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## **LSAY Cohort Report The Year 9 Class of 1995 in 2000: Experiences in Education and Employment**

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# Longitudinal Surveys of Australian Youth

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## COHORT REPORT

### **THE YEAR 9 CLASS OF 1995 IN 2000: EXPERIENCES IN EDUCATION AND EMPLOYMENT**

Sheldon Rothman

This report forms part of the Longitudinal Surveys of Australian Youth,  
a research program that is jointly managed by ACER and the  
Commonwealth Department of Education, Science and Training (DEST).

The views expressed in this report are those of the author and not necessarily of the  
Department of Education, Science and Training.

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## EXECUTIVE SUMMARY

This report provides details of the experiences of the 1995 cohort of the Longitudinal Surveys of Australian Youth in 2000. Information on this cohort was first collected in 1995, when these young people were Year 9 students in Australian schools.

### Highlights

#### *Education and Training*

- 60 per cent of the cohort were engaged in study during 2000, including 34 per cent at university, 11 per cent at TAFE, and 14 per cent undertaking an apprenticeship or traineeship.
- Greater proportions of females than males were studying at university or TAFE, whilst greater proportions of males than females were in apprenticeships.
- Nearly three-quarters of cohort members who were studying at a university or TAFE institute received income from paid work, earning an average of \$130-\$150 per week.
- More than 90 per cent of those who had completed some study during the year stated that they had benefited from study, especially in improvement of their communication skills and their career prospects.

#### *Employment*

- More than three-quarters of the cohort were employed in 2000, with 45 per cent working full-time and 33 per cent working part-time.
- More than one-half of cohort members who were employed worked in clerical and personal service occupations, with more than 70 per cent of females in these positions.
- Males employed full-time worked more hours per week and earned more money than females employed full-time; males employed part-time earned more money than females employed part-time but worked the same number of hours per week.
- Job satisfaction was very high among cohort members, although part-time workers were least satisfied with training and promotion opportunities.

#### *General Attitudes and Other Activities*

- Most members of the cohort were happy with their lives, but they were least happy with the state of the economy and the running of the country.
- 82 per cent of cohort members participated in sport or exercise activities on a weekly basis.
- Female cohort members read books and visited libraries more frequently than male cohort members did.



# 1. INTRODUCTION

This report provides details of the experiences of the 1995 cohort of the Longitudinal Surveys of Australian Youth (abbreviated to LSAY Y95) at a single point in time. Information on this cohort was first collected in 1995, when these young people were Year 9 students in Australian schools. The reference period for this report is 2000. Nearly all of the cohort had completed secondary school, and more than half were undertaking some type of study. Information about the LSAY Y95 cohort's activities in 1999 is available in McKenzie (in press).

## **Purposes of the cohort reports**

ACER provides a variety of reports as part of the LSAY program. *Research Reports* concentrate on particular groups of young people, such as early school leavers and university students, or on particular topics, such as part-time work by secondary students. *Technical Reports* provide technical detail on issues such as sampling, the construction of weights, question wording and frequencies for various parts of the LSAY project. These reports contain necessary background material for researchers using LSAY data, including codebooks and questionnaires. *Briefing Papers* summarise findings in an easy-to-read format.

During 2000, ACER introduced *Cohort Reports* as part of a strategy to disseminate information from this important project. These reports provide an overview of the education, training and labour market experiences of the whole cohort on a regular basis, contributing to discussions of issues that affect young people. For example, discussions of school participation rates are more informative when viewed in the context of the other forms of education and training that young people participate in, and of their experiences with school and the wider society.

By providing details about what members of the cohort are doing, cohort reports supplement data already available from government statistics on enrolments and apparent retention rates. The Cohort Reports are also intended to help researchers and other users of LSAY to see the potential of the database. By detailing the experiences and activities of a cohort at a single point of time, each report will use a wider range of the variables than may be done in the focused research reports.

## **Structure of the report**

Section 2 of this report outlines who was in the Year 9 class of 1995 in 2000. It provides an overview of what education and training activities and what type of employment they were doing. Section 3 looks at those who were undertaking some form of study, at universities and colleges of technical and further education (TAFE), or as part of apprenticeships, traineeships and other forms of study in 2000, providing information on their characteristics, their studies and their employment. Section 4 deals with the labour force experiences of the entire cohort, whether currently studying or not. Section 5 examines general attitudes of the cohort, providing information on their happiness with aspects of their lives and on the activities in which they were engaged in their spare time.



## **2. WHO IS IN THE YEAR 9 CLASS OF 1995 IN 2000?**

A nationally representative sample of 13,613 Year 9 students was selected in 1995 to form the first cohort of LSAY. The sample was constructed by randomly selecting 286 Australian schools, then two-to-three classes of Year 9 students within these schools. The sample was designed to represent each Australian State and school sector. Smaller States and Territories were over-sampled to provide sufficient numbers to give reliable State estimates on many key variables.

Each year, members of the cohort are contacted between September and December. A follow-up mail survey in 1996 had 9,897 responses, an attrition rate of 28 per cent. Telephone surveys commenced in 1997, and the sample was rebuilt to account for losses in 1996, bringing to 10,307 the number of persons in the active sample. For 2000, the focus of this report, there were 7,889 respondents to the telephone questionnaire, representing 58 per cent of the original sample. Sample weights, based on State, school sector and some background variables, were applied to compensate for attrition, ensuring adequate representation of various groups in the remaining sample. Background characteristics of the cohort in 2000, after sample weights have been applied, are presented in Table 1. The reference period for this report is September-December 2000.

When the sample was first established, smaller States and Territories were oversampled and larger States were undersampled. Sample weighting is used each year in LSAY analyses to compensate for the differential sample sizes in the first year, and to compensate for differential rates of attrition caused by non-response and refusal in later years. Details of the sampling and weighting procedures used in LSAY are contained in Long (1996) and Marks and Long (2000).

### **What were members of the Year 9 class of 1995 doing in 2000?**

By the end of 2000, the modal age of the Year 9 class of 1995 was 19 years. Nearly all members of the cohort had completed school. Less than one per cent either were still at school or were completing Year 12 at TAFE. Forty-five per cent of the cohort were studying at university or TAFE, mostly full-time. Another fifteen per cent were engaged in some other form of education and training, including apprenticeships, traineeships and other courses. Approximately thirty per cent of the cohort had not undertaken any further education and training between the end of 1999 and the end of 2000. Participation in education and training is shown in the rows of Table 2.

Seven out of nine members of the LSAY Y95 cohort—78 per cent—were working in 2000: forty-five per cent full-time and thirty-three per cent part-time. Six per cent of the cohort were unemployed, and sixteen per cent were not in the labour force, including thirteen per cent who were studying full-time. Participation in employment is shown in the columns of Table 2.

**Table 1 Background characteristics of members of the LSAY Y95 cohort in 2000**

|  | Weighted          |                     |                     |
|--|-------------------|---------------------|---------------------|
|  | Number<br>in 2000 | Per cent<br>in 2000 | Per cent<br>in 1995 |
| <b>Gender</b>  |                   |                     |                     |
| Male   | 3,856             | 49                  | 49                  |
| Female   | 4,033             | 51                  | 51                  |
| <b>Indigenous background</b>                                 |                   |                     |                     |
| Indigenous   | 166               | 2                   | 3                   |
| Non-Indigenous   | 7,234             | 98                  | 97                  |
| <b>Country of birth</b>                                      |                   |                     |                     |
| Australia  | 6,825             | 90                  | 89                  |
| Other  | 790               | 10                  | 11                  |
| <b>Father's country of birth</b>                             |                   |                     |                     |
| Australia  | 5,083             | 67                  | 67                  |
| Other  | 2,463             | 33                  | 33                  |
| <b>Mother's country of birth</b>                             |                   |                     |                     |
| Australia  | 5,353             | 70                  | 70                  |
| Other  | 2,247             | 30                  | 30                  |
| <b>Father's occupational group (1995)</b>                    |                   |                     |                     |
| Professionals and paraprofessionals                          | 1,434             | 24                  | 23                  |
| Managers and administrators                                  | 1,476             | 25                  | 25                  |
| Clerical and personal service                                | 858               | 14                  | 14                  |
| Tradespersons  | 1,315             | 22                  | 21                  |
| Plant and machine operators                                  | 232               | 4                   | 4                   |
| Labourers and related workers                                | 700               | 12                  | 12                  |
| <b>Main language spoken at home (1995)</b>                   |                   |                     |                     |
| English  | 6,726             | 88                  | 89                  |
| Other  | 845               | 12                  | 11                  |
| <b>State of school attended (1995)</b>                       |                   |                     |                     |
| New South Wales  | 2,590             | 33                  | 33                  |
| Victoria   | 1,882             | 24                  | 24                  |
| Queensland   | 1,566             | 20                  | 18                  |
| South Australia  | 586               | 7                   | 8                   |
| Western Australia  | 820               | 10                  | 11                  |
| Tasmania   | 235               | 3                   | 3                   |
| Australian Capital Territory                                 | 147               | 2                   | 2                   |
| Northern Territory   | 63                | 1                   | 1                   |
| <b>Sector of school attended (1995)</b>                      |                   |                     |                     |
| Government   | 5,383             | 68                  | 67                  |
| Catholic   | 1,567             | 20                  | 20                  |
| Independent  | 939               | 12                  | 13                  |
| <b>Location of residence (1995)</b>                          |                   |                     |                     |
| Metropolitan   | 4,350             | 55                  | 55                  |
| Regional   | 1,917             | 24                  | 24                  |
| Rural/remote   | 1,622             | 21                  | 21                  |
| <b>Achievement in literacy and numeracy in Year 9 (1995)</b> |                   |                     |                     |
| Lowest quartile  | 1,958             | 25                  | 25                  |
| Second quartile  | 1,990             | 25                  | 25                  |
| Third quartile   | 1,932             | 25                  | 25                  |
| Highest quartile   | 1,988             | 25                  | 25                  |

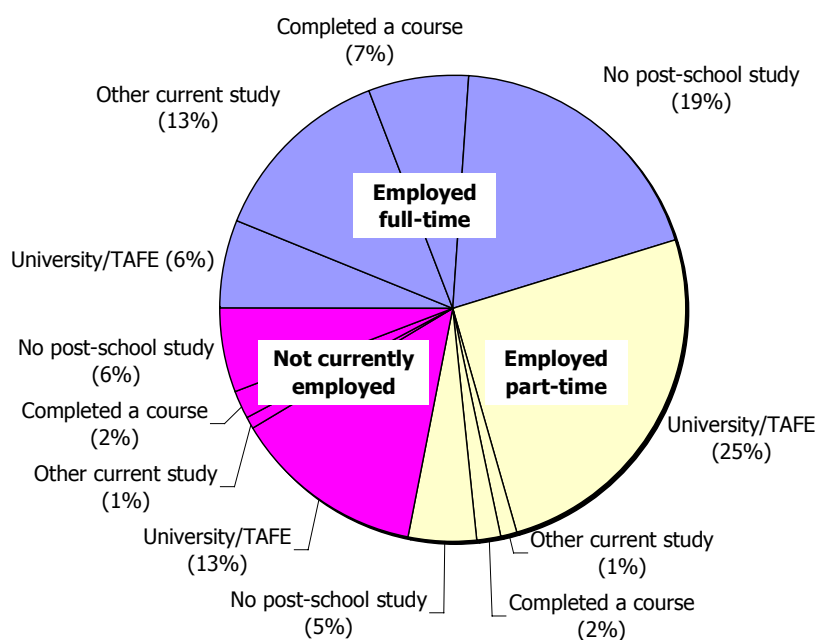
Notes: Father's occupational groups are based on the first edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1986). 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

**Table 2 Labour force and education and training participation in 2000 by the LSAY Y95 cohort**

|   | Employed full-time (%) | Employed part-time (%) | Unemployed (%) | Not in the labour force (%) | Total (%)  |
|---|------------------------|------------------------|----------------|-----------------------------|------------|
| <b>University or TAFE</b>                         |                        |                        |                |                             |            |
| Full-time study                                   | 3                      | 24                     | --             | 13                          | 40         |
| Part-time study                                   | 3                      | 2                      | <1             | <1                          | 5          |
| <b>Apprenticeship, traineeship or other study</b> |                        |                        |                |                             |            |
| Full- or part-time study                          | 13                     | 1                      | 1              | <1                          | 15         |
| <b>Not currently studying</b>                     |                        |                        |                |                             |            |
| Completed a course since 1999                     | 7                      | 2                      | 1              | <1                          | 11         |
| No post-school study during 2000                  | 19                     | 5                      | 4              | 2                           | 30         |
| <b>Total</b>                                      | <b>45</b>              | <b>33</b>              | <b>6</b>       | <b>16</b>                   | <b>100</b> |

Note: Cells may not sum to totals due to rounding.

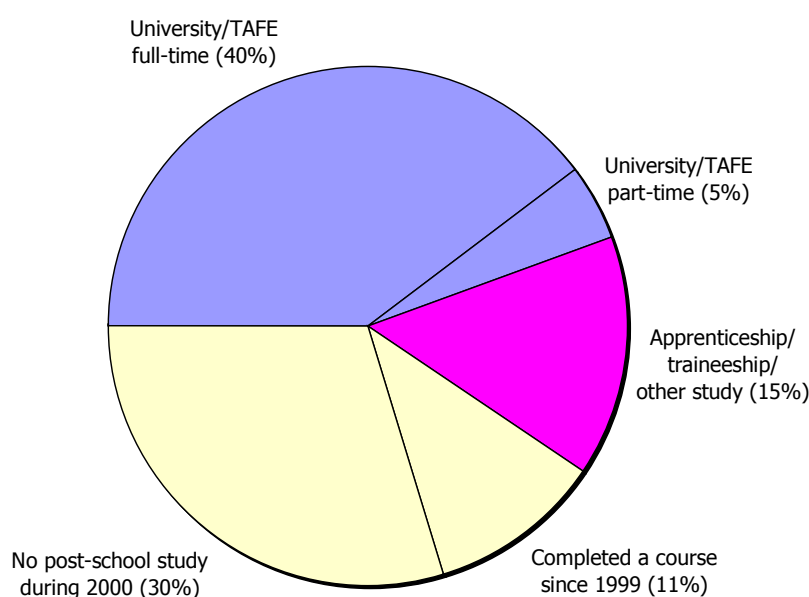
Nearly one-half of the cohort combined study and employment in 2000, with 46 per cent undertaking some form of education or training during the year while working either full-time or part-time. Eight per cent of the cohort were not working or studying in 2000, and six per cent were not working had not undertaken any form of post-school study at all (see Figure 1). Information on the cohort's employment during education and training is presented in Section 3.



**Figure 1 Education and training activities of the LSAY Y95 cohort in 2000, by employment status**

### 3. EDUCATION AND TRAINING ACTIVITIES

In 2000, six out of every ten members of the LSAY Y95 cohort (60%) were engaged in some form of education or training, which is a decrease from the 66 per cent who were studying in 1999 (McKenzie, in press). Most of those in university study were enrolled full-time, as were most of those studying at TAFE (see Figure 2). Enrolment in university and TAFE study, as well as in apprenticeships, traineeships and other forms of study, varied by gender and location. A greater percentage of females than males were studying at universities, with the difference between female and male university attendance greater for cohort members from non-metropolitan locations (see Table 3).



**Figure 2** Study activities of the LSAY Y95 cohort in 2000

**Table 3** Education and training activities of the LSAY Y95 cohort in 2000, by location of residence and gender

| Current study                    | Metropolitan |            | Non-metropolitan |            | Total      |
|----------------------------------|--------------|------------|------------------|------------|------------|
|                                  | Male         | Female     | Male             | Female     |            |
| University                       | 36           | 43         | 21               | 35         | 34         |
| TAFE                             | 11           | 13         | 7                | 11         | 11         |
| Apprenticeship                   | 14           | 2          | 22               | 2          | 10         |
| Traineeship                      | 2            | 3          | 5                | 6          | 4          |
| Other study                      | 1            | 2          | 1                | 1          | 2          |
| Completed a course since 1999    | 8            | 11         | 10               | 13         | 11         |
| No post-school study during 2000 | 28           | 26         | 34               | 32         | 30         |
| <b>Total</b>                     | <b>100</b>   | <b>100</b> | <b>100</b>       | <b>100</b> | <b>100</b> |

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. Cells may not sum to totals due to rounding.

## University and TAFE study

Table 4 shows selected background characteristics of those members of the LSAY Y95 cohort who were studying either full-time or part-time at a university or a TAFE institution. Females represented 58 per cent of both university and TAFE students, but represented 51 per cent of the cohort in 2000. One-third (33%) of those studying at university had fathers who were working in professional and paraprofessional positions in 1995, whereas only 23 per cent of the 1995 cohort had this background.

**Table 4 Selected background characteristics of LSAY Y95 cohort members studying at university or TAFE in 2000**

|  | University (%) | TAFE (%)   | LSAY Y95 cohort in 2000 (%) |
|--|----------------|------------|-----------------------------|
| <b>Gender</b>  |                |            |                             |
| Male   | 42             | 42         | 49                          |
| Female   | 58             | 58         | 51                          |
| <b>Indigenous background</b>                                 |                |            |                             |
| Indigenous   | 1              | 1          | 2                           |
| Non-Indigenous   | 99             | 99         | 98                          |
| <b>Place of birth</b>  |                |            |                             |
| Australia  | 84             | 86         | 90                          |
| Other  | 16             | 14         | 10                          |
| <b>Father's occupational group (1995)</b>                    |                |            |                             |
| Professionals/paraprofessionals                              | 33             | 19         | 24                          |
| Managers and administrators                                  | 26             | 24         | 25                          |
| Clerical and personal service                                | 14             | 15         | 14                          |
| Tradespersons  | 15             | 24         | 22                          |
| Plant and machine operators                                  | 3              | 5          | 4                           |
| Labourers and related workers                                | 9              | 13         | 12                          |
| <b>Main language spoken at home (1995)</b>                   |                |            |                             |
| English  | 83             | 84         | 88                          |
| Other  | 17             | 16         | 12                          |
| <b>Sector of school attended (1995)</b>                      |                |            |                             |
| Government   | 55             | 71         | 68                          |
| Catholic   | 26             | 20         | 20                          |
| Independent  | 19             | 9          | 12                          |
| <b>Location of residence (1995)</b>                          |                |            |                             |
| Metropolitan   | 63             | 61         | 55                          |
| Regional   | 21             | 22         | 24                          |
| Rural/remote   | 16             | 17         | 21                          |
| <b>Achievement in literacy and numeracy in Year 9 (1995)</b> |                |            |                             |
| Lowest quartile  | 9              | 32         | 25                          |
| Second quartile  | 19             | 28         | 25                          |
| Third quartile   | 29             | 24         | 25                          |
| Highest quartile   | 43             | 16         | 25                          |
| <i>weighted n</i>  | <i>2,700</i>   | <i>829</i> | <i>7,889</i>                |

Notes: Father's occupational groups are based on the first edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1986). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

Former government school students made up 68 per cent of the cohort in 2000, but only 55 per cent of university students; former Catholic and independent school students made up 26 per cent and 19 per cent, respectively, of university students, both more than their representation in the cohort in 2000. Forty-three per cent of those attending university had been in the highest quartile in literacy and numeracy achievement in Year 9; sixteen per cent of those attending TAFE were in the highest quartile. More detailed analyses of those attending university are provided by Marks, Fleming, Long and McMillan (2000).

#### *Supporting university and TAFE study*

In order to study at university or TAFE, students must ensure they have adequate funds to support themselves, regardless of arrangements they make regarding HECS payments. They may need to meet the costs of meals, transport, accommodation, and textbooks and other materials, as well as leisure activities. As noted above, 45 per cent of the LSAY Y95 cohort were engaged in university or TAFE study during 2000, and more than two-thirds of these students were working (see Table 2). More than seven out of ten (73%) of those studying at university or TAFE were supporting their study with paid employment. Parents and other family members provided some financial support to 20 per cent of university and TAFE students (see Table 5).

**Table 5 Sources of income for LSAY Y95 cohort members studying at university or TAFE in 2000**

| <b>Source of income</b>                                    | <b>Per cent</b> |
|--|-----------------|
| Receive Youth Allowance or Abstudy payments                | 33              |
| Receive payments under Student Financial Supplement Scheme | 3               |
| Income from paid work                                      | 73              |
| Income from parents or family                              | 20              |
| Income from scholarship or cadetship                       | 1               |
| Income from other government allowances                    | 1               |
| Income from other sources                                  | <1              |

Note: Students may have indicated more than one source of income.

The average gross weekly earnings of university and TAFE students in the cohort who were working part-time varied by the type of institution attended. University students worked as many hours as TAFE students, but earned twenty dollars per week (see Table 6). On average, full-time students earned approximately \$12.50 per hour.

**Table 6 Median gross weekly earnings for members of the LSAY Y95 cohort who were working part-time while studying full-time, by location of study**

| <b>Location of study</b> | <b>Gross weekly earnings</b> | <b>Hours worked per week</b> |
|--------------------------|------------------------------|------------------------------|
| University               | \$150                        | 12                           |
| TAFE                     | \$130                        | 12                           |

## Apprenticeships, traineeships and other study

Approximately 15 per cent were undertaking an apprenticeship, traineeship or some other type of study. Selected background characteristics of these cohort members are presented in Table 7.

**Table 7 Selected background characteristics of LSAY Y95 cohort members in apprenticeships, traineeships and other types of education and training in 2000**

|  | Type of education or training |             |                 | LSAY Y95 cohort in 2000 (%) |
|--|-------------------------------|-------------|-----------------|-----------------------------|
|  | Apprentice (%)                | Trainee (%) | Other study (%) |                             |
| <b>Gender</b>  |                               |             |                 |                             |
| Male   | 89                            | 44          | 43              | 49                          |
| Female   | 11                            | 56          | 57              | 51                          |
| <b>Indigenous background</b>                                 |                               |             |                 |                             |
| Indigenous   | 2                             | 4           | 5               | 2                           |
| Non-Indigenous   | 98                            | 96          | 95              | 98                          |
| <b>Country of birth</b>                                      |                               |             |                 |                             |
| Australia  | 95                            | 93          | 91              | 90                          |
| Other  | 5                             | 7           | 9               | 10                          |
| <b>Father's occupational group (1995)</b>                    |                               |             |                 |                             |
| Professionals and paraprofessionals                          | 14                            | 20          | 26              | 24                          |
| Managers and administrators                                  | 24                            | 25          | 22              | 25                          |
| Clerical and personal service                                | 11                            | 15          | 8               | 14                          |
| Tradespersons  | 37                            | 25          | 25              | 22                          |
| Plant and machine operators                                  | 3                             | 5           | 2               | 4                           |
| Labourers and related workers                                | 11                            | 10          | 18              | 12                          |
| <b>Main language spoken at home (1995)</b>                   |                               |             |                 |                             |
| English  | 95                            | 95          | 90              | 88                          |
| Other  | 5                             | 5           | 9               | 12                          |
| <b>Sector of school attended (1995)</b>                      |                               |             |                 |                             |
| Government   | 77                            | 76          | 73              | 68                          |
| Catholic   | 17                            | 16          | 18              | 20                          |
| Independent  | 6                             | 8           | 9               | 12                          |
| <b>Location of residence (1995)</b>                          |                               |             |                 |                             |
| Metropolitan   | 45                            | 38          | 59              | 55                          |
| Regional   | 28                            | 30          | 18              | 24                          |
| Rural/remote   | 27                            | 33          | 23              | 21                          |
| <b>Achievement in literacy and numeracy in year 9 (1995)</b> |                               |             |                 |                             |
| Lowest quartile  | 35                            | 24          | 22              | 25                          |
| Second quartile  | 31                            | 29          | 36              | 25                          |
| Third quartile   | 20                            | 27          | 25              | 25                          |
| Highest quartile   | 14                            | 20          | 17              | 25                          |
| <i>weighted n</i>  | <i>751</i>                    | <i>318</i>  | <i>124</i>      | <i>7,889</i>                |

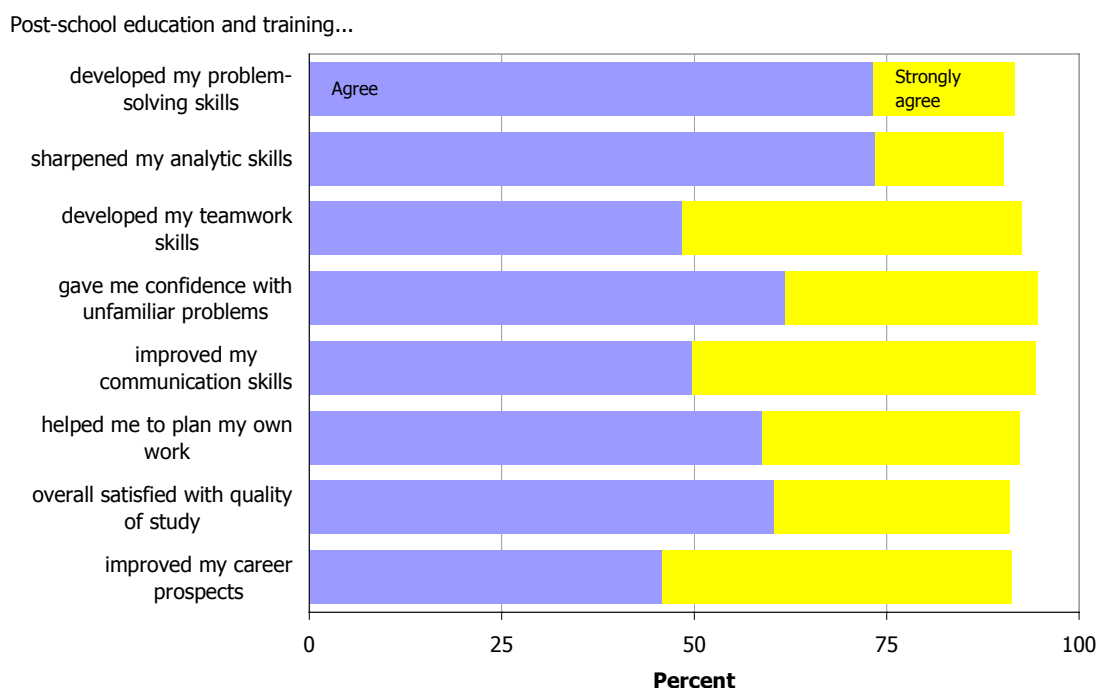
Notes: 'Other study' includes those still at school and those doing Year 12 at TAFE, short courses, modules, and study that does not lead to a certificate, diploma or degree. Father's occupational groups are based on the first edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1986). 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Cells may not sum to totals due to rounding.

Nearly nine of every ten (89%) of those in apprenticeships in 2000 were male, compared to 44 per cent of trainees and 43 percent of those in other study. More than one-third (37%) of those in apprenticeships had fathers who had been working as tradespersons in 1995. Cohort members who attended independent secondary schools in 1995 made up 12 per cent of the cohort in 2000, but only 6 per cent of those in apprenticeships, 8 per cent of those in traineeships, and 9 per cent of those in other types of study. Students from independent schools represented 19 per cent of cohort members attending university in 2000 (see Table 4).

On average, apprentices were working 40 hours per week, and making a gross weekly income of \$382. Trainees were also working 40 hours per week on average, and making a gross weekly income of \$387. Only a small number of apprentices and trainees were employed part-time.

### Benefits of study

Between the end of 1999 and the end of 2000, 12 per cent of the LSAY Y95 cohort had completed some form of post-school education and training, more than two-thirds of which had been undertaken at a TAFE institutes. More than 90 per cent of those who had completed some study during the year stated that they had benefited from study, with 45 per cent strongly agreeing that study improved their communication skills and their career prospects (see Figure 3).



**Figure 3** Benefits of post-school study completed by LSAY Y95 cohort during 2000



## Summary

This section provided information on those members of the LSAY Y95 cohort who were studying in 2000. They were studying at university or TAFE, as apprentices or trainees, and in other forms, including short courses and those not leading to a certificate. Approximately four out of ten (40%) were doing no study.

Those members of the cohort who attended government schools in Year 9 were under-represented in the group attending universities, as were males and those from rural and remote locations. Seven out of every ten university and TAFE students received income from paid work to help with their studies.

Fifteen per cent of the LSAY Y95 cohort were doing some other type of education and training in 2000, with the majority in apprenticeships. Nearly nine out of ten apprentices were male. Cohort members from non-metropolitan locations were over-represented among apprentices, as were those who had attended government schools in Year 9.

Cohort members who had completed some form of study during the year saw many benefits from their study, especially in the development of teamwork and communication skills and the improvement of career prospects.

## 4. EMPLOYMENT

By 2000, nearly all of the LSAY Y95 cohort had made the transition from secondary school. More than three-quarters of the cohort were employed, 45 per cent full-time and 33 per cent part-time.<sup>1</sup> As noted in Table 3 above, greater proportions of females than males were studying at university, as well as greater proportions of cohort members from metropolitan locations, compared to those from regional, rural and remote locations. Conversely, more than one-half (52%) of males in the cohort were employed full-time, compared to 39 per cent of females, and one-half (50%) of those from non-metropolitan locations were employed full-time, compared to 42 per cent of those from metropolitan locations (see Table 8). Among all females, 39 per cent were employed full-time and 39 per cent were employed part-time. Twenty-six per cent of females from non-metropolitan locations were not employed in 2000.

**Table 8 Employment status of LSAY Y95 cohort in 2000, by gender and location of residence**

| <b>Gender/Employment status</b> | <b>Metropolitan (%)</b> | <b>Non-metropolitan (%)</b> | <b>All locations (%)</b> |
|---------------------------------|-------------------------|-----------------------------|--------------------------|
| <b>Male</b>                     |                         |                             |                          |
| Employed full-time              | 46                      | 60                          | 52                       |
| Employed part-time              | 32                      | 19                          | 26                       |
| Not currently employed          | 22                      | 21                          | 21                       |
| <i>weighted n</i>               | <i>2,192</i>            | <i>1,664</i>                | <i>3,856</i>             |
| <b>Female</b>                   |                         |                             |                          |
| Employed full-time              | 37                      | 41                          | 39                       |
| Employed part-time              | 43                      | 33                          | 39                       |
| Not currently employed          | 20                      | 26                          | 23                       |
| <i>weighted n</i>               | <i>2,158</i>            | <i>1,875</i>                | <i>4,033</i>             |
| <b>All persons</b>              |                         |                             |                          |
| Employed full-time              | 42                      | 50                          | 45                       |
| Employed part-time              | 38                      | 26                          | 33                       |
| Not currently employed          | 21                      | 24                          | 22                       |
| <i>weighted n</i>               | <i>4,350</i>            | <i>3,539</i>                | <i>7,889</i>             |

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. Cells may not sum to totals due to rounding. 'Not currently employed' includes those who are unemployed and those who are not in the labour force.

### Occupations

Members of the LSAY Y95 cohort were employed in a variety of occupations in 2000, although more than one-half of the cohort (52%) were working in clerical and personal service positions, including positions in the retail and hospitality industries.<sup>2</sup> This occupational group employed 69 per cent of females in full-time positions, 77 per cent of females in part-time positions, and 48 per cent of males in part-time positions, but only 20 per cent of males in full-time positions. More than four out of

<sup>1</sup> A person is considered to be in full-time employment if the number of hours worked each week, in all jobs, is 30 or greater. Within this report, some analyses are based on the main job only.

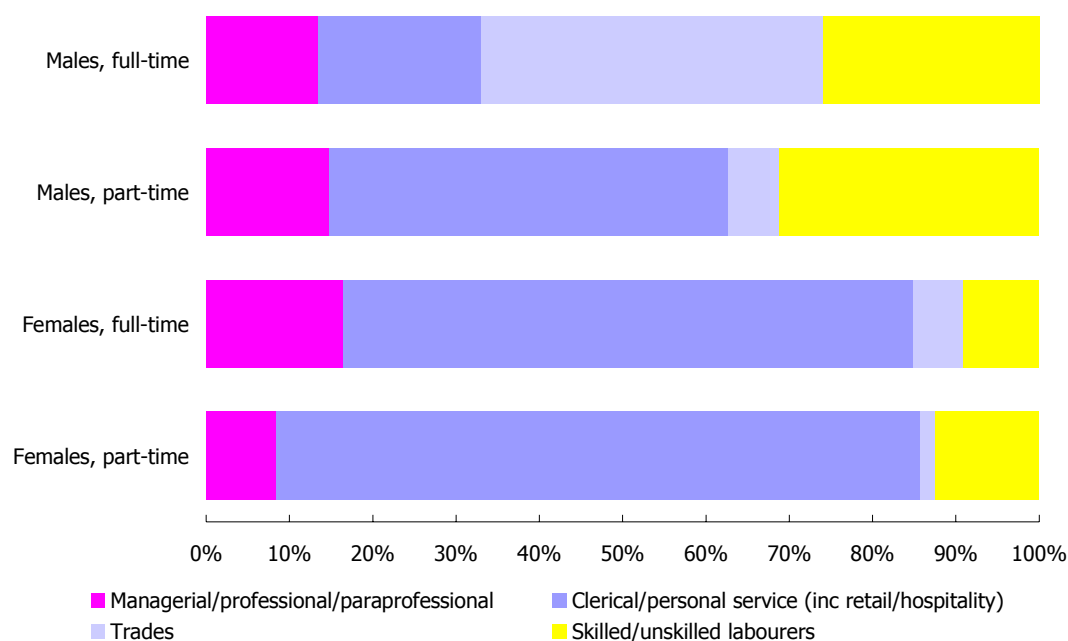
<sup>2</sup> Discussions of employment by occupational group and weekly income are based on the person's main job only. See Footnote 1 above.

ten (41%) males in full-time positions were working as tradespersons (see Table 9). More males than females were working as skilled and unskilled labourers, in full-time and part-time positions (see Figure 4).

**Table 9 Occupational groups among LSAY Y95 cohort members who were employed in 2000, by gender and employment status**

| Occupational group                                   | Males         |               | Females       |               | Total        |
|--|---------------|---------------|---------------|---------------|--------------|
|  | full-time (%) | part-time (%) | full-time (%) | part-time (%) |              |
| Managerial/professional/paraprofessional             | 14            | 15            | 16            | 8             | 13           |
| Clerical/personal service (incl. retail/hospitality) | 20            | 48            | 69            | 77            | 52           |
| Tradespersons  | 41            | 6             | 6             | 2             | 16           |
| Skilled and unskilled labourers                      | 26            | 31            | 9             | 12            | 19           |
| Total  | 100           | 100           | 100           | 100           | 100          |
| <i>weighted n</i>                                    | <i>1,903</i>  | <i>1,105</i>  | <i>1,426</i>  | <i>1,682</i>  | <i>6,115</i> |

Notes: Occupational groups are based on the second edition of the Australian Standard Classification of Occupations (ASCO) (ABS, 1997). Cells may not sum to totals due to rounding. Occupational groups are based on the person's main job only; 30 hours or more per week is considered a full-time position.



**Figure 4 Occupational groups among LSAY Y95 cohort members who were employed in 2000, by gender and employment status**

### Hours and Earnings

On average, males in full-time positions worked 40 hours per week in their main jobs, and females, 38 hours per week. The difference in hours worked is reflected in the difference in weekly gross income, with males earning \$422 per week and females,

\$400. In part-time positions, both males and females earned \$150 per week, although the average male worked one more hour each week (see Table 10).

**Table 10 Hours worked and gross income per week for members of the LSAY Y95 cohort who were employed in 2000, by employment status and gender**

|                              | Full-time    |              | Part-time  |              |
|------------------------------|--------------|--------------|------------|--------------|
|                              | Male         | Female       | Male       | Female       |
| Median hours worked per week | 40           | 38           | 15         | 14           |
| Median weekly gross income   | \$422        | \$400        | \$150      | \$150        |
| <i>Weighted n</i>            | <i>1,667</i> | <i>1,225</i> | <i>962</i> | <i>1,492</i> |

Note: 30 hours or more per week is considered full-time employment.

### Workplace training

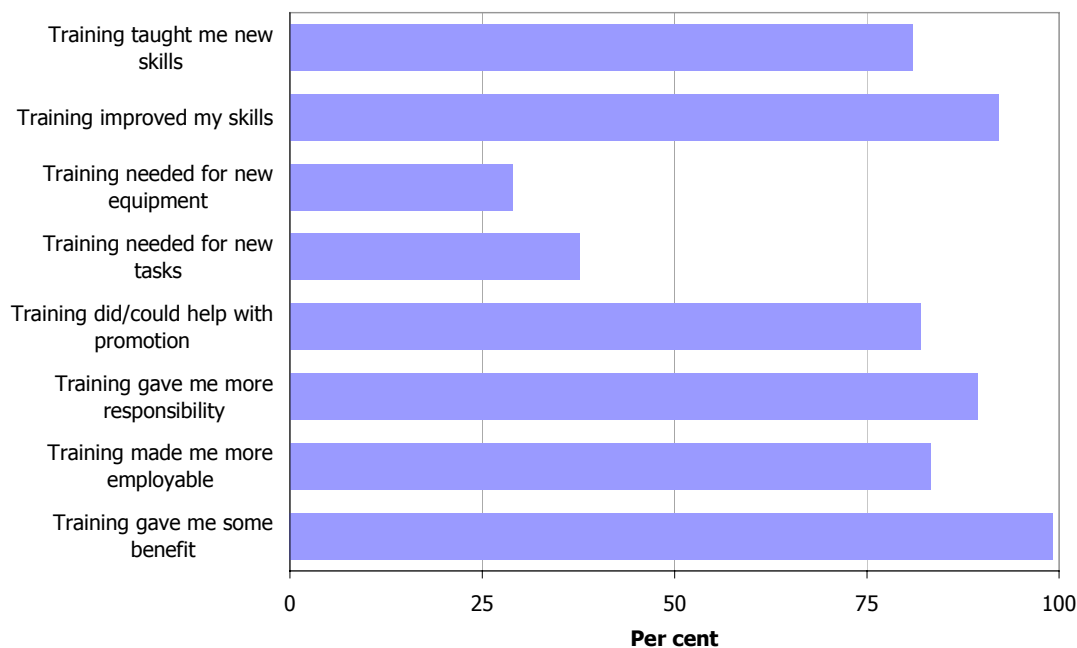
Workplace training is made available to employees to improve their skills in relation to the work they do. More than one-half (55%) of the LSAY Y95 cohort who were employed in 2000 had undertaken some type of training during the year as part of their work. Sixty per cent of those who were working in full-time positions had some training, compared to forty-nine per cent of those working part-time (see Table 11), and compared to the 87 per cent after the first seven post-school years, as reported by Lamb and McKenzie (2001). Most commonly, training consisted of learning from others in the workplace, on the job. Least common was training provided by others outside the workplace, especially for those working part-time.

**Table 11 LSAY Y95 cohort and workplace training: Type of training received during 2000, by employment status**

| Type of training                        | Employed full-time |                             | Employed part-time |                             | Total      |                             |
|---|--------------------|-----------------------------|--------------------|-----------------------------|------------|-----------------------------|
|   | weighted n         | Per cent of cohort employed | weighted n         | Per cent of cohort employed | weighted n | Per cent of cohort employed |
| Classroom based workplace training      | 918                | 28                          | 688                | 25                          | 1,606      | 27                          |
| Training outside the workplace          | 430                | 13                          | 172                | 6                           | 602        | 10                          |
| Informal workplace training from others | 1,407              | 43                          | 840                | 31                          | 2,247      | 37                          |
| Received some training                  | 1,974              | 60                          | 1,335              | 49                          | 3,309      | 55                          |

Note: Rows do not sum at the bottom row, as a person may have received more than one type of training.

Among members of the cohort who had undertaken some sort of workplace training, nearly all believed that they benefited in some way (see Figure 5). The most common comments about training was that it improved the person's skills (92%) and it gave the person greater responsibility (89%). Not all of the training was to learn skills required to operate new equipment or to take on new tasks, even though 81 per cent recognised this as a benefit of training. A detailed analysis of workplace training experienced by earlier cohorts from the longitudinal program is provided by Long and Lamb (in press).



**Figure 5 Perceived benefits of training among LSAY Y95 cohort who had undertaken workplace training during 2000**

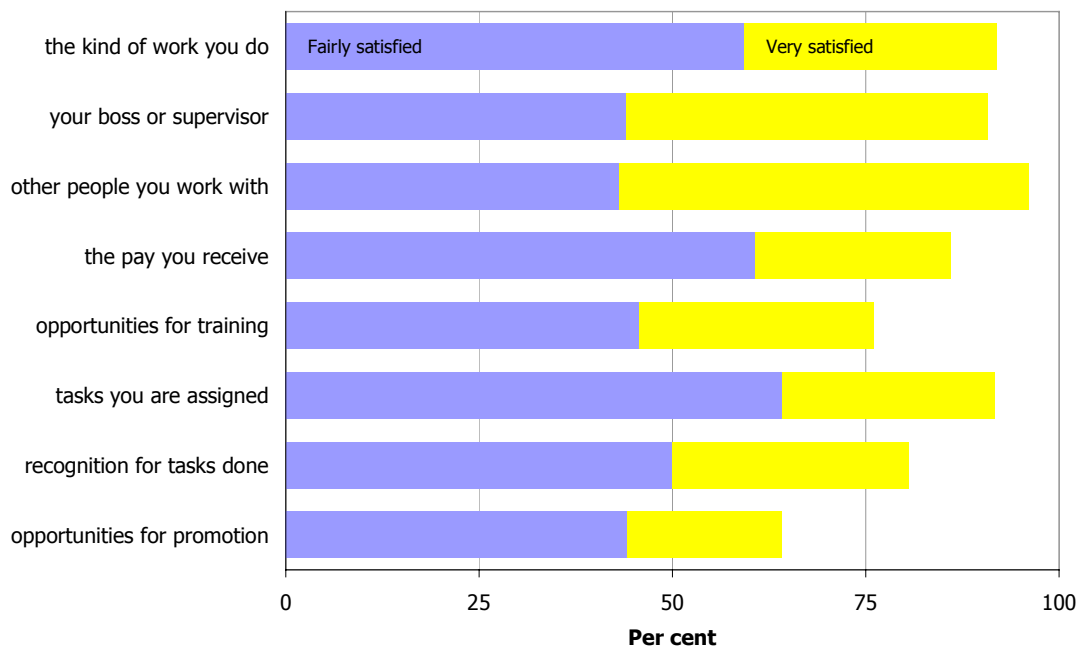
### Job satisfaction

Nearly all members of the LSAY Y95 cohort expressed satisfaction with some aspect of their work. More than 99 per cent of those working stated that they were fairly satisfied or very satisfied with at least one aspect, with all of those in skilled or unskilled labourers' positions being satisfied. Members of the cohort were most satisfied with the other people they worked with: 96 per cent expressed satisfaction with this aspect of their work, including 53 per cent who were very satisfied (see Figure 6). There were lower levels of satisfaction with opportunities for promotion and opportunities for training, but many of those working part-time did not consider these aspects appropriate to their situations. Even though part-time workers did not consider this item appropriate, there was lower satisfaction among full-time workers in this report as well. Members of the cohort were also less satisfied with the pay they received and the recognition they received for tasks done well.

### Summary

This section examined employment undertaken by members of the LSAY Y95 cohort in 2000. Males working full-time were most commonly employed as tradespersons, while females were most commonly working in clerical and personal service positions, full-time and part-time. Males worked slightly longer each week than females, and had higher gross weekly earnings. Six out of every ten cohort members who were working had received some form of workplace training during the year, and most saw this training as beneficial. There was general satisfaction with their work.

Satisfaction with...



**Figure 6** Satisfaction with various aspects of work among members of the LSAY Y95 cohort who were employed in 2000

## 5. SOCIAL ASPECTS

### Living arrangements

In 2000, slightly more than seven out of ten cohort members (71%) were still living in their parents' home, but this varied by gender and location (see Table 12). Members of the LSAY Y95 cohort from metropolitan locations were more likely than those from non-metropolitan locations to be living with their parents, and males were more likely than females to be living with their parents. Less than one-half of females from non-metropolitan locations (47%) were still living at home. Just over one in ten were living in a shared house or flat, with the same number renting, buying or owning their own accommodation. Females from regional, rural and remote locations (3%) were most likely to be living in a home they (or their partner) owned.

**Table 12** Type of accommodation in 2000 among members of the LSAY Y95 cohort, by home location and gender

| Type of accommodation         | Metropolitan |            | Non-metropolitan |            | Cohort (%) |
|-------------------------------|--------------|------------|------------------|------------|------------|
|                               | Male (%)     | Female (%) | Male (%)         | Female (%) |            |
| Parental home                 | 88           | 82         | 60               | 47         | 71         |
| Shared house or flat          | 5            | 6          | 17               | 21         | 11         |
| Renting, buying or own        | 4            | 8          | 13               | 20         | 11         |
| Private board/university/TAFE | 2            | 2          | 7                | 9          | 5          |
| Hostel/boarding house/other   | 1            | 2          | 3                | 3          | 2          |

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations.

### Leisure activities

Nearly all members of the cohort participated in a leisure activity at least once a week during 2000. Most commonly, cohort members would read a newspaper or magazine (91%), or play a sport or do regular exercise (82%). Members of the cohort from metropolitan locations were more likely than those from non-metropolitan locations to use the Internet regularly. Females (48%) were more likely than males (38%) to read books regularly (see Table 13).

**Table 13** LSAY Y95 cohort participation in spare time leisure activities at least once a week in 2000, by home location and gender

| Leisure activity             | Metropolitan |            | Non-metropolitan |            | Total (%) |
|------------------------------|--------------|------------|------------------|------------|-----------|
|                              | Male (%)     | Female (%) | Male (%)         | Female (%) |           |
| Visit library                | 11           | 14         | 8                | 14         | 12        |
| Read books                   | 38           | 47         | 37               | 49         | 43        |
| Read newspapers or magazines | 91           | 88         | 93               | 91         | 91        |
| Use the Internet             | 66           | 63         | 49               | 56         | 59        |
| Play sport or exercise       | 85           | 76         | 84               | 84         | 82        |
| Community based activity     | 9            | 10         | 7                | 9          | 9         |
| None of the above            | 1            | 2          | 1                | 1          | 1         |

Notes: Residence is based on the student's home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations.

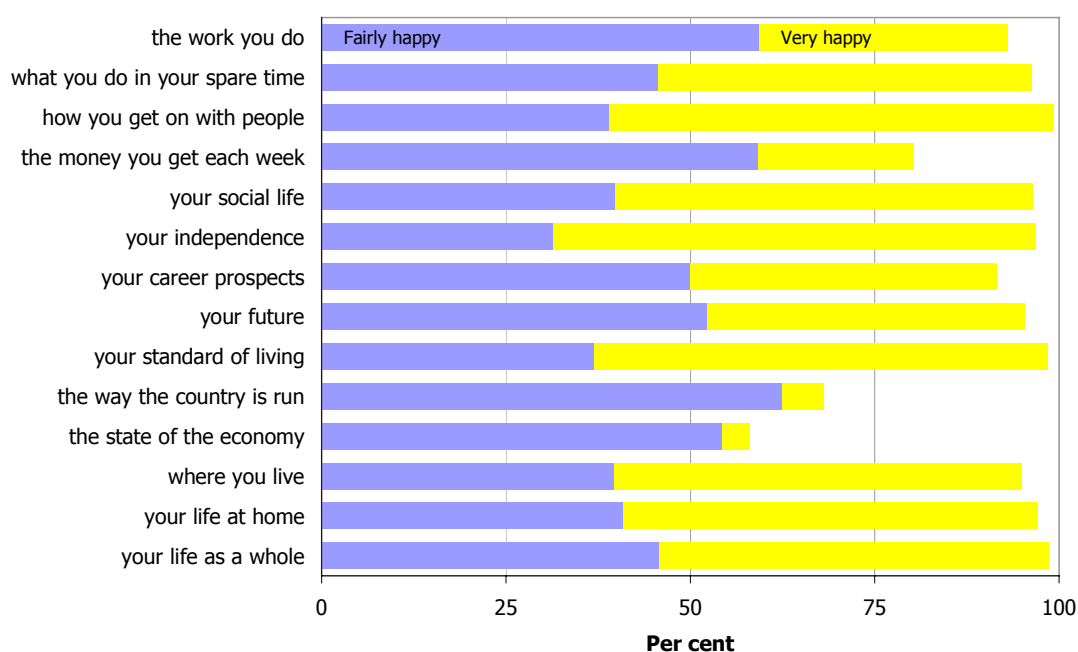
### *Volunteer activities*

More than one-half of the cohort (52%) volunteered in some capacity during 2000. The most common type of activity involved coaching or another voluntary sport activity (23%). Other common volunteer activities were after-hours child care (15%) and working with church and youth groups (15%).

### **General attitudes**

Overall, members of the LSAY Y95 cohort were happy with the way their lives were progressing (see Figure 7). They were happiest with the way they get along with other people (99%, including 60% very happy) and their independence (97%, 65% very happy). Cohort members were least happy with the state of the economy (58%, 4% very happy) and the way the country is run (68%, 6% very happy).

Happiness with...



**Figure 7** Happiness with various aspects of life, for LSAY Y95 cohort in 2000

### **Summary**

This section briefly presented information on social aspects of cohort members' lives in 2000. Most were still living in their parents' homes, although more than one-half of females from non-metropolitan locations had moved out. Nearly all participated in some form of leisure activity on a weekly basis, and one-half did some volunteer work. Most cohort members were happy with many aspects of their lives, and almost all were happy overall.



## 6. CONCLUDING COMMENTS

This Cohort Report has presented an overview of what the Year 9 class of 1995—the LSAY Y95 cohort—were doing during 2000. Nearly all of the cohort had left school by 2000; 60 per cent were still studying, either at university (34%), TAFE (11%), or in some other type of study, including apprenticeships and traineeships (15%). About one in ten had completed a course during the year, and 30 per cent were not undertaking any study during the year. More than three-quarters of the cohort were employed in 2000, 45 per cent full-time and 33 per cent part-time. Six per cent were unemployed.

About seven out of ten cohort members were still living at home, and this was more common among those from metropolitan locations in Year 9. Female members of the cohort were more likely to be living away from their parents. Nearly all of the cohort participated in some form of spare time leisure activity during the year, and more than one-half did volunteer work. Regardless of whether they studying or working or doing both, the LSAY Y95 cohort were happy with their lives in general.

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