009	CUS30201	Certificate III in Music Industry (Technical Production)	906
2009	BCF30100	Certificate III in Off-Site Construction (Shop fitting)	10
2009	BCF30700	Certificate III in Off-Site Construction (Sign Writing/Computer Ops)	3
2009	BCF30200	Certificate III in Off-Site Construction(Joinery/Timber/Alum/ Glass)	3
2009	SRO30206	Certificate III in Outdoor Recreation	13
2009	21824VIC	Certificate III in Performing Arts	1
2009	BCP30103	Certificate III in Plumbing	138
2009	ICP30305	Certificate III in Printing & Graphic Arts (Multimedia)	11
2009	RTE31603	Certificate III in Production Horticulture	5
2009	PUA30601	Certificate III in Public Safety (Firefighting & Emergency Operations	1
2009	RGR30202	Certificate III in Racing (Advanced Stablehand)	7
2009	RGR30102	Certificate III in Racing (Trackrider)	1
2009	21597VIC	Certificate III in Real Estate	2
2009	THC30104	Certificate III in Recreational Vehicle Manufacturing	10
2009	SIR30207	Certificate III in Retail	189
2009	WRR30202	Certificate III in Retail Operations	664
2009	WRR30102	Certificate III in Retail Supervision	89
2009	21125VIC	Certificate III in Roof Tiling and Slating	29
2009	RTE31803	Certificate III in Rural Merchandising	1
2009	FPI30705	Certificate III in Sawdoctoring	1
2009	CUF30101	Certificate III in Screen	25
2009	SFI30104	Certificate III in Seafood Industry (Aquaculture)	8
2009	91423NSW	Certificate III in Spoken and Written English	18
2009	SRS30206	Certificate III in Sport (Career Oriented Participation)	3
2009	SRS30306	Certificate III in Sport (Coaching)	43
2009	SRS30406	Certificate III in Sport (Officiating)	11
2009	SRO30106	Certificate III in Sport and Recreation	312
2009	BCF30600	Certificate III in Stonemasonry (Monumental/Installation)	16
2009	91361NSW	Certificate III in Theatre & Screen Performance	17
2009	SIT30107	Certificate III in Tourism	15
2009	THT31002	Certificate III in Tourism (Operations)	19

Year	OTFE_CERT_CD	Certificate Title	Enrolments
2009	TDT31102	Certificate III in Transport & Distribution (Administration)	4
2009	TDT30102	Certificate III in Transport & Distribution(Warehousing & Storage)	15
2009	TLI31107	Certificate III in Transport & Logistics (Logistics Operations)	9
2009	TLI30107	Certificate III in Transport & Logistics (Warehousing & Storage)	49
2009	CUV30103	Certificate III in Visual Arts and Contemporary Craft	105
2009	ICP40205	Certificate IV Printing & Graphic Arts (Multimedia)	42
2009	CUV40203	Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	3
2009	RTE40103	Certificate IV in Agriculture	2
2009	39044QLD	Certificate IV in Applied Language	1
2009	14300VIC	Certificate IV in Arts (Interior Decoration)	2
2009	AVI40108	Certificate IV in Aviation Operations (Commerical Pilot Aeroplane)	4
2009	WRB40105	Certificate IV in Beauty Therapy	5
2009	BCG40106	Certificate IV in Building & Construction	7
2009	BSB40201	Certificate IV in Business Administration	1
2009	BSB40507	Certificate IV in Business Administration	3
2009	BSB40607	Certificate IV in Business Sales	27
2009	SRC40206	Certificate IV in Community Recreation	1
2009	RTD40102	Certificate IV in Conservation & Land Management	1
2009	21816VIC	Certificate IV in Dance (Teaching & Management)	23
2009	CUV40303	Certificate IV in Design	147
2009	CHC40302	Certificate IV in Disability Work	1
2009	SRF40206	Certificate IV in Fitness	6
2009	BSB40807	Certificate IV in Frontline Management	1
2009	21695VIC	Certificate IV in Further Education	21
2009	ICA40805	Certificate IV in Information Technology (Multimedia)	5
2009	ICA40205	Certificate IV in Information Technology (Support)	1
2009	ICA40405	Certificate IV in Information Technology Networking	2
2009	ICA40105	Certificate IV in Information Technology (General)	2
2009	21792VIC	Certificate IV in Justice	26
2009	CUE40303	Certificate IV in Live Production, Theatre and Events	1
2009	CUF40203	Certificate IV in Make-up	1
2009	BSB41307	Certificate IV in Marketing	26
2009	HLT40307	Certificate IV in Massage Therapy Practice	5
2009	21706VIC	Certificate IV in Ministry	3
2009	CUF40801	Certificate IV in Multimedia	1
2009	CUS40101	Certificate IV in Music	21
2009	CUS40201	Certificate IV in Music Industry	5
2009	LMF40308	Certificate IV in Musical Instrument Making & Repair	9
2009	HLT43407	Certificate IV in Nursing (Enrolled/Division 2 nursing)	19
2009	CUV40403	Certificate IV in Photoimaging	44

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2009	RGR40202	Certificate IV in Racing (Jockey)	1
2009	40357SA	Certificate IV in Residential Drafting	9
2009	WRR40102	Certificate IV in Retail Management	4
2009	CUF40401	Certificate IV in Screen	52
2009	BSB40407	Certificate IV in Small Business Management	1
2009	SRO40106	Certificate IV in Sport & Recreation	288
2009	LMT40107	Certificate IV in Textile Technology & Production	1
2009	21679VIC	Certificate IV in Theatre Arts	1
2009	TDA40203	Certificate IV in Transport & Distribution (Aviation Flight Ops)	20
2009	RUV40404	Certificate IV in Veterinary Nursing	2
2009	CUV40103	Certificate IV in Visual Arts & Contemporary Craft	74
2009	CHC40602	Certificate IV in Youth Work	1
2009	CISCO	Cisco Networking Academy Program	62
2009	21731VIC	Course in Concurrent Study	5
2009	21883VIC	Course in Construction (OH&S Induction)	624
2009	21770VIC	Course in Initial General Education for Adults	14
2009	40356SA	Diploma of Building Design and Technology	1
2009	21628VIC	Diploma of Dance (Classical Ballet & Performing Arts)	1
2009	HLT50507	Diploma of Dental Technology	1
2009	21871VIC	Diploma of Illustration	1
2009	BSB51107	Diploma of Management	1
2009	CUV50407	Diploma of Photoimaging	32
2009	21515VIC	Diploma of Practical Rabbinics	40
2009	RTE50303	Diploma of Production Horticulture	1
2009	FDS09	Food, Health & Safety	1
2009	BCON-21393VIC	VCE VET Building and Construction	7
2009	RET20102	VCE VET Retail Operations	13