



Longitudinal Surveys of Australian Youth

COHORT REPORT

THE YEAR 9 CLASS OF 1995 IN 2002

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The views expressed in this report are those of the author and not necessarily of the
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THE YEAR 9 CLASS OF 1995 IN 2002

This report provides details of the experiences of the 1995 cohort of the Longitudinal Surveys of Australian Youth (abbreviated to LSAY Y95). 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 2002, when the modal age of respondents was 21 years. Information about the LSAY Y95 cohort's activities in 1999, 2000 and 2001 are available in earlier reports in this series, McKenzie (2002), Rothman (2002) and Rothman and Hillman (2003), respectively.

Table 1 Labour force and education and training participation in 2002 by the LSAY Y95 cohort

	Employed full-time (%)	Employed part-time (%)	Unemployed (%)	Not in the labour force (%)	Total (%)
University or TAFE					
Full-time study	3	14	--	6	24
Part-time study	5	2	<1	<1	7
Apprenticeship, traineeship or other study					
Full- or part-time study	4	<1	<1	<1	5
Not currently studying					
Completed a post-secondary qualification	7	3	2	1	19
Commenced but did not complete a qualification	2	1	<1	<1	9
Participated in some other form of study	19	3	1	1	3
Never started a course	12	2	2	2	20
Apprentice/trainee in 2001; completion status unknown	6	<1	<1	<1	6
Total	58	25	6	11	100

Note: Due to an error, the majority of apprentices and trainees were skipped past questions regarding the completion of study and training from 2001. This group is reported in the row 'Apprentice/trainee in 2001; completion status unknown'. More details are contained in the Appendix. Cells may not sum to totals due to rounding.

Education and Training

- Thirty-six per cent of the cohort were engaged in study during 2002.
- Twenty five per cent were located at a university, six per cent at TAFE or a business college.
- Five per cent were undertaking an apprenticeship or traineeship or another form of study, such as short courses or individual units.
- Greater proportions of females than males were studying at university and TAFE, while a greater proportion of males than females were in apprenticeships.
- The majority of the cohort were not studying in 2002, although most of these had either completed a qualification or at least participated in some form of post-secondary education and training in previous years.

Employment

- More than four-fifths of the cohort were employed in 2002, with 58 per cent working full-time and 25 per cent working part-time.
- Only two per cent of the cohort were not in the labour force and had not undertaken any form of post-secondary study or training.
- Approximately six per cent of the cohort were unemployed (not employed and looking for work) at the time they were interviewed.

Attitudes and Other Activities

- Most members of the cohort were happy with their lives; they were least happy with the state of the economy and the running of the country.
- Eighty-four per cent of cohort members participated in sport or exercise activities on a weekly basis.
- Female cohort members read books more frequently than male cohort members did. Females in non-metropolitan locations also reported visiting the library and using the Internet more often than males in similar locations.

EDUCATION AND TRAINING ACTIVITIES

This section reports on the education and training activities of the Y95 cohort during 2002.

Table 2 Education and training activities of the LSAY Y95 cohort in 2002, by geographic background and gender

	Metropolitan background		Non-metropolitan background		Total (%)
	Male (%)	Female (%)	Male (%)	Female (%)	
Current study (n=2,178)					
University	72	75	61	71	71
TAFE	14	18	14	20	16
Apprenticeship	9	2	20	2	7
Traineeship	5	5	5	6	5
Other study	1	1	1	2	1

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

- More than one-third of the LSAY Y95 cohort (36%) were engaged in some form of education or training, which is a decrease from the 48 per cent who were studying in 2001 (Rothman & Hillman, 2003).
- Most of those in university or TAFE study were enrolled full-time (see Table 1).
- 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.
- Twenty per cent of non-metropolitan-background males who were studying in 2002 were in apprenticeships, compared to nine per cent of metropolitan-background males.

University and TAFE study

Table 3 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 60 per cent of university, 54 per cent of TAFE students, and 51 per cent of the cohort as a whole in 2002.
- One-third of those studying at university had fathers who were working in professional and paraprofessional positions in 1995, whereas only 24 per cent of the 1995 cohort had this background.
- Former government school students made up 68 per cent of the cohort in 2002, but only 58 per cent of university students; former Catholic and independent school students made up 25 per cent and 17 per cent, respectively, of university students, both more than their representation in the cohort in 2002.
- Forty-two per cent of those attending university had been in the highest quarter in literacy and numeracy achievement in Year 9; 16 per cent of those attending TAFE were in the highest quarter.

Table 3 Selected background characteristics of LSAY Y95 cohort members studying at university or TAFE in 2002

	University (%)	TAFE (%)	LSAY Y95 cohort in 2002 (%)
Gender			
Male	46	40	49
Female	54	60	51
Indigenous background			
Indigenous	1	3	2
Non-Indigenous	99	97	98
Place of birth			
Australia	85	89	90
Other	15	11	10
Father's occupational group (1995)			
Professionals/paraprofessionals	34	18	24
Managers and administrators	25	25	24
Clerical and personal service	14	13	14
Tradespersons	16	22	22
Plant and machine operators	2	6	4
Labourers and related workers	9	16	12
Main language spoken at home (1995)			
English	84	86	89
Other	16	14	11
Sector of school attended (1995)			
Government	59	79	68
Catholic	24	12	20
Independent	17	8	12
Location of residence (1995)			
Metropolitan	63	59	55
Regional	21	25	24
Rural/remote	16	16	21
Achievement in literacy and numeracy in Year 9 (1995)			
Lowest quarter	11	30	25
Second quarter	20	30	25
Third quarter	27	24	25
Highest quarter	42	16	25
<i>weighted n</i>	<i>1,540</i>	<i>335</i>	<i>6,095</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.

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, 31 per cent of the LSAY Y95 cohort were engaged in university or TAFE study during 2002, and the majority of these students were working (see Table 1).

Table 4 Sources of income for LSAY Y95 cohort members studying at university or TAFE in 2002

Source of income	Per cent
Youth Allowance or Abstudy payments	39
Payments under Student Financial Supplement Scheme	2
Income from paid work	77
Income from parents or family	7
Income from scholarship or cadetship	1
Income from other government allowances	2
Income from other sources	2

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

- More than three out of four (77%) of those studying at university or TAFE were supporting their study with paid employment.
- Parents and other family members provided some financial support to 7 per cent of university and TAFE students. This is a substantial decrease from 2001, when 14% of the cohort received such support.
- Seven out of ten students indicated that they contributed to payment of their course fees. This did not vary greatly across gender or study load.

Table 5 Median gross weekly earnings for members of the LSAY Y95 cohort who were working part-time while studying full-time, by location of study

Location of study	Gross weekly earnings	Hours worked per week
University	\$170	12
TAFE	\$220	15

- University students worked fewer hours than TAFE students, and earned less per week.
- Full-time students, regardless of where they were studying, earned approximately \$15.15 per hour on average.

Apprenticeships and traineeships

Approximately five per cent of the cohort were undertaking an apprenticeship or traineeship in 2002. Selected background characteristics of these cohort members are presented in Table 6.

Table 6 Selected background characteristics of LSAY Y95 cohort members in apprenticeships and traineeships in 2002

	Type of education or training		LSAY Y95 cohort in 2002 (%)
	Apprentice (%)	Trainee (%)	
Gender			
Male	88	47	49
Female	12	53	51
Indigenous background			
Indigenous	1	6	2
Non-Indigenous	99	94	98
Country of birth			
Australia	95	91	90
Other	5	9	10
Main language spoken at home (1995)			
English	94	90	89
Other	6	10	11
Father's occupational group (1995)			
Professionals and paraprofessionals	13	27	24
Managers and administrators	28	20	25
Clerical and personal service	11	11	14
Tradespersons	29	23	22
Plant and machine operators	5	5	4
Labourers and related workers	14	15	12
Sector of school attended (1995)			
Government	80	77	68
Catholic	14	13	20
Independent	6	10	12
Location of residence (1995)			
Metropolitan	44	58	55
Regional	32	23	24
Rural/remote	24	19	21
Achievement in literacy and numeracy in Year 9 (1995)			
Lowest quarter	38	29	25
Second quarter	27	22	25
Third quarter	20	33	25
Highest quarter	15	16	25
<i>weighted n</i>	<i>148</i>	<i>109</i>	<i>6,095</i>

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.

- Nearly nine of every ten (88%) of those in apprenticeships in 2002 were male, compared to 47 per cent of trainees.
- Cohort members who attended independent secondary schools in 1995 made up 12 per cent of the cohort in 2002 and 10 per cent of those in traineeships, but only 6 per cent of those in apprenticeships.

- On average, apprentices were working 43 hours per week, with a gross weekly income of \$482.
- Trainees were working 41 hours per week on average, and earning a gross weekly income of \$515.
- A small number of apprentices and trainees were employed part-time, and earning a gross weekly income of \$220 and \$280, respectively.

Benefits of study

Those members of the cohort who had completed some form of qualification (tertiary study or apprenticeship or traineeships) since their interview in 2001 were asked to comment on their satisfaction with various elements of their study experience.

Post-school education and training...

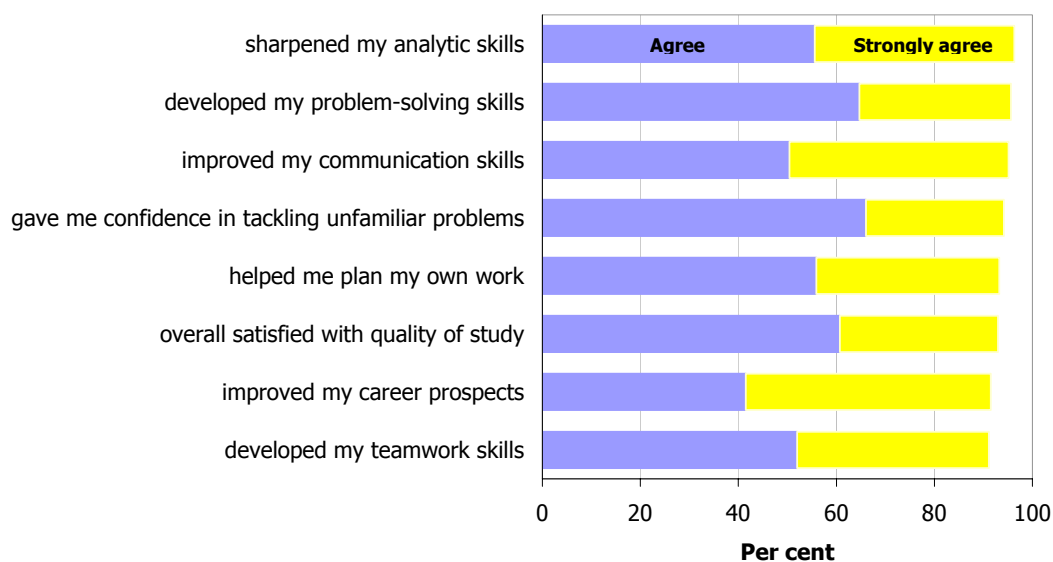


Figure 1 Perceived benefits of post-school study completed by LSAY Y95 cohort since 2001 interview

- More than 90 per cent of those who had completed some study since the 2001 interview stated that they had benefited from study, with one half strongly agreeing that study had improved their career prospects.

EMPLOYMENT

This section reports on the Y95 cohort's involvement in the labour force during 2002. During the year, more than four-fifths of the LSAY Y95 cohort were employed, 54 per cent full-time and 29 per cent part-time.¹

Table 7 Employment status of LSAY Y95 cohort in 2002, by gender and geographic background

Gender/Employment status	Metropolitan background (%)	Non-metropolitan background (%)	All locations (%)
Male			
Employed full-time	56	69	62
Employed part-time	27	16	22
Not currently employed	17	15	16
<i>weighted n</i>	<i>1,693</i>	<i>1,285</i>	<i>2,978</i>
Female			
Employed full-time	46	49	48
Employed part-time	39	31	35
Not currently employed	15	20	17
<i>weighted n</i>	<i>1,662</i>	<i>1,455</i>	<i>3,117</i>
All persons			
Employed full-time	51	58	54
Employed part-time	33	24	29
Not currently employed	16	18	17
<i>weighted n</i>	<i>3,355</i>	<i>2,740</i>	<i>6,095</i>

Notes: Geographic background is based on the home postcode in 1995. 'Non-metropolitan' includes regional and rural/remote locations. 'Not currently employed' includes those who are unemployed and those who are not in the labour force. Cells may not sum to 100% due to rounding.

- Sixty-two per cent of males in the cohort were employed full-time, compared to 48 per cent of females.
- Full-time employment was more common among those from non-metropolitan backgrounds than those from metropolitan backgrounds.
- Among females, 48 per cent were employed full-time and 35 per cent were employed part-time.
- The 17 per cent of females who were not currently employed comprised 6 per cent who were studying and 11 per cent who were not studying (5% unemployed but searching, 6% not in the labour force).
- The 16 per cent of males who were not currently employed comprised 7 per cent studying and 9 per cent not studying (6% unemployed but searching, 3% not in the labour force).

¹ 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.

Occupations

Table 8 Occupational groups among LSAY Y95 cohort members who were employed in 2002, by gender and employment status (main job only)

Occupational group	Males		Females		Total
	full-time (%)	part-time (%)	full-time (%)	part-time (%)	
Managerial/professional/paraprofessional	26	24	33	18	26
Clerical/personal service (incl. retail/hospitality)	20	49	56	72	45
Trades	34	4	5	3	15
Skilled and unskilled labourers	20	22	6	8	14
Total	100	100	100	100	100
<i>weighted n</i>	<i>1,838</i>	<i>659</i>	<i>1,481</i>	<i>1,096</i>	<i>5,075</i>

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

- A greater proportion of females than males were employed full-time in managerial, professional, and para-professional occupations.²
- Forty-five per cent of the cohort were working in clerical and personal service positions, including positions in the retail and hospitality industries. The majority of females were employed in this group, regardless of the number of hours worked.
- One third of males in full-time positions were working as tradespersons.
- More males than females were working as skilled and unskilled labourers, both those who were studying and those who were not currently studying (see Figure 2).

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

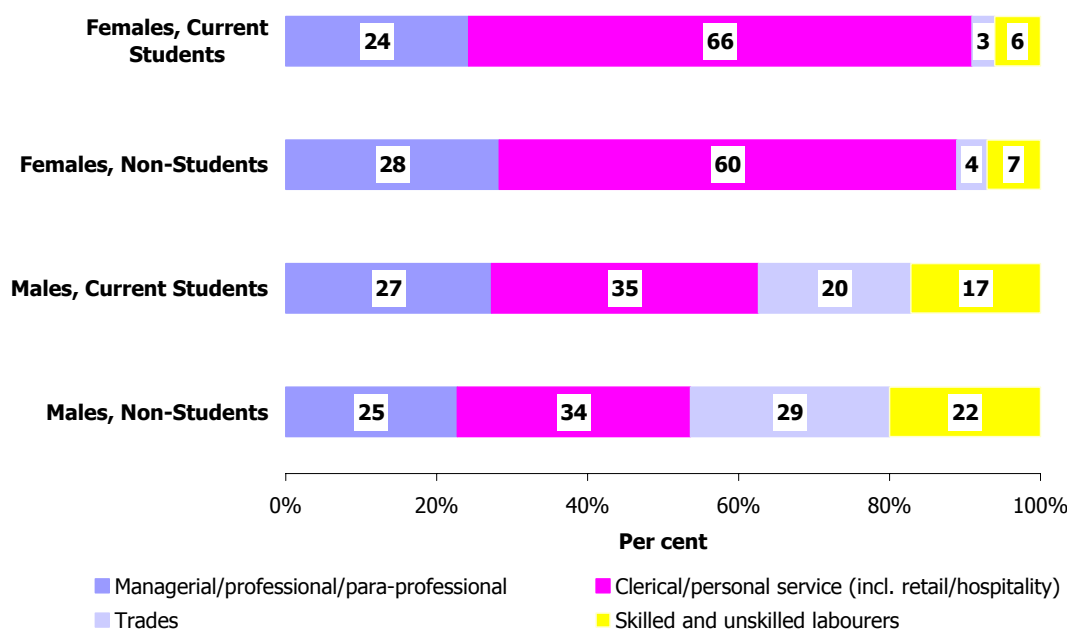


Figure 2 Occupational groups among LSAY Y95 cohort members who were employed in 2002, by gender and study status

Hours and earnings

Table 9 Hours worked and gross income per week for members of the LSAY Y95 cohort who were employed in 2002, by employment status and gender

	Full-time		Part-time	
	Male	Female	Male	Female
Median hours worked per week	40	39	15	15
Median weekly gross income	\$580	\$550	\$200	\$200
<i>Weighted n</i>	1,579	1,268	556	910

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

- On average, males in full-time positions worked 40 hours per week in their main jobs, and females, 39 hours per week.
- In part-time positions, there were no gender differences in average hours worked per week or in gross income.
- Of those who were working part-time in their main job and who were not studying, 50% stated that they would prefer to be working full-time.

Workplace training

Table 10 LSAY Y95 cohort and workplace training: Type of training received during 2002, 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	1226	32	415	27	1542	30
Training outside the workplace	527	15	142	9	669	13
Informal workplace training from others	1209	34	462	30	1671	33
Received some training	1923	54	776	50	2699	53

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

- More than one-half (53%) of the LSAY Y95 cohort who were employed in 2002 had undertaken some type of training during the year as part of their work.
- Most commonly, training consisted of learning from others in the workplace, on the job (33% of the cohort employed), followed closely by attendance of classroom based training at the workplace (30% of the cohort employed).
- Least common was training provided by others outside the workplace, especially for those working part-time.
- Those who undertook workplace training saw it as a beneficial experience: 83% indicated that it could lead or had already led to a promotion, 81% that it made them more employable and 91% that it could lead to a position of greater responsibility.

Job satisfaction

Nearly all members of the LSAY Y95 cohort expressed satisfaction with some aspect of their work.

- Members of the cohort were most satisfied with the other people they worked with: 95 per cent expressed satisfaction with this aspect of their work, including 50 per cent who were very satisfied.
- 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.
- Members of the cohort were also less satisfied with the pay they received and the recognition they received for tasks done well.

Satisfaction with...

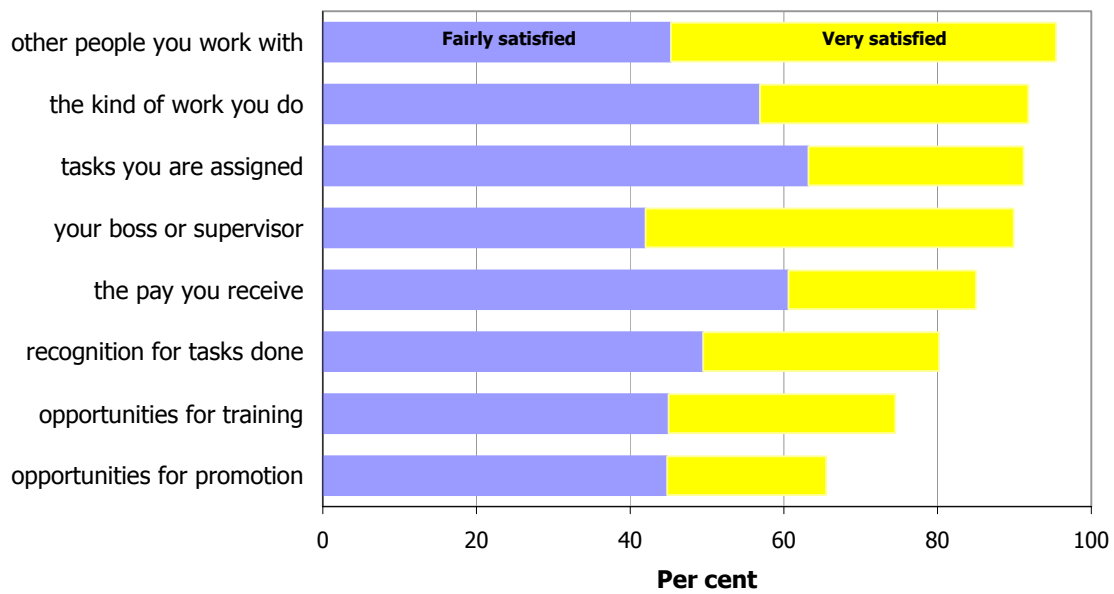


Figure 3 Satisfaction with various aspects of work among members of the LSAY Y95 cohort who were employed in 2002

SOCIAL ASPECTS

This section reports on the social aspects of the lives of members of the Y95 cohort, including where they were living, marital and parental status, what they did in their spare time, and how they felt about various aspects of their personal lives.

Living arrangements and relationships

Table 11 Type of accommodation in 2002 among members of the LSAY Y95 cohort, by geographic background and gender

Type of accommodation	Metropolitan background		Non-metropolitan background		Total (%)
	Male (%)	Female (%)	Male (%)	Female (%)	
Parental home	82	70	47	35	60
Shared house or flat	7	9	19	21	13
Renting, buying or own	9	19	29	40	23
Private board/university/TAFE	1	2	4	3	2
Hostel/boarding house/other	<1	1	2	2	1

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

- Around six out of ten cohort members were still living in their parents' home, but this varied greatly by gender and geographic background.
- Members of the cohort from metropolitan backgrounds were more likely than those from non-metropolitan backgrounds to be living with their parents, and males were more likely than females to be living with their parents.
- One third of the cohort were renting or purchasing accommodation, either living in a shared house or flat (13%), or renting, buying or owning their own home (23%).
- As a group, females from non-metropolitan backgrounds were the most likely to be living in a home they or their partner owned.
- Eleven per cent of the cohort reported living in a de facto relationship (15% of females and 7% of males), while close to four per cent were married.
- Five per cent of the cohort had had children; the vast majority only had one child at this stage, although some had two or three.

Leisure and volunteer activities

Table 12 LSAY Y95 cohort participation in spare-time leisure activities at least once a week in 2002, by type of activity, geographic background and gender

Leisure activity	Metropolitan background		Non-metropolitan background		Total (%)
	Male (%)	Female (%)	Male (%)	Female (%)	
Visit library	7	8	5	9	7
Read books	40	50	37	58	47
Read newspapers or magazines	93	90	91	93	92
Use the Internet	79	77	61	68	72
Play sport or exercise	87	80	86	85	84
Community based activity	13	11	8	10	11
None of the above	1	1	1	<1	1

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

- Nearly all members of the cohort participated in a leisure activity at least once a week during 2002.
- Most commonly, cohort members would read a newspaper or magazine (92%), or play a sport or do regular exercise (84%).
- Members of the cohort from metropolitan backgrounds were more likely than those from non-metropolitan backgrounds to use the Internet regularly.
- Females were more likely than males to read books (54% and 39% respectively) and to visit the library regularly (9% and 6%).
- Close to four in ten cohort members (38%) did some sort of volunteer work during 2002, a further decline from the 46% and 52% who reported volunteering in 2001 and in 2000, respectively.
- The most common types of activities were helping to organise or supervise activities or events (54% of volunteers), fundraising and campaigning (40% of volunteers), and coaching or another voluntary sport activity (37% of volunteers).

General attitudes

Overall, members of the LSAY Y95 cohort were happy with the way their lives were progressing.

Happiness with...

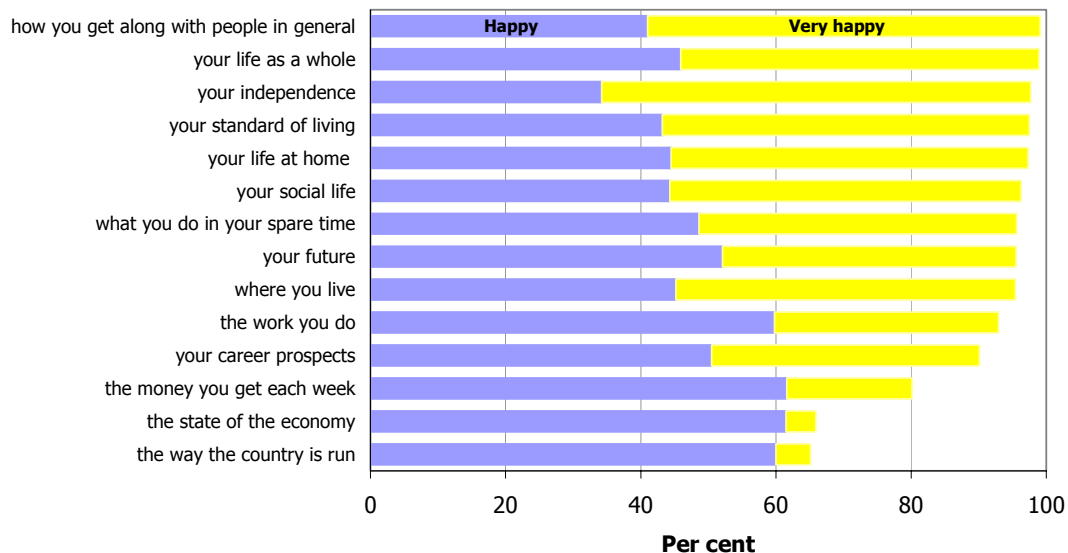


Figure 4 Happiness with various aspects of life, for LSAY Y95 cohort in 2002

- Members of the Y95 cohort were happiest with the way they get along with other people (99%, including 59% very happy) and their lives as a whole (99%, 53% very happy).
- Females expressed slightly lower levels of satisfaction with the state of the economy and the way the country is run than did their male counterparts: 63% versus 69% and 63% versus 68%, respectively.
- Overall, cohort members were least happy with these two aspects: the state of the economy and the way the country is run.

APPENDIX

The Year 9 Class of 1995 in 2002

A nationally representative sample of 13,613 Year 9 students was selected in 1995 to form the first cohort of the Longitudinal Surveys of Australian Youth (LSAY). The sample was constructed by randomly selecting two-to-three classes of Year 9 students from a sample of schools designed to represent each Australian State and school sector. In 1996, a questionnaire was mailed to each member of the sample, with 9,387 useable responses returned. The sample was rebuilt after that survey, and members were contacted by telephone in 1997. In 2002, the total number of useable responses to the annual survey was 6,095.

When the sample was first established, smaller States and Territories were oversampled and larger States were undersampled. For this report, sample weights are used to account for attrition caused by non-response and refusal, as well as the distribution of respondents across the States and Territories of Australia. Details of the sampling procedures used for the LSAY Y95 cohort are contained in Long (1996).

Table A-1 presents details of the cohort: the number of young persons responding in 2002, the distribution by selected characteristics in 2002, and the distribution in the original sample in 1995.

Error in the 2002 data collection

As noted in Table 1, an error occurred during the data collection phase in 2002. In 2001, seven per cent of cohort members had indicated that they were undertaking an apprenticeship or traineeship. In 2002, the majority of these apprentices and trainees were not asked if they were still undertaking that study, had completed it or otherwise stopped it. Instead, they were asked if they had commenced an apprenticeship, traineeship or other full-time or part-time study since their 2001 interview. Approximately 19 per cent of those in an apprenticeship or traineeship in 2001 responded that they had started some form of study in 2002, with most indicating that the study was an apprenticeship or traineeship, but it is not possible to determine with certainty if they were continuing in the apprenticeship or traineeship from the previous year or if they were undertaking a new one.

At this time, it is not possible to determine the full impact of this data collection error. The 2003 data collection will rectify this in 2002 by asking about completion of apprenticeships and traineeships. Nevertheless, it can be assumed that cohort members who were 'skipped' would be in one of three categories in Table 1:

- Full- or part-time study, under Apprenticeship, traineeship or other study;
- Completed a post-secondary qualification, under Not currently studying; or
- Commenced but did not complete a qualification, under Not currently studying.

Table A 1 Background characteristics of members of the LSAY Y95 cohort in 2002

	Number in 2002	Weighted Per cent in 2002	Per cent in 1995
Gender			
Male	2,978	49	49
Female	3,117	51	51
Indigenous background			
Indigenous	118	2	3
Non-Indigenous	5,633	98	97
Country of birth			
Australia	5,285	90	89
Other	594	10	11
Father's country of birth			
Australia	3,954	68	67
Other	1,881	32	33
Mother's country of birth			
Australia	4,135	70	70
Other	1,735	30	30
Father's occupational group (1995)			
Professionals and paraprofessionals	1,124	24	23
Managers and administrators	1,138	24	25
Clerical and personal service	659	14	14
Tradespersons	1,047	22	21
Plant and machine operators	176	4	4
Labourers and related workers	559	12	12
Main language spoken at home (1995)			
English	5,241	89	89
Other	660	11	11
State of school attended (1995)			
New South Wales	1,993	33	33
Victoria	1,455	24	24
Queensland	1,223	20	18
South Australia	450	7	8
Western Australia	631	10	11
Tasmania	183	3	3
Australian Capital Territory	112	2	2
Northern Territory	48	1	1
Sector of school attended (1995)			
Government	4,173	68	67
Catholic	1,207	20	20
Independent	715	12	13
Location of residence (1995)			
Metropolitan	3,355	55	55
Regional	1,472	24	24
Rural/remote	1,268	21	21
Achievement in literacy and numeracy in Year 9 (1995)			
Lowest quarter	1,513	25	25
Second quarter	1,537	25	25
Third quarter	1,493	25	25
Highest quarter	1,536	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

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