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## LSAY Cohort Report The Year 9 Class of 1998 in 2004

Catherine Underwood

ACER, [catherine.underwood@acer.edu.au](mailto:catherine.underwood@acer.edu.au)

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### Recommended Citation

Underwood, C. (2005). LSAY Cohort Report The Year 9 Class of 1998 in 2004.  
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# Longitudinal Surveys of Australian Youth

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## COHORT REPORT

### THE YEAR 9 CLASS OF 1998 IN 2004

Catherine Underwood

This report forms part of the Longitudinal Surveys of Australian Youth,  
a research program jointly managed by ACER and the  
Australian Government 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.

December 2005

Published 2005 by  
The Australian Council for Educational Research Ltd  
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## THE YEAR 9 CLASS OF 1998 IN 2004

This report provides details of the experiences of the 1998 Year 9 cohort of the Longitudinal Surveys of Australian Youth. Information on this cohort was first collected in 1998, when these young people were Year 9 students in Australian schools. The reference period for this report is October 2004, when the modal age of respondents was 21 years. Information about the cohort's activities in previous years is available in earlier reports in this series: Fullarton (2001), Rothman (2001), Rothman (2002), Hillman and Rothman (2003) and Rothman (2005).

**Table 1 Labour force and education and training participation in 2004 by the 1998 Year 9 LSAY cohort**

	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
<b>Current study</b>					
University full-time	4%	22%	--	6%	32%
University part-time	1%	<1%	<1%	<1%	1%
TAFE full-time	<1%	2%	--	1%	3%
TAFE part-time	1%	<1%	<1%	<1%	2%
New Apprenticeship	10%	<1%	--	--	10%
Other study	<1%	<1%	--	<1%	1%
Subtotal	16%	25%	<1%	7%	48%
<b>Not currently studying (by prior study)</b>					
Completed a post-secondary qualification	10%	6%	2	2%	19%
Commenced but did not complete a qualification	8%	3%	1%	1%	12%
Participated in some other form of study	<1%	<1%	<1%	<1%	1%
Never started a course	13%	3%	1%	1%	19%
Subtotal	31%	12%	4%	4%	51%
<b>Total</b>	<b>48%</b>	<b>37%</b>	<b>4%</b>	<b>11%</b>	<b>100%</b>
<i>Number in sample</i>	<i>2850</i>	<i>2183</i>	<i>261</i>	<i>685</i>	<i>5979</i>

Note: Rows and columns may not sum to totals due to rounding.

### *Education and training*

- By the end of 2004, all members of the 1998 Year 9 LSAY cohort had left secondary school.
- In 2004, 35 per cent of members of the cohort were participating in full-time tertiary study at a university or TAFE institution. A further 3 per cent of cohort members were engaged in part-time study at university or TAFE.
- Eleven per cent were undertaking an apprenticeship or traineeship, or were engaged in some other form of study, including short courses.
- Fifty per cent were not enrolled in education or training in October 2004, an increase of 10 per cent from 2003. Nineteen per cent of cohort members had not participated in any formal post-school study.
- Nineteen per cent of cohort members in 2004 had completed a post-secondary qualification, 9 percentage points more than reported in 2003.



*Labour force participation*

- Eleven per cent of the 1998 Year 9 LSAY cohort were not in the labour force in October 2004, including 7 per cent who were in some form of study.
- Approximately 4 per cent of the cohort were not in the labour force and were not engaged in any form of study in October 2004.
- Forty-eight per cent of the 1998 Year 9 LSAY cohort were employed full-time, including 4 per cent who were also studying full-time at university or TAFE.
- Thirty-seven per cent of cohort members were employed part-time. The majority of part-time workers were combining employment with full-time study at university (22%) or TAFE (2%).
- Approximately 4 per cent of the cohort were unemployed, a rate similar to that reported in 2003.

*Social aspects*

- Seventy-seven per cent of cohort members were living with either one or both of their parents, representing a decrease of 4 percentage points since 2003.
- Twelve per cent of the cohort reported that they were married or living with a partner. The majority (88%) reported that they were single and never married.
- The percentage of cohort members living with their own children increased by 1 percentage point between 2003 and 2004, with 3 per cent reporting they were parents.
- The vast majority of cohort members reported high levels of satisfaction with various aspects of their lives, including their life as a whole, their relationships with others and their standard of living. Cohort members also expressed high levels of satisfaction their future and their career prospects.
- Levels of satisfaction with various aspects of the way members lives were progressing were similar to those reported in 2003.

## EDUCATION AND TRAINING ACTIVITIES

This section reports on the education and training activities of the 1998 Year 9 LSAY cohort as at October 2004. Forty-nine per cent of cohort members were involved in some form of education and training—either in university or TAFE, or through apprenticeships, traineeships and other courses.

- For most of the 1998 Year 9 LSAY cohort across Australia, 2004 marked the third year after secondary school. In October 2004, 38 per cent were enrolled in tertiary study, either full-time or part-time.
- Thirty-eight per cent of cohort members were enrolled at university or TAFE, comprising 47 per cent of young people from metropolitan areas and 31 per cent of those from non-metropolitan areas.
- Overall, 10 per cent of cohort members were undertaking a New Apprenticeship. Of this group, 46 per cent were from metropolitan areas, and 54 per cent were from non-metropolitan areas.

**Table 2 Education and training status of the 1998 Year 9 LSAY cohort in 2004, by geographic background and gender**

	Metropolitan background		Non-metropolitan background		Total
	Male	Female	Male	Female	
<b>Currently studying</b>					
University full-time	34%	40%	21%	31%	32%
University part-time	1%	1%	2%	1%	1%
TAFE full-time	4%	3%	2%	3%	3%
TAFE part-time	1%	2%	1%	3%	2%
New Apprenticeship	13%	4%	19%	5%	10%
Other study	1%	1%	1%	<1%	<1%
Subtotal	54%	51%	46%	43%	49%
<b>Not currently studying (by prior study)</b>					
Completed a post-secondary qualification	15%	22%	15%	24%	19%
Commenced but did not complete a qualification	14%	12%	12%	12%	12%
Participated in some other form of study	<1%	<1%	1%	1%	1%
Never started a course	17%	14%	26%	20%	19%
Subtotal	46%	49%	54%	57%	51%
Total	100%	100%	100%	100%	100%
<i>Number in sample</i>	<i>1609</i>	<i>1592</i>	<i>1322</i>	<i>1444</i>	<i>5967</i>

Notes: Geographic background is based on the home postcode in 1998. 'Non-metropolitan' includes provincial, rural and remote locations. Columns may not sum to 100% due to rounding.

### **University and TAFE study**

Table 3 shows selected background characteristics of those members of the 1998 Year 9 LSAY cohort who were studying at a university or a TAFE institution.

- Females constituted 56 per cent of cohort members who were attending university and 55 per cent who were attending TAFE.
- Over one quarter of cohort members studying at university or TAFE part-time (26% and 28% respectively) were from rural and remote locations.
- Cohort members studying at university were more likely to have parents in professional and associate professional occupations. In contrast, a higher proportion of cohort members studying at TAFE were more likely to have parents in skilled and unskilled occupations.
- Of cohort members attending TAFE, 14 per cent gained scores in the highest quarter, and 39 per cent gained scores in the lowest quarter.
- Speakers of languages other than English constituted 25 per cent of full-time enrolments in TAFE institutions, even though they represented 10 per cent of the 1998 Year 9 LSAY cohort.
- Cohort members from government schools were less likely than others to be attending university or TAFE full-time, while a significantly higher proportion of members from government schools (69%) were attending university or TAFE part-time.

**Table 3 Selected background characteristics of 1998 Year 9 LSAY cohort members studying at university or TAFE in 2004, by study load**

	University full-time	University part-time	TAFE full-time	TAFE part-time	Cohort in 2004
<b>Gender</b>					
Male	43%	53%	51%	33%	49%
Female	57%	47%	49%	67%	51%
<b>Indigenous background</b>					
Indigenous	1%	2%	1%	2%	2%
Non-Indigenous	99%	98%	99%	98%	98%
<b>Place of birth</b>					
Australia	86%	90%	80%	95%	90%
Other	14%	10%	20%	5%	10%
<b>Main language spoken at home (1998)</b>					
English	86%	97%	75%	98%	89%
Other	14%	3%	25%	2%	11%
<b>Father's place of birth</b>					
Australia	64%	70%	51%	69%	68%
Other	36%	30%	49%	31%	32%
<b>Mother's place of birth</b>					
Australia	67%	70%	49%	83%	72%
Other	33%	25%	51%	17%	28%
<b>Father's occupational group (1998)</b>					
Professionals/paraprofessionals	45%	37%	30%	23%	33%
Managers and administrators	18%	21%	8%	21%	16%
Clerical and personal service	8%	10%	8%	4%	10%
Tradespersons	17%	24%	30%	25%	22%
Plant and machine operators	8%	6%	11%	18%	12%
Labourers and related workers	4%	2%	14%	8%	7%
<b>Mother's occupational group (1998)</b>					
Professionals/paraprofessionals	47%	38%	26%	34%	38%
Managers and administrators	4%	5%	3%	6%	4%
Clerical and personal service	37%	43%	45%	42%	42%
Tradespersons	3%	5%	6%	13%	4%
Plant and machine operators	2%	--	3%	--	3%
Labourers and related workers	6%	8%	17%	4%	10%
<b>Sector of school attended (1998)</b>					
Government	55%	64%	67%	71%	67%
Catholic	25%	15%	22%	19%	20%
Independent	20%	21%	11%	10%	13%
<b>Location of residence (1998)</b>					
Metropolitan	63%	55%	62%	52%	56%
Provincial	18%	19%	22%	20%	24%
Rural/remote	19%	26%	15%	28%	20%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>					
Lowest quarter	9%	12%	39%	39%	24%
Second quarter	18%	21%	30%	24%	25%
Third quarter	28%	34%	17%	20%	25%
Highest quarter	45%	33%	14%	17%	26%
<i>Number in sample</i>	<i>1919</i>	<i>78</i>	<i>187</i>	<i>108</i>	<i>5979</i>

Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). TAFE enrolments refer to those in courses other than apprenticeships and traineeships. Geographic background is based on the home postcode in 1998. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Column sections may not sum to 100% due to rounding.

### Supporting university and TAFE study

As noted above, 38 per cent of the 1998 Year 9 LSAY cohort were engaged in university or TAFE study during 2004, and the majority of these students were working (see Table 1).

- Close to four-fifths of tertiary students (78%) were in paid employment.
- Overall, 35 per cent of students reported receiving Youth Allowance or similar payments.
- Between 2003 and 2004, the percentage of tertiary students who reported receiving Youth Allowance and similar payments increased from 32 per cent to 35 per cent. The percentage receiving financial support from their families decreased from 17 per cent to 15 per cent.
- Female students more frequently than male students reported receiving money from paid work (81%) and Youth Allowance or Abstudy (37%). Male students reported more financial support in the form of scholarships.
- Fifty-nine per cent of university and TAFE students reported that they paid their own course fees, an increase from 51 per cent in 2003.
- Three-fourths of students studying part-time at university or TAFE reported that they paid their own course fees, a 9 percentage point increase from 67 per cent in 2003.

**Table 4 Sources of income for 1998 Year 9 LSAY cohort members studying at university or TAFE in 2004, by selected characteristics**

Source of income	Gender		Geographic background		Study load		Living arrangements	
	Male	Female	Metro	Non-metro	Full-time	Part-time	With parents	Elsewhere
Youth Allowance/Abstudy	33%	37%	30%	42%	37%	12%	28%	51%
From paid work	76%	81%	83%	73%	78%	84%	81%	75%
From parents or family	16%	14%	13%	18%	16%	4%	13%	18%
From scholarship or cadetship	2%	1%	<1%	3%	--	<1%	1%	3%
From other government allowances	1%	3%	1%	3%	2%	5%	1%	3%
From other sources	<1%	<1%	1%	<1%	<1%	1%	<1%	1%
No income source	14%	10%	11%	14%	12%	11%	14%	12%
<i>Number in sample</i>	<i>1004</i>	<i>1284</i>	<i>1388</i>	<i>904</i>	<i>2106</i>	<i>186</i>	<i>1624</i>	<i>668</i>

Notes: Geographic background is based on the home postcode in 1998. 'Non-metropolitan' includes provincial, rural and remote locations. Students may have indicated more than one source of income. Students living 'elsewhere' are not living with their parents.

**Table 5 Payment of course fees for 1998 Year 9 LSAY cohort members studying in 2004, by type of institution and study load**

Who pays course fees?	University		TAFE		All students
	Full-time	Part-time	Full-time	Part-time	
No course fees	4%	4%	2%	3%	4%
Self (student)	57%	77%	54%	75%	59%
Student's parents	42%	19%	33%	8%	39%
Student's employer	<1%	4%	5%	11%	1%
Government	<1%	--	10%	5%	1%
Other	<1%	1%	2%	2%	1%
<i>Number in sample</i>	<i>1919</i>	<i>78</i>	<i>187</i>	<i>108</i>	<i>2292</i>

Note: Students may have indicated that payment of fees came from more than one source.

### **New Apprenticeships**

Approximately 13 per cent of the 1998 Year 9 LSAY cohort were undertaking a New Apprenticeship in 2004. Selected background characteristics of these cohort members are presented in Table 6.

- Among cohort members undertaking apprenticeships in 2004, 86 per cent were male; among those undertaking traineeships, 55 per cent were female.
- Six per cent of cohort members undertaking apprenticeships and 13 per cent undertaking traineeships were born outside Australia.
- Among cohort members undertaking apprenticeships, 27 per cent had fathers who worked in trade occupations.
- Seventy-three per cent of cohort members undertaking apprenticeships had attended a Government school.
- Among cohort members engaged in apprenticeships, 13 per cent gained scores in the highest quarter on the LSAY reading comprehension and mathematics achievement tests administered in Year 9, and 35 per cent gained scores in the lowest quarter.

**Table 6 Selected background characteristics of 1998 Year 9 LSAY cohort members engaged in apprenticeships and traineeships in 2004**

	Apprenticeships	Traineeships	Cohort in 2004
<b>Gender</b>			
Male	86%	45%	49%
Female	14%	55%	51%
<b>Indigenous background</b>			
Indigenous	3%	2%	2%
Non-Indigenous	97%	98%	98%
<b>Place of birth</b>			
Australia	94%	89%	90%
Other	6%	11%	10%
<b>Main language spoken at home (1998)</b>			
English	94%	86%	89%
Other	6%	14%	11%
<b>Father's place of birth</b>			
Australia	76%	69%	68%
Other	24%	31%	32%
<b>Mother's place of birth</b>			
Australia	79%	70%	72%
Other	21%	30%	28%
<b>Father's occupational group (1998)</b>			
Professionals/paraprofessionals	22%	24%	33%
Managers and administrators	16%	10%	16%
Clerical and personal service	12%	10%	10%
Tradespersons	27%	28%	22%
Plant and machine operators	16%	16%	12%
Labourers and related workers	6%	12%	7%
<b>Mother's occupational group (1998)</b>			
Professionals/paraprofessionals	27%	27%	38%
Managers and administrators	2%	7%	4%
Clerical and personal service	51%	43%	42%
Tradespersons	4%	5%	4%
Plant and machine operators	1%	1%	3%
Labourers and related workers	14%	17%	10%
<b>Sector of school attended (1998)</b>			
Government	73%	76%	67%
Catholic	20%	18%	20%
Independent	7%	7%	13%
<b>Location of residence (1998)</b>			
Metropolitan	48%	50%	56%
Provincial	31%	30%	24%
Rural/remote	21%	20%	20%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>			
Lowest quarter	37%	34%	24%
Second quarter	27%	28%	25%
Third quarter	21%	26%	25%
Highest quarter	16%	12%	26%
<i>Number in sample</i>	<i>446</i>	<i>152</i>	<i>5979</i>

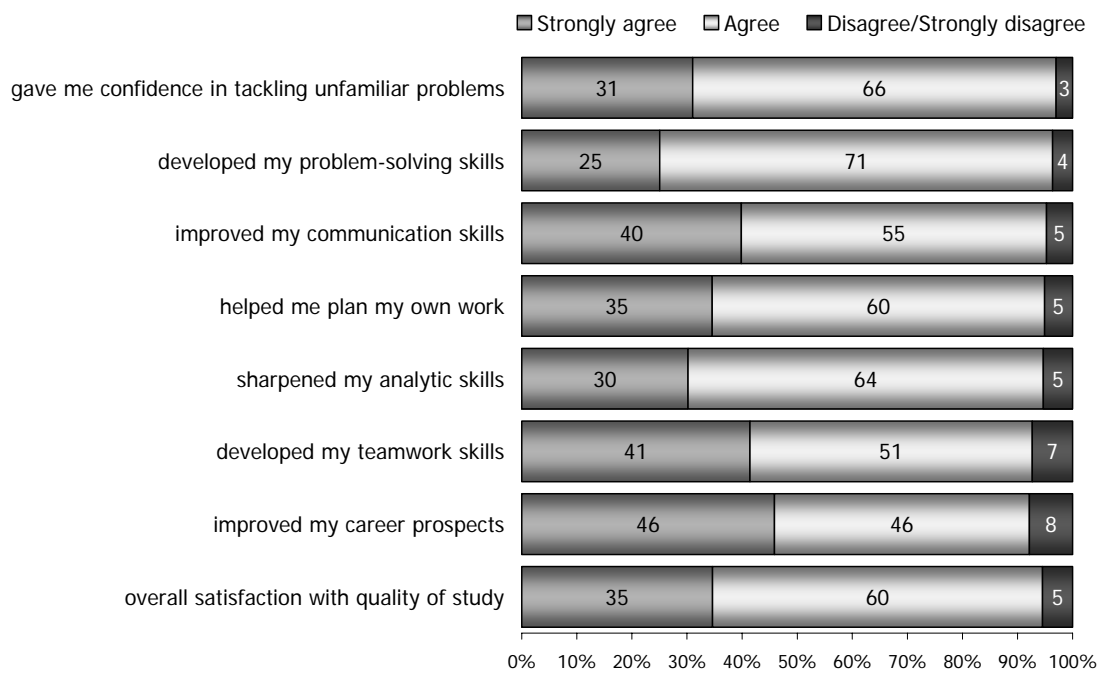
Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). 'Apprenticeships' and 'traineeships' are based on cohort members' responses; both groups constitute 'New Apprentices'. Location of residence is based on the home postcode in 1998. 'Independent' schools are non-government, non-Catholic schools. Data may be missing for some characteristics. Column sections may not sum to 100% due to rounding.

**Benefits of study**

There were 759 members of the 1998 Year 9 LSAY cohort who had completed a qualification (tertiary study, apprenticeship or traineeship) since their interview in 2003. They were asked to comment on their satisfaction with various elements of the study experience.

- More than 92 per cent of those who had completed some study since the 2003 interview stated that they had benefited from study.
- Ninety-seven per cent of cohort members said that study had given them confidence in tackling unfamiliar problems. Forty-six per cent strongly agreed that study had improved their career prospects.

Post-school education and training...



**Figure 1 Perceived benefits of post-school study completed by 1998 Year 9 LSAY cohort members since 2003 interview**



## EMPLOYMENT

This section reports on the 1998 Year 9 LSAY cohort members' involvement in the labour force in 2004. Overall, 43 per cent of cohort members were employed full-time, with another 41 per cent employed part-time.<sup>1</sup>

**Table 7 Employment activities of 1998 Year 9 LSAY cohort members at October 2004, by gender and study status**

	Males	Females	Total
<b>In post-secondary education and training</b>			
Not working	16%	16%	16%
Hours worked per week in main job			
1-10 hours	15%	23%	19%
11-20 hours	19%	30%	24%
21-30 hours	9%	10%	10%
31-40 hours	25%	18%	22%
More than 40 hours	14%	3%	9%
Total	100%	100%	100%
Mean gross weekly income	\$397	\$289	\$344
<i>Number in sample</i>	1447	1582	3028
<b>Not in post-secondary education and training</b>			
Not working	13%	18%	16%
Hours worked per week in main job			
1-10 hours	5%	7%	6%
11-20 hours	7%	13%	10%
21-30 hours	10%	14%	12%
31-40 hours	43%	39%	41%
More than 40 hours	23%	9%	16%
Total	100%	100%	100%
Mean gross weekly income	\$601	\$466	\$532
<i>Number in sample</i>	1463	1435	2898

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study. This table excludes those who did not state how many hours they worked each week. 'Not working' includes those who were unemployed and those who were not in the labour force. 30 hours or more per week is considered a full-time position. Columns may not sum to 100% due to rounding.

- Among cohort members who were not studying, 13 per cent of males and 18 per cent of females were not working at all; they were either unemployed or not in the labour force. For both males and females, these figures represent decreases of 3 percentage points since 2003.
- On average, males in post-secondary education and training who were also employed had gross earnings of \$397 and worked 28 hours per week, compared to female student-workers, who earned \$289 and worked 21 hours per week.
- Among those who were not combining paid employment with study, a greater proportion of females than males were working part-time (less than 30 hours per week), and a greater proportion of males than females were working more than 40 hours per week.

<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, most analyses are based on the main job only.

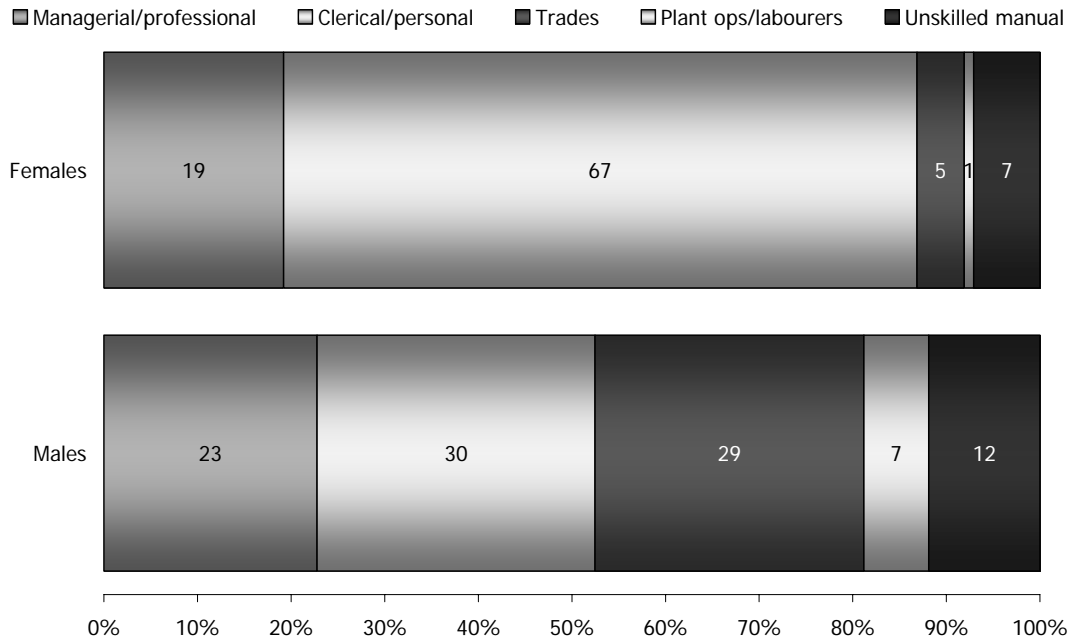
## Occupations

**Table 8 Occupational groups among 1998 Year 9 LSAY cohort members who were employed in October 2004, by gender and employment status (main job only)**

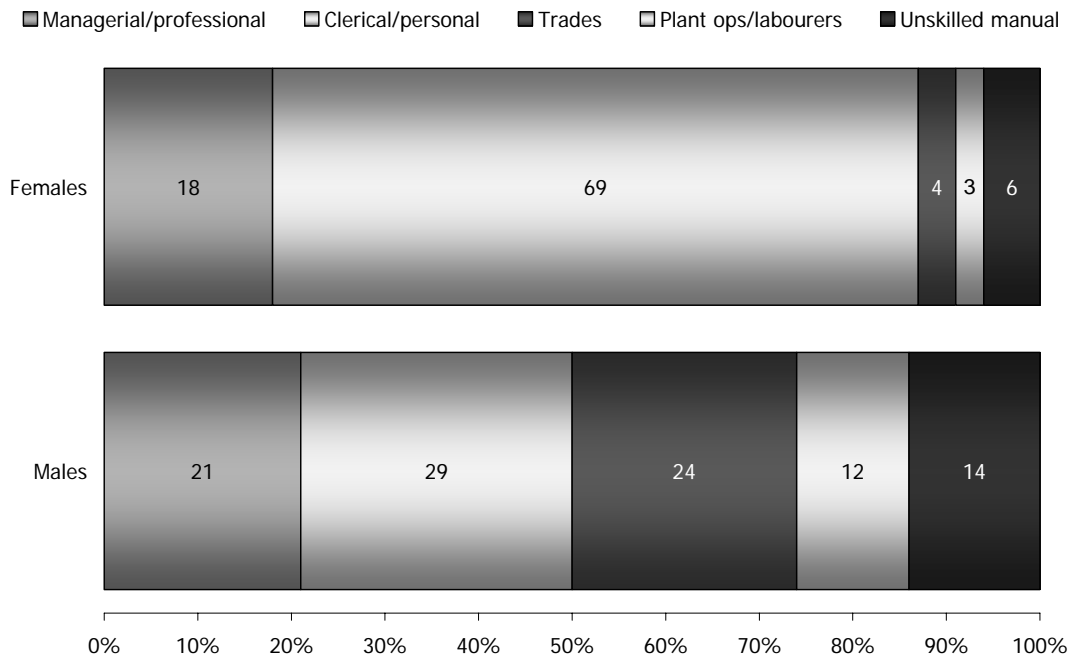
Occupational group	Males		Females		Total
	Full-time	Part-time	Full-time	Part-time	
Managerial/professional/ paraprofessional	20%	23%	21%	15%	19%
Clerical/personal service (incl. retail/hospitality)	20%	48%	62%	75%	49%
Trades	35%	3%	8%	1%	14%
Plant operators and labourers	11%	13%	4%	2%	7%
Unskilled labourers	15%	13%	5%	7%	10%
Total	100%	100%	100%	100%	100%
<i>Number in sample</i>	<i>1632</i>	<i>857</i>	<i>1196</i>	<i>1316</i>	<i>5001</i>

Notes: Occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). Groups are based on the person's main job only; 30 hours or more per week is considered a full-time position. 'Uncodeable' occupations are not included in this table. Columns may not sum to 100% due to rounding.

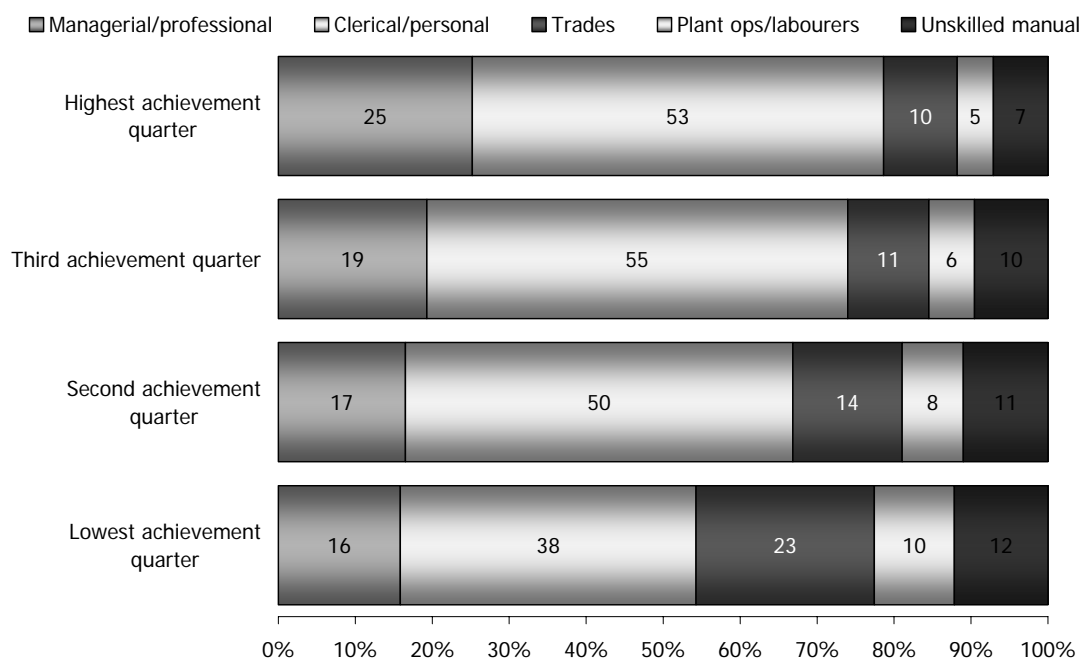
- Close to one-half of male students who were employed (48%) were working in skilled and unskilled occupations (trades, plant operations and unskilled labour), while only 13 per cent of female students were employed in these areas.
- The majority of females who were working (69%) had occupations in the clerical, sales and personal services group compared to 29 per cent of males. The proportion of males and females who were working was similar.
- One-third of males were employed in trade occupations, while only 5 per cent of females worked in trade occupations.
- Of those cohort members who were working, 21 per cent of males and 18 per cent of females were in managerial, professional and paraprofessional positions.
- Twenty-five per cent of cohort members in the highest achievement group in Year 9 were working in managerial, professional and paraprofessional positions, compared to 16 per cent of those from the lowest achievement group. These groups were based on the achievement tests in reading comprehension and mathematics taken by cohort members when they were in Year 9.
- Overall, occupations within the managerial, professional and paraprofessional category exhibited a slight increase in the proportion of cohort members employed, from 15 per cent in 2003 to 19 per cent in 2004.



**Figure 2** Distribution of occupational groups for members of the 1998 Year 9 LSAY cohort who were working while in post-secondary education and training in 2004, by gender



**Figure 3** Distribution of occupational groups for members of the 1998 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2004, by gender



**Figure 4 Occupational groups among 1998 Year 9 LSAY cohort members who were employed in 2004, by Year 9 achievement group**

### Hours and earnings

**Table 9 Hours worked and gross income per week for members of the 1998 Year 9 LSAY cohort who were employed and not in post-secondary education and training in 2004, by occupational group and gender**

Occupational group	Males		Females	
	Hours worked	Gross earnings	Hours worked	Gross earnings
Managerial/professional/paraprofessional	38	\$587	34	\$549
Clerical/personal service	33	\$529	31	\$440
Trades	42	\$714	35	\$540
Plant operators and labourers	37	\$655	33	\$492
Unskilled labourers	39	\$587	33	\$484
All groups	37	\$601	32	\$466
<i>Number in sample</i>	<i>1543</i>		<i>1651</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. 'Uncodeable' occupations are included in totals only.

- Among those not undertaking post-secondary education or training, males worked on average 37 hours per week and females worked 32 hours per week. These figures remained stable for females but increased for males between 2003 and 2004.
- The difference in the gross weekly earnings between males and females is only partially reflected in the number of hours worked in each occupation group. Overall, males earned \$602 per week and females earned \$466 per week.
- Cohort members in trades worked the most hours per week (males 42 hours per week, females 35 hours per week). In contrast, those in clerical/personal service occupations worked the fewest hours per week (males 33 hours per week; females 31 hours per week).

## Workplace training

**Table 10** Type of workplace training received by 1998 Year 9 LSAY cohort members who were employed in 2004, by hours worked each week

Hours worked per week	Number in sample	No training	Any training	Type of workplace training		
				Classroom based	Outside workplace	Other training
1-10 hours	671	54%	46%	23%	7%	29%
11-20 hours	977	47%	53%	29%	8%	33%
21-30 hours	630	45%	55%	33%	10%	35%
31-40 hours	1819	40%	60%	32%	12%	41%
41+ hours	688	38%	62%	35%	21%	39%
Not sure of hours	35	73%	28%	17%	7%	20%
Total	4820	44%	56%	31%	12%	36%

Note: Workers may have received more than one type of workplace training. The sum of each type of workplace training is greater than the figure reported for 'any training'.

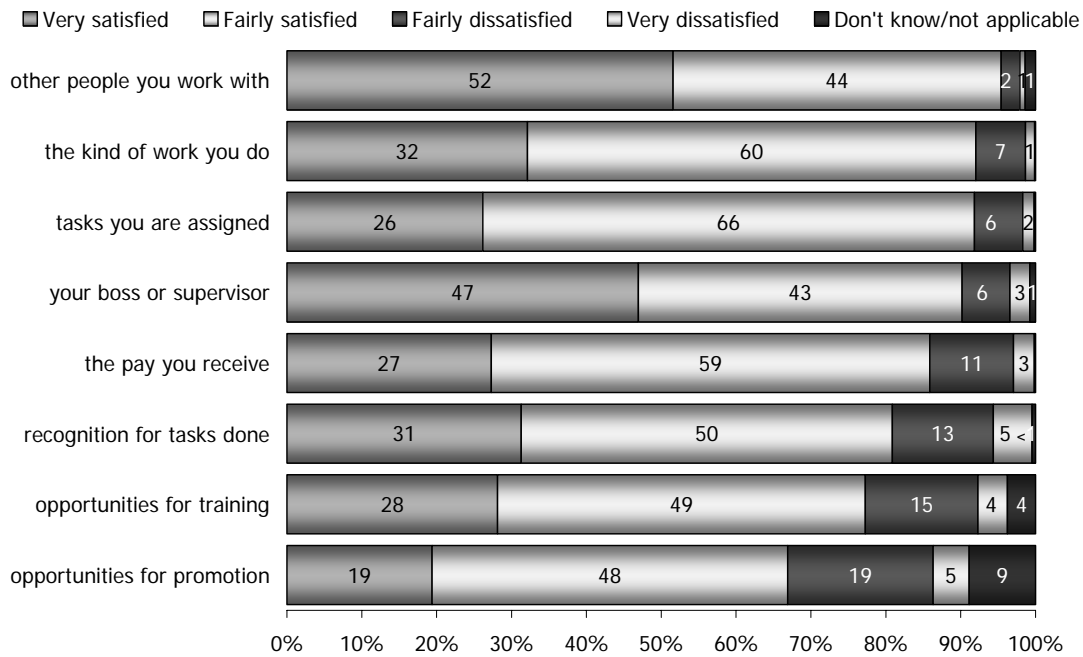
- More than one-half of all cohort members who were employed in 2004 received some type of workplace training, with 61 per cent of full-time workers receiving some form of training.
- Those in full-time employment more frequently received more than one type of workplace training, such as classroom-based training and some other type of training.
- The most common type of workplace training cohort members participated in was training classified as 'other' training followed by classroom-based workplace training.

### **Job satisfaction**

Nearly all members of the 1998 Year 9 LSAY cohort expressed satisfaction with some aspect of their work.

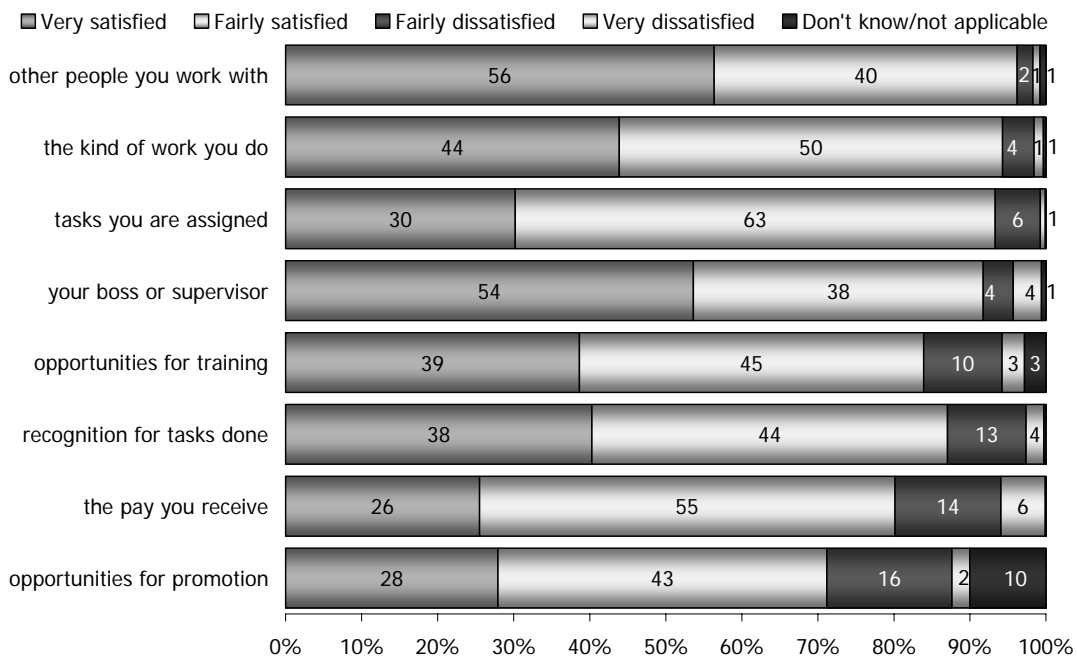
- Members of the cohort who were working while in post-secondary education and training in 2004 were most satisfied with the other people they worked with: 96 per cent expressed satisfaction with this aspect of their work, including 52 per cent who were very satisfied.
- Of those working while in post-secondary education and training, 92 per cent expressed satisfaction with the kind of work they did, including 32 per cent who were very satisfied.
- Eighty-five per cent of those in post-secondary education who were also working expressed satisfaction with the pay they received, including 27 per cent who were very satisfied.
- Ninety-four per cent of the cohort who were working and not in post-secondary education and training were satisfied with the kind of work they were doing, including 44 per cent who were very satisfied.
- Members of the cohort who were working and not in post-secondary education and training were slightly more satisfied with their opportunities for promotion (71%) than cohort members who were working while in post-secondary education and training (67%).
- Overall, there was little difference between the levels of satisfaction with various aspects of work among cohort members who were working in 2003 and in 2004.

Satisfaction with...



**Figure 5** Satisfaction with various aspects of work among members of the 1998 Year 9 LSAY cohort who were working while in post-secondary education and training in 2004

Satisfaction with...



**Figure 6** Satisfaction with various aspects of work among members of the 1998 Year 9 LSAY cohort who were working and not in post-secondary education and training in 2004

## Aspects of work

**Table 11 Per cent of 1998 Year 9 LSAY cohort members who saw themselves continuing in their current jobs as careers, by study status**

		In post-secondary education and training	Not in post-secondary education and training
Is the job you have now the type of job you would like as a career?	Yes	32%	42%
	No	65%	54%
	Don't know	3%	5%
<i>Number in sample</i>		<i>2453</i>	<i>2367</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study.

- Of those members of the 1998 Year 9 LSAY cohort who were participating in post-secondary education and training, 32 per cent were currently working in a job that they felt they would like as a career. For this group, comments about work as a career had a fairly similar distribution in 2003 as in 2004.
- Of those not participating in post-secondary study, 42 per cent were currently working in a job that they felt they would like as a career, an increase of 6 percentage points since 2003.

**Table 12 1998 Year 9 LSAY cohort members working part-time and preferences for full-time work, by study status**

	In post-secondary education and training	Not in post-secondary education and training
Prefer full-time	15%	45%
Prefer part-time	86%	55%
<i>Number in sample</i>	<i>1330</i>	<i>574</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study.

- Of those members of the cohort working part-time and not undertaking any post-secondary education or training, 45 per cent responded they would prefer full-time employment, and 55 per cent indicated a preference for part-time work.
- The majority of students (86% of those working part-time and in post-secondary education and training) said they preferred to remain in part-time employment.



**Table 13 Per cent of 1998 Year 9 LSAY cohort members entitled to holidays and sick pay in their jobs, by study status and employment status**

Study status		In post-secondary education and training		Not in post-secondary education and training	
		Full-time	Part-time	Full-time	Part-time
Employment status		Full-time	Part-time	Full-time	Part-time
Does your job entitle you to any form of paid annual leave or sick leave, apart from public holidays?	Yes	79%	15%	70%	22%
	No	20%	84%	29%	76%
	Don't know	<1%	1%	<1%	<1%
<i>Number in sample</i>		<i>960</i>	<i>1407</i>	<i>1793</i>	<i>660</i>

Notes: The category 'In post-secondary education and training' combines those at university or TAFE with those in apprenticeships, traineeships and other study. Columns may not sum to 100% due to rounding.

- Most cohort members who were working full-time were entitled to job benefits that included paid holiday and sick leave entitlements, including 70 per cent of those not studying and 79 per cent of those in post-secondary education and training. Eighty per cent of those who were working part-time reported no such entitlements.
- Between 2003 and 2004, there was a slight increase in the percentage of cohort members whose jobs included these entitlements, with the exception of a slight decrease for those members who were working full-time and also in post-secondary education and training.

### Changes between 2003 and 2004

**Table 14** Changes in aspects of 1998 Year 9 LSAY cohort members' work, for those remaining in the same job between 2003 and 2004, by education status

Comparison between 2002 and 2003	University or TAFE study	Apprenticeship, traineeship or other study	Not in post-secondary education and training
<b>Pay rate</b>			
More per hour	66%	87%	71%
Less per hour	2%	3%	3%
About the same	32%	10%	27%
<b>Level of skill needed in job</b>			
More skilled	33%	76%	52%
Less skilled	2%	<1%	1%
About the same	66%	24%	48%
<b>Level of responsibility in job</b>			
More responsibility	50%	84%	68%
Less responsibility	2%	2%	1%
About the same	48%	14%	30%
<b>Promotion</b>			
Yes	16%	30%	32%
No	83%	70%	67%
Don't know	<1%	<1%	<1%
<i>Number in sample</i>	<i>1043</i>	<i>427</i>	<i>1324</i>

Note: Column sections may not sum to 100% due to rounding.

- Three-fourths of cohort members received a higher hourly rate of pay in 2004 compared to 2003, with 87 per cent of those in apprenticeships, traineeships or other study earning such an increase.
- Cohort members in apprenticeships and traineeships more frequently reported that an increased level of skill was needed and that they had more responsibility in their jobs, compared to university or TAFE students and those not doing any post-secondary education and training.
- Nearly one-third of cohort members who were not studying in 2004 (32%) earned a promotion during the year, compared to 30 per cent of apprentices and trainees and 16 per cent of university or TAFE students.

## Looking for work

**Table 15 Job search activity used by members of the 1998 Year 9 LSAY cohort, by study status**

<b>Job search activity</b>	<b>In post-secondary education and training</b>	<b>Not in post-secondary education and training</b>
Registered with Centrelink	18%	54%
Used Centrelink touchscreens	27%	50%
Contacted Job Network member	24%	58%
Contacted other employment agency	26%	39%
Read advertisements (newspapers/internet)	94%	93%
Answered advertisements	74%	77%
Contacted friends or relatives	52%	66%
Contacted an employer	63%	77%
Checked factory noticeboards	13%	19%
Posted resume on internet	40%	39%
Sought advice from school/other organisation	19%	16%
Other job search activity	2%	<1%
<i>Number in sample</i>	<i>154</i>	<i>250</i>

Note: Cohort members may have used more than one type of job search activity. The sum of all types of activity is greater than 100%.

- All cohort members—those in post-secondary education and training, and those not—most commonly read advertisements in newspapers and on the internet to look for work.
- Those not studying used Centrelink, Job Network and other employment agencies much more frequently than did those who were studying.
- The use of Centrelink touchscreens increased by 6 percentage points between 2003 and 2004 for post-secondary students, but there was no change for those not studying.
- The number of post-secondary students posting their resume on the internet increased by 11 percentage points, from 29 per cent in 2003 to 40 per cent in 2004.

**Table 16 Per cent of 1998 Year 9 LSAY cohort members who experienced problems when looking for work in 2004, by gender**

Type of problem	Males	Females
Not enough work experience	67%	71%
Not enough jobs available	50%	56%
Unsuitable education/training	49%	57%
No suitable transport	35%	29%
Lack confidence	19%	18%
Considered too young	11%	15%
Poor interview skills	12%	6%
Poorly written job applications	10%	7%
Health/disability	12%	8%
Gender	12%	4%
Numeracy problems	4%	2%
Literacy problems	2%	--
Childcare problems	2%	4%
Racial/ethnic background	4%	4%
No problems	22%	23%
<i>Number in sample</i>	<i>171</i>	<i>160</i>

Note: Cohort members may have experienced more than one type of problem. The sum of all types of problem is greater than 100%.

- Overall, 23 per cent of females and 22 per cent of males looking for work reported that they experienced no problems during their job search. Both figures represent increases since 2003.
- Sixty-seven per cent of males and 71 per cent of females said that they experienced problems because they did not have enough work experience. These figures represent increases of 5 percentage points and 6 percentage points, respectively, since 2003.
- In 2004, 12 per cent of males (a 6 percentage point increase from 2003) responded that gender was a factor that resulted in them experiencing problems when looking for work. The 4 per cent of females reporting gender as a factor remained stable compared to 2003.
- Of cohort members looking for work, 49 per cent of males and 57 per cent of females reported that they had unsuitable education or training to gain employment. These figures represented increases of 10 percentage points for males and 8 percentage points for females between 2003 and 2004.
- Five per cent of female job-seekers reported that childcare was a problem in gaining employment, compared to 4 per cent in 2003. Two per cent of male job-seekers reported childcare problems in 2004.

## SOCIAL ASPECTS

This section reports on the social aspects of the lives of members of the 1998 Year 9 LSAY cohort in 2004, including where they were living, their marital and parental status, what they did in their spare time, and how they felt about various aspects of their personal lives. By 2004, the modal age of the cohort was 20 years.

### Living arrangements and relationships

**Table 17** Type of accommodation in 2004 among members of the 1998 Year 9 LSAY cohort, by study status, geographic background and gender

Type of accommodation	Metropolitan background		Non-metropolitan background		Total
	Males	Females	Males	Females	
<b>In post-secondary education and training</b>					
Parental home	88%	81%	54%	47%	70%
Sharing/renting	9%	15%	35%	42%	23%
Buying/own home	<1%	2%	2%	3%	2%
Boarding in private house	<1%	1%	2%	2%	1%
University/hostel/other	3%	1%	7%	6%	4%
<i>Number in sample</i>	<i>865</i>	<i>819</i>	<i>610</i>	<i>628</i>	<i>2923</i>
<b>Not in post-secondary education and training</b>					
Parental home	79%	74%	57%	48%	64%
Sharing/renting	17%	22%	37%	43%	30%
Buying/own home	2%	3%	2%	5%	3%
Boarding in private house	2%	<1%	1%	2%	1%
University/hostel/other	2%	<1%	3%	3%	2%
<i>Number in sample</i>	<i>744</i>	<i>773</i>	<i>711</i>	<i>816</i>	<i>3045</i>

Notes: Geographic background is based on the home postcode in 1998. 'Non-metropolitan' includes provincial, rural and remote locations. Column sections may not sum to 100% due to rounding.

- Overall, 67 per cent of members of the 1998 Year 9 LSAY cohort were living at home, a decrease of 4 percentage points since 2003. There were differences by gender and study status.
- Among cohort members living in metropolitan areas and engaged in post-secondary education and training, 88 per cent of males and 81 per cent of females were living at home. In contrast, 54 per cent of males and 47 per cent of females from non-metropolitan areas who were studying were living at home.
- Females were more likely than males to be living in a shared or rented property, with 32 per cent of females compared to 19 per cent of males in this type of accommodation.

**Table 18 Family relationships among members of the 1998 Year 9 LSAY cohort in 2004, by gender**

Marital status	Males	Females	Total
Married	<1%	2%	1%
De facto	8%	13%	11%
Single/never married	92%	84%	88%
Separated	<1%	<1%	<1%
Percentage with children	1%	6%	3%
<i>Number in sample</i>	<i>2931</i>	<i>3037</i>	<i>5967</i>

- Twelve per cent of the cohort reported that they were married or living with a partner or de facto, and less than one per cent were widowed, separated or divorced. The majority (88%) reported that they were single and never married.
- The percentage of cohort members living with their own children increased between 2003 and 2004, with 3 per cent reporting they were parents.

### Leisure activities

**Table 19 Participation in spare-time leisure activities at least once a week in 2004 by members of the 1998 Year 9 LSAY cohort, by type of activity, geographic background and gender**

Leisure activity	Metropolitan background		Non-metropolitan background		Total
	Males	Females	Males	Females	
Visit library	7%	10%	6%	11%	9%
Read books	40%	49%	38%	51%	45%
Read newspapers or magazines	89%	85%	92%	89%	89%
Use the Internet	83%	81%	68%	73%	77%
Play sport or exercise	83%	80%	83%	82%	82%
Community based activity	11%	11%	10%	11%	10%
None of the above	1%	1%	1%	1%	1%
<i>Number in sample</i>	<i>1609</i>	<i>1592</i>	<i>1322</i>	<i>1444</i>	<i>5967</i>

Notes: Geographic background is based on the home postcode in 1998. 'Non-metropolitan' includes provincial, rural and remote locations. Cohort members may have participated in more than one type of activity. The sum of all types of activity is greater than 100%.

- Eighty-three per cent of 1998 Year 9 LSAY cohort members said they played sport or did regular exercise in their spare time at least once a week, which is the same rate of participation as in 2003.
- Newspaper and magazine reading was the most common weekly activity, with 89 per cent of the cohort participating at least once a week, similar to results from 2003.
- Fifty-eight per cent of cohort members said they never go to the library, a similar figure to that in 2003.
- Twenty-two per cent of cohort members, irrespective of their geographic background, did not read books in their spare time, a small decrease since 2003. More males than females indicated that they never read books in their spare time (28% and 17%, respectively).
- Internet use was more common among cohort members from metropolitan backgrounds than those from non-metropolitan backgrounds.

### Depth of curiosity

In the 2004 interview, members of the 1998 Year 9 LSAY cohort were asked a number of questions based on the Ainley Curiosity Scales (Ainley, 1987). Six items used in the LSAY interviews were taken from the depth of interest component of those scales; items relating to breadth of interest were not used. An additional two items, relating to work-based skills, were developed especially for use in LSAY.

**Table 20 Mean depth of curiosity scores for 1998 Year 9 LSAY cohort members, by gender**

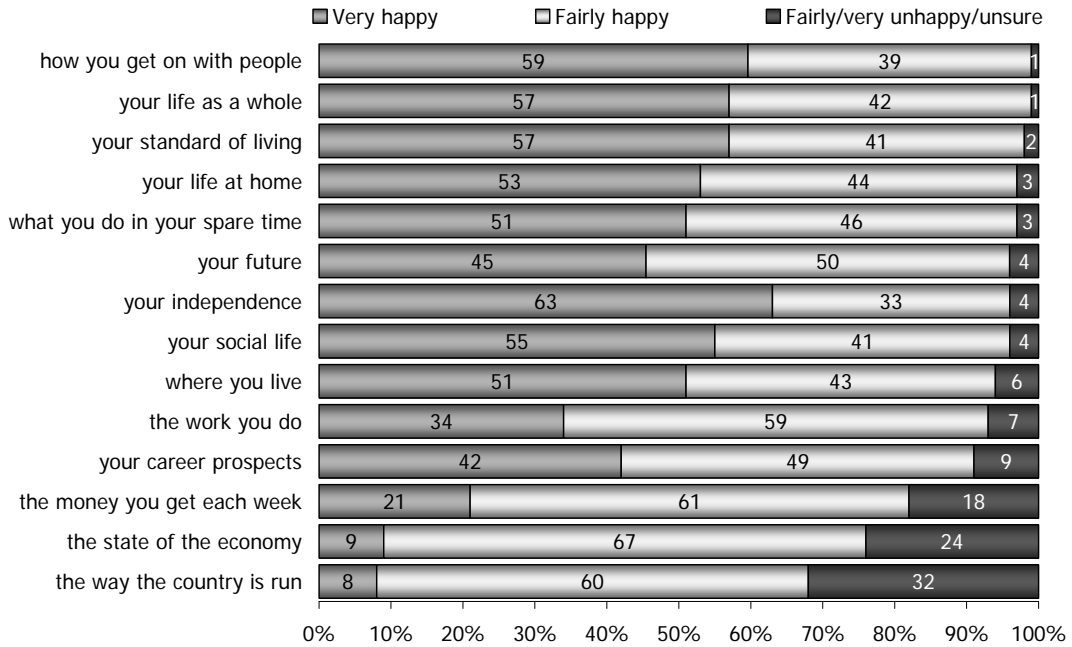
Depth of curiosity	Males	Females
Interest in learning new things	3.63	3.66
Interest in thinking about state of world	3.09	3.15
Interest in finding out why something happened	3.38	3.36
Interest in finding out more about things	3.54	3.56
Interest in finding out more about a new idea	3.39	3.36
Interest in finding out how something works	3.50	3.26
Interest in improving your skills after starting work	3.36	3.71
Interest in learning new skills after starting work	3.65	3.74
<i>Number in sample</i>	<i>2274</i>	<i>2386</i>

- There was little difference between males and females on items relating to interest in learning new things, finding out why something happened, finding out more about things, and finding out more about a new idea.
- Female cohort members had higher mean scores than males in their interest in thinking about the state of the world. Males had higher mean scores in their interest in finding out how something works.
- Females scored higher on both items related to work-based skills.

**General attitudes**

Overall, members of the 1998 Year 9 LSAY cohort were happy with the way their lives were progressing.

Happiness with...



**Figure 7 Happiness with various aspects of life, for 1998 Year 9 LSAY cohort in 2004**

- Fifty-seven per cent of cohort members responded they were very happy with their lives, an increase of 5 percentage points from 52 per cent in 2003.
- Nearly all cohort members (99%) responded that they were happy or very happy with how they get along with other people.
- The greatest change between 2003 and 2004 was in the item relating to cohort members’ feeling of independence. Sixty-three per cent of cohort members (an increase of 6 percentage points) stated that they were very happy with their level of independence.
- Forty-five per cent of cohort members were very happy with their future. This figure represented an increase from 39 per cent in 2003.



## APPENDIX

### The Year 9 Class of 1998 in 2004

A nationally representative sample of 14 117 Year 9 students was selected in 1998 to form the second cohort of the Longitudinal Surveys of Australian Youth (LSAY). The sample was constructed by randomly selecting two or three classes of Year 9 students from a sample of schools designed to represent each Australian State and school sector. In 1999, a questionnaire was mailed to each member of the sample, with 9289 useable responses returned. The sample was rebuilt after that survey, and members were contacted by telephone in 2000. There were 9548 sets of useable responses to the 2000 telephone survey, 8777 to the 2001 telephone survey, and 6905 useable responses to the annual survey in 2003. In 2004, the total number of useable responses to the annual survey was 5979.

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 Y98 cohort are contained in Long and Fleming (2002).

Table A1 contains details of the cohort: the number of young persons responding in 2004, the numbers in the original sample in 1998, and the percentage of original cohort members retained.

#### *Definition of 'main job'*

Each year, the LSAY interview asks cohort members if they are continuing in the job they had in the previous year. This is the job that is considered to be the 'main' job. It is possible that some cohort members were initially employed in a casual or part-time position and continued in this position, even after commencing a full-time position with another employer. In such cases, the first job—the casual/part-time position—is treated as the 'main' job in the interview, and this job is the subject of more questions, even when the second job should be considered the 'main' job. Questions about 'non-main' jobs do not provide as much information. While it is possible that 27 per cent of those with more than one job are not reporting on the 'main job', this group also represents 3 per cent of all cohort members who are employed.

**Table A1 Background characteristics of members of the 1998 Year 9 LSAY cohort**

	Number in 2004	Distribution in 2004	Number in 1998	Distribution in 1998	Per cent retained in sample
<b>Gender</b>					
Male	2931	49%	7208	51%	47%
Female	3037	51%	6829	49%	51%
<b>Indigenous background</b>					
Indigenous	109	2%	447	3%	31%
Non-Indigenous	5661	98%	12937	97%	50%
<b>Place of birth</b>					
Australia	5236	90%	12038	89%	50%
Other	568	10%	1413	11%	46%
<b>Main language spoken at home (1998)</b>					
English	5193	89%	12024	89%	50%
Other	623	11%	1497	11%	47%
<b>Father's place of birth</b>					
Australia	3948	68%	9092	68%	50%
Other	1829	32%	4282	32%	49%
<b>Mother's place of birth</b>					
Australia	4196	72%	9514	71%	51%
Other	1601	28%	3935	29%	47%
<b>Father's occupational group (1998)</b>					
Professionals/paraprofessionals	1679	33%	3604	32%	53%
Managers and administrators	804	16%	1865	17%	51%
Clerical and personal service	484	10%	1032	9%	54%
Tradespersons	1102	22%	2544	23%	51%
Plant and machine operators	606	12%	1460	13%	49%
Labourers and related workers	342	7%	758	7%	51%
<b>Mother's occupational group (1998)</b>					
Professionals/paraprofessionals	1560	38%	3375	37%	52%
Managers and administrators	178	4%	406	4%	49%
Clerical and personal service	1745	42%	3826	42%	53%
Tradespersons	160	4%	420	5%	45%
Plant and machine operators	107	3%	246	3%	51%
Labourers and related workers	409	10%	932	10%	51%
<b>Sector of school attended (1998)</b>					
Government	4024	67%	9373	66%	49%
Catholic	1203	20%	2879	20%	48%
Independent	752	13%	1865	13%	47%
<b>Location of residence (1998)</b>					
Metropolitan	3320	56%	7908	56%	48%
Provincial	1442	24%	3368	24%	49%
Rural/remote	1218	20%	2841	20%	50%
<b>Achievement in literacy and numeracy in Year 9 (1998)</b>					
Lowest quarter	1458	24%	3503	25%	48%
Second quarter	1487	25%	3512	25%	49%
Third quarter	1494	25%	3480	25%	50%
Highest quarter	1521	26%	3543	25%	49%
Number in sample	5979	100%	14117	100%	42%

Notes: Father's and mother's occupational groups are based on the second edition of the *Australian Standard Classification of Occupations* (ASCO) (ABS, 1997). 'Independent' schools are non-government, non-Catholic schools. Location of residence is based on the home postcode in 1998. Data may be missing for some characteristics; this may affect the calculations of totals and percentages retained. Column sections may not sum to totals due to rounding.

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All LSAY cohort reports and technical papers are available from the ACER website, <http://www.acer.edu.au/research/projects/LSAY/overview.html>.