

NSW Secondary Students' Post-School Destinations and Expectations

2017 Annual Report



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Executive Summary

The aim of the NSW Secondary Students' Post-School Destinations Survey is to monitor and examine trends in, and correlates of, post-school education, training and employment destinations among secondary school students in NSW. Key findings of the 2017 NSW Secondary Students' Post-School Destinations Survey are presented in this report.

The survey consisted of cross-sectional telephone interviews with students who completed Year 12 (n=3,529) or left school before completing Year 12 (referred to as early school leavers, n=3,466) in 2016. It also included a longitudinal survey consisting of follow-up interviews with cohorts who were first recruited in 2014 and 2016. These included Year 12 completers (n=899), early school leavers (n=821) and Year 10 students (n=984) who took part in the 2014 NSW Secondary Students' Post-School Destinations Survey and who had completed further follow-up interviews in 2015 and 2016. It also included Year 12 completers (n=1,793) and early school leavers (n=1,549) who took part in the 2016 NSW Secondary Students' Post-School Destinations Survey and completed follow-up interviews in 2017.

Main post-school destination

In 2017, 69.6 per cent of Year 12 completers and 55.4 per cent of early school leavers were in some form of education and training six months after leaving school.

The main post-school destination among Year 12 completers continued to be a Bachelor degree (50.1%). All other categories of education and training destinations were reported by less than one-in-ten Year 12 completers, with 6.0 per cent entering a Certificate IV, Diploma or Advanced Diploma, 3.4 per cent a Certificate I, II or III course, 5.8 per cent an apprenticeship and 4.3 per cent a traineeship. Most Year 12 completers who had not entered some form of education and training were working either full-time (8.5% of all Year 12 completers) or part-time (13.8%), while 4.6 per cent were looking for work and 3.4 per cent were not in the labour force, education or training.

The proportion of Year 12 completers entering some form of education and training has declined since 2015 and is at its lowest point in the time series. Significant decreases were seen in the proportion of Year 12 completers entering Certificate IV, Diploma or Advanced Diploma courses (down 2.9 percentage points since 2015). Smaller (although not statistically significant) decreases were also seen in the proportion entering Certificates I, II or III courses (down 1.4 percentage points) and in the percentage of Year 12 completers entering a Bachelor degree (down 3.1 percentage points). These recent decreases in entering a Bachelor degree are opposed to the small increases (although not statistically significant from year to year) in Year 12 completers entering a Bachelor degree in each of the surveys between 2010 and 2015.

Similar to previous years, the post-school destinations of early school leavers were substantially different from Year 12 completers in 2017. For early school leavers, the main post-school destination continued to be an apprenticeship (30.0%), while 7.3 per cent had entered a Certificate IV, Diploma or Advanced Diploma, 8.2 per cent had entered a Certificate I, II or III course and 8.1 per cent had entered a traineeship. Six months after leaving school, close to half of early school leavers (44.6%) were not participating in some form of education and training. Typically, these early school leavers were looking for work (14.2%) or were undertaking full-time (9.9%) or part-time (14.2%) employment. The rest (6.3%) were not in the labour force, education or training.

The proportion of early school leavers entering Certificate I, II or III courses continued to decline in 2017 (down 11.2 points since 2010), similarly the proportion of early school leavers entering Certificate IV+ courses also decreased in 2017 after peaking in 2015. While the proportion of early

school leavers entering a Bachelor degree remained low in 2017 (1.8%), increases have been seen each year since 2014.

Not in the labour force, education or training

The main activities of Year 12 completers and early school leavers who were not in the labour force, education or training (NILFET) were also noticeably different. Consistent with previous years of the survey, the main activities of Year 12 completers related to recreation (50.7%), typically in the context of travelling or having a 'gap' year (19.7%). Indeed, one-in-five (20.6% of the Year 12 completer NILFET respondents) were enrolled in some form of education or training but had deferred it. The second most common main activity among Year 12 NILFET was undertaking some form of informal study or training (17.3%).

Early school leavers who were NILFET reported a diverse range of main activities. The most common activities included recreation (20.3%), typically framed as recreational activities (11.0%) or doing nothing (6.7%). Other common activities included being unable to work due to illness (20.1%) and looking after children or preparing for birth (18.2%). Looking after children or preparing for birth was particularly common among females, with one-in-three (35%) female early school leavers who were not in the labour force, education or training reporting this as their main activity in 2017.

Reasons for leaving school early

In 2017, the most common self-reported reasons for leaving school before completing Year 12 continue to relate to wanting to pursue employment and career opportunities, school 'not being for them' and not liking school or teachers. Not coping at school or failing subjects, finding school boring, wanting to study elsewhere, ill-health and being bullied were less frequently cited as reasons for leaving early.

Self-reported reasons for leaving school early were associated with different socio-demographic profiles. For example, males were more likely to report being disillusioned with school or employment or career related reasons while females were more likely to report leaving due to bullying or external factors or pressures.

Career expectations

Consistent with previous years in the time series, Year 12 completers and early school leavers' expectations about their future career paths were reasonably well aligned with their post-school pathways six months after leaving school.

Over half of Year 12 completers (55.9%) expected to be working in a professional role by age 30, while one-sixth (17.7%) did not know what career they expected to have. Fewer than one-in-ten Year 12 completers expected to be working in each of the other occupation categories at age 30 (these categories included manager roles, technical or trade roles, community or personal service roles, clerical or administration roles, sales roles, machinery operators or driver roles, and labourer roles). Early school leavers, by comparison, most commonly expected to be working in a trade or technical role (36.4%) at age 30, followed by a professional role (17.1%) or community or personal service role (14.1%). One-fifth (19.9%) of early school leavers did not know what career they expected to have at age 30.

Destination in the years after leaving school

Post-school destinations appeared to be relatively stable in the longitudinal cohorts of Year 12 completers two years post-school. In both the 2014 and 2016 longitudinal cohorts, most Year 12 completers were still in some form of education or training in their second year out of school. Changes

in overall post-school destination were, however, more evident in the 2014 Year 12 completer longitudinal cohort who are now in their fourth year post-school. Almost half (46.2%) of this cohort were participating in the same post-school destination as in 2014. The main changes seen in this cohort were a significant decrease in participation in Certificate IV, Diploma or Advanced Diploma courses and in those looking for work but an increase in participation in full-time employment. These changes possibly reflect the completion of these courses and movement into employment among some 2014 Year 12 completers.

In contrast, post-school destinations were less stable among early school leavers two and four years post-school. About half (46.3%) of the 2016 early school leaver cohort remained in the same post-school destination in 2017, while less than three in 10 of the 2014 early school leaver cohort were in the same post-school destination (28.1%) in their fourth year after leaving school. Among the 2014 early school leaver cohort there were decreases in undertaking Certificate I, II or III courses, traineeships and those looking for work, while over this time period there were increases in participation in Bachelor degrees and full-time employment. Like the 2014 Year 12 completers, these changes possibly reflect the completion of these courses and movement into employment.

The majority of the 2014 Year 10 student cohort had completed Year 12 (90.9%) by the end of 2016 while approximately one-in-ten had left school before finishing (8.7%). Post-school destinations among those who had finished Year 12 were consistent with the 2017 Year 12 completer cohort while the post-school destinations of those who had left before finishing school were broadly consistent with the 2017 early school leaver cohort.

1. Introduction

1.1. Background and research objectives

The NSW Secondary Students' Post-School Destinations Survey provides a platform for the NSW Department of Education (DoE) and the NSW Skills Board to identify trends in, and correlates of, post-school education, training and employment destinations of secondary school students in NSW. The 2017 survey represents the fourth in the current annual time series, with the first conducted in 2014.

The NSW Secondary Students' Post-School Destinations Survey provides critical information on education pathways, attainments and destinations of young people in NSW, as well as on the factors that drive their engagement, retention, educational achievements and pathway choices.

Since 2014, the DoE and NSW Skills Board have collaborated on the NSW Secondary Students' Post-School Destinations Survey. This collaboration is aimed at improved monitoring of post-school pathways and providing data to inform policy development and implementation in NSW. This will help to achieve the youth participation and attainment targets, and partially address the NSW Auditor General's recommendations relating to raising the school leaving age (2012) from 15 to 17 years of age on 1 January 2010 (Education Amendment Act 2009).

The NSW Skills Board (formerly, Board of Vocational Education and Training) had previously commissioned research to track and monitor the post-school destinations of NSW students and the importance of prior participation in vocational education and training (VET) in school. This included:

- Destination and Satisfaction Surveys in 2005 and 2006;
- Longitudinal Survey of Destination, Pathways and Satisfaction in 2005;
- Government School HSC Students in NSW Survey in 2007;
- Survey of Expectations and Destinations of Senior Secondary Students in NSW in 2010 (Marks, Underwood, Rothman & Brown, 2011); and
- Survey of Expectations and Destinations of NSW Senior Secondary Students in 2013 (Polesel, Leahy, Gillis, Dulhunty & Calvitto, 2013).

The overarching research objectives of the NSW Secondary Students' Post-School Destinations Survey are to identify trends in, and correlates of, post-school education, training and employment destinations in NSW.

The more specific research objectives to be investigated through the survey are to:

- Explore factors influencing student decisions to complete or not complete Year 12;
- Explore expectations of post-school education, training and employment destinations; and
- Examine the work and study status of respondents from the 2014 and 2016 NSW Secondary Students' Post-School Destinations Survey.

1.2. Methodology

The overall research design for the 2017 NSW Secondary Students' Post-School Destinations Survey varied from the 2016 survey in a number of ways. Firstly, the cross-sectional interviews were undertaken as mixed-mode surveys for the first time, with all sample members invited to complete the survey online prior to telephone follow-up commencing. Secondly, an additional longitudinal cohort was introduced by conducting follow-up interviews with Year 12 completers and early school leavers who were first interviewed in 2016, in addition to those first interviewed in 2014.

The 2017 survey consisted of four components:

- Cross-sectional interviews conducted via online and telephone with a sample of students who left school before completing Year 12 aged 17 or over, and an attempted census of students who left school in 2016 before turning 17 years;
- Cross-sectional interviews conducted via online and telephone with a sample of students who completed Year 12 (hereafter called Year 12 completers) in 2016;
- Longitudinal follow-up interviews via online and telephone with Year 12 completers, early school leavers and Year 10 students who were first interviewed in 2014; and
- Longitudinal follow-up interviews via online and telephone with Year 12 completers and early school leavers who were first interviewed in 2016.

Information collected by the NSW Education Standards Authority (NESA) for the purpose of managing the Higher School Certificate (HSC) examinations and results was used to identify potentially in-scope Year 12 completers and early school leavers from 2016. In addition, some enrolment information collected by the DoE for Government school administration purposes was used to supplement NESA records. Prior to surveys commencing, letters signed by NESA were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out. Letters were sent to students from all school sectors (Government, Catholic and Independent). The letter addressed to students from Government schools was co-signed by NESA and DoE.

Longitudinal follow-up interviews were undertaken with two cohorts. Firstly, surveys were conducted with Year 12 completers and early school leavers who left school in 2013 and Year 10 students enrolled in 2014. These participants were first interviewed in the 2014 NSW Secondary Students' Post-School Destinations Survey, then completed follow-up interviews in 2015 and 2016, and gave permission to be re-contacted. The second cohort included Year 12 completers and early school leavers who left school in 2015 and were first interviewed in the 2016 NSW Secondary Students' Post-School Destinations Survey and gave permission to be re-contacted. These cohorts of current and former secondary school students were initially invited via a letter and/or email (depending on what contact information had been provided) to complete an online survey. Those who did not complete the survey online within two weeks were then contacted via telephone to participate in an interview.

The questionnaire instruments for the 2017 survey were designed by the Centre for Education Statistics and Evaluation, DoE, with input from the Social Research Centre. The questionnaires largely replicated those used in previous surveys, however items were adjusted to ensure consistency of delivery across both telephone and online modes of data collection. Further, the questionnaire for the Year 10 longitudinal follow-up survey was updated to more closely reflect the Year 12 cross-sectional questionnaire to ensure more detailed information about their post-school status could be collected.

A more detailed outline of the methodology employed in 2017 is provided in Appendix 1.

1.3. About this report

This report is designed to provide a brief overview of the conduct of the 2017 NSW Secondary Students' Post-School Destinations Survey, as well as present key findings relating to the post-school destinations of secondary students in NSW and their future career expectations. This report primarily focuses on findings from the 2017 wave; however, where appropriate, comparisons are drawn to previous destinations and expectations surveys conducted in NSW. Further, it should be noted that it does not present results for all questions in the surveys. This report is intended to be read by anyone in the community with an interest in patterns and trends in post-school destinations.

Several points should be kept in mind when considering the findings presented in this report. Firstly, before reporting, all data was weighted to match relevant population parameters. All charts and tables in this report, unless otherwise specified, show survey estimates that have been weighted in this manner. The bases (n) shown in the tables and graphs are unweighted. Details of the approach taken to weight the survey can be found in Appendix 1. It should be noted that weighting cannot account for any bias through non-response and therefore caution needs to be applied when considering the results. There is a risk of non-response bias when a response rate is considered low, as is the case for this survey, and therefore the characteristics of respondents may differ from those who did not participate in the survey.

Statistical tests were conducted to establish whether differences between the responses of subgroups, as well as between survey waves, were genuine rather than simply due to random variation. Testing of the statistical significance of differences between estimated proportions has been carried out using survey-weighted t-tests. These account for the survey design implemented in the surveys, correctly calculating variances for stratified, disproportionate samples. The testing was undertaken in R (R Core, 2017) using the "survey" package (Lumley, 2017). Where results are reported as "different", it implies that a statistically significant difference at a 99 per cent confidence level has been established. Such differences are indicated by an asterisk (*) in tables and charts.

Further, results for subgroups are generally only noted if a statistically significant difference exists and the differences are substantial in size. This is because when a large sample size is involved, small subgroup differences (or change over time) may be statistically significant, but are likely to be of little practical importance. Given that these relatively small differences will sometimes be statistically significant, the commentary in this report does not mention every statistically significant difference, but rather draws out the main themes, trends and relationships in the data.

It should be noted that the trends presented throughout this report are based on simple bivariate analysis. That is, analysis examining the relationship between two variables in isolation. Although useful for providing an initial descriptive of key results, the main limitation of this analytical approach is that other factors are not taken into account. Due to this, caution should be taken when drawing conclusions from results based on the bivariate analyses.

Some of the tables in this report present survey data by a range of variables. For variables which are not self-evident as to how they have been constructed, the definitions used to create them are outlined below.

- **Region (SA4 clusters):** is based on the location of the school attended by a particular student. This variable defines eleven geographic regions across NSW. The regions are intuitive groupings of the 28 Statistical Area Levels (SA4) for NSW defined within the ABS Australian Statistical Geography Standard (ASGS). On occasion, these eleven regions were further grouped into Greater Sydney and other regions in NSW (see Appendix 2).

- **Parental socio-economic status (SES):** is an individual measure of SES derived from the respondent's answers to questions about their parent(s) main occupation and highest level of education. It was constructed following the principles outlined by Polesel et al. (2013), and is consistent with the approach adopted by Marks et al. (2011; see Appendix 2). The method provides a continuous measure of SES, however, for the descriptive results presented throughout this report, this measure was divided into quartiles. It should be noted that some revisions to questionnaire items relating to parental (mother and father) highest level of education were made at the request of DoE in 2015.
- **Main post-school destination:** a total of nine post-school destinations were defined from responses to a number of items relating to participation in further education and current employment. This classification system prioritises education related post-school destinations over participation in employment. The nine main destination categories are:
 - Bachelor degree
 - VET Certificate IV+ (Diploma and Advanced Diploma are grouped with VET Cert IV+)
 - VET Certificate I-III
 - Apprenticeship
 - Traineeship
 - Full-time employment (35 hours or more per week)
 - Part-time employment (less than 35 hours per week)
 - Looking for work and
 - Not in the labour force, education or training (NILFET)
- **Gender:** It should be noted that data relating to gender used throughout this report is taken from the administrative database maintained by the NESA for the purpose of managing the HSC examinations and results. Gender (or perhaps more correctly sex) is coded as a binary construct (female/male) on the administrative database and may not necessarily reflect the self-identified gender of survey participants.

A full definition of each post-school destination is provided in Appendix 2.

The final point to consider when reading this report is that in some tables and figures the totals shown and/or mentioned in the accompanying text may differ slightly from the apparent sum of their component elements. This is simply due to the effects of rounding.

2. Post-school destinations

This section of the report describes the post-school destinations for NSW students who exited the school system in 2016. Survey results are presented separately for Year 12 completers and early school leavers.

The primary focus of this section is on students' main post-school destination and its relationship with a range of socio-demographic factors. This section also presents selected results relating to participation in education and employment more generally, as well as some analyses of early school leavers and Year 12 completers who are not in the labour force or in further education or training.

2.1. Main destination

2.1.1. Year 12 completers

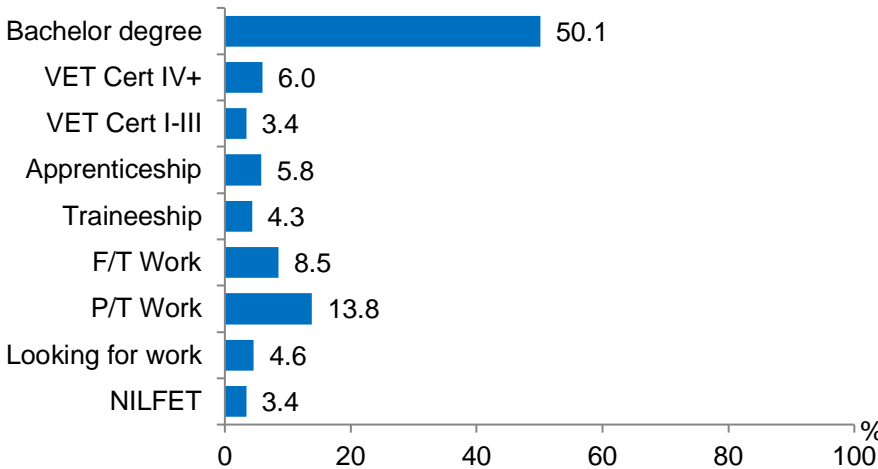
Main survey findings

The main post-school destinations of Year 12 completers in 2016 are summarised in Figure 1. The majority (69.6%) of Year 12 completers were undertaking some form of education and training when interviewed in 2017, while slightly more than one-quarter (27.0%) were employed or looking for work and a minority (3.4%) were not in the labour force, education or training.

Studying a Bachelor degree was the most common form of further education and training among Year 12 completers, with half (50.1%) studying at this level. The main universities attended were Macquarie University (13.5% of those studying a Bachelor degree), University of New South Wales (12.9%), Western Sydney University (12.5%) and University of Technology Sydney (11.5%).

In terms of other forms of further education among Year 12 completers, 6.0 per cent were enrolled in a Certificate IV, Diploma or Advanced Diploma, 3.4 per cent in Certificates I, II or III, 5.8 per cent in an apprenticeship and 4.3 per cent in a traineeship. Among those not currently undertaking further education or training, most were employed in full-time (8.5% of all Year 12 completers) or part-time work (13.8%), while 4.6 per cent were looking for work and 3.4 per cent were not in the labour force, education or training.

Figure 1 Main post-school destination in 2017 of Year 12 completers



Base: All Year 12 completers (n=3,529).

Comparison with previous surveys

Table 1 summarises the main post-school destination of Year 12 completers since the 2010 NSW Secondary Students' Post-School Destinations Survey. Notable trends include:

- No significant changes in any of the main post-school destinations of Year 12 completers between 2016 and 2017
- The proportion of Year 12 completers entering some form of education peaked between 2013 and 2015 before a significant decrease in participation between 2015 and 2017, with participation down five percentage points over the past two years (69.6% in 2017 vs. 75.2% in 2015)
- The proportion of Year 12 completers entering a Bachelor degree also peaked in 2015 with small increases seen in every survey since 2010 (although each increase from year to year were not significant), the slight decrease in participation seen in 2016 continued in 2017 with participation down a further one percentage point compared with 2016
- A significant decrease in the proportion of Year 12 completers entering VET courses not associated with an apprenticeship or traineeship (i.e. Certificate IV+ and Certificates I-III) in 2017 compared with the 2010 and 2013 survey results
- Entering into an apprenticeship or traineeship has remained relatively stable across the time series
- The proportion of Year 12 completers engaging in employment (full-time and part-time) has fluctuated over time with findings in 2017 similar to those in 2010 but higher than in 2013 (full-time employment) and 2015 (part-time employment)
- The proportion of Year 12 completers not in the labour force, education or training is higher than in 2010, 2013 and 2015, but similar to 2014 and 2016.

Table 1 Main post-school destination of Year 12 completers by year (2010 – 2017)

Main destination	2010 %	2013 %	2014 %	2015 %	2016 %	2017 %
Base (n): All Year 12 completers	2,087	1,945	3,581	3,490	3,287	3,529
Some form of education and training	71.8	75.5*	72.8	75.2*	70.2	69.6
<i>Bachelor degree</i>	47.4	51.9	52.5	53.2	51.2	50.1
<i>VET Cert IV+</i>	9.9*	9.3*	7.3	8.9*	6.5	6.0
<i>VET Cert I-III</i>	6.0*	6.7*	3.7	4.8	2.7	3.4
<i>Apprenticeship</i>	5.4	4.6	4.9	4.7	5.5	5.8
<i>Traineeship</i>	3.2	3.0	4.4	3.6	4.3	4.3
Employed	22.4	18.5	19.1	17.7	21.8	22.4
<i>F/T Work</i>	8.9	6.4*	6.6	7.0	8.6	8.5
<i>P/T Work</i>	13.5	12.1	12.5	10.7*	13.2	13.8
Looking for work	4.8	5.0	5.5	5.0	5.2	4.6
NILFET	1.0*	1.1*	2.6	2.1*	2.8	3.4

* Indicates result is significantly different to 2017 (p<.01).

Socio-demographic differences¹

Gender

Female Year 12 completers in 2017 are more likely than their male counterparts to have entered a Bachelor degree (see Table 2). The gap between the proportion of female and male Year 12 completers entering a Bachelor degree in 2017 remains similar to that seen in recent years (7.1 points in 2017, 8.2 points in 2016 and 8.4 points in 2015) but higher than in 2014 (4.4 points). Female Year 12 completers in 2017 are also more likely than male Year 12 completers to enter a Certificate I, II or III VET course, this trend has been noted in earlier surveys, but was not previously significant.

In comparison, male Year 12 completers continue to be much more likely to have entered an apprenticeship. In 2017, male Year 12 completers are also more likely than their female counterparts to not be in the labour force, education or training (4.9% males vs. 2.1% females). This is the first time a significant difference has been noted. No gender differences were found in the proportion of male and female Year 12 completers who are engaged in a Certificate IV, Diploma or Advanced Diploma, traineeship, employment (full-time or part-time) or looking for work.

Table 2 Main post-school destination in 2017 of Year 12 completers by gender

Main destination	Gender	
	Female %	Male %
Base (n): All Year 12 completers	1,965	1,564
Bachelor degree	53.5	46.4*
VET Cert IV+	6.4	5.6
VET Cert I-III	4.4	2.3*
Apprenticeship	1.8	10.1*
Traineeship	5.0	3.5
F/T Work	8.9	8.1
P/T Work	14.5	13.2
Looking for work	3.5	5.8
NILFET	2.1	4.9*

* Indicates result is significantly different to females ($p < .01$).

Parental socio-economic status

There continues to be a strong relationship between parental SES (presented as quartiles)² and post-school destinations among Year 12 completers, especially relating to students entering a Bachelor degree (see Table 3 overleaf).

The proportion of Year 12 completers who entered a Bachelor degree in 2017 increased substantially with SES quartile. Entering a Bachelor degree was highest among Year 12 completers from the highest SES quartile (63.1%) and lowest among those from the lowest SES quartile (33.1%). The trends however were reversed for those entering a Certificate I-III, apprenticeship or looking for work. The proportion of Year 12 completers engaged in each of these was highest among those from the

¹ Socio-demographic differences are determined using bivariate analysis, a form of statistical analysis that examines the relationship between two variables. It should be noted that a relationship between variables does not imply the existence of a causal relationship.

² See Appendix 2 for a summary of how this measure was constructed.

lowest SES quartile. Further, Year 12 completers from the lower middle quartile were more likely to be engaged in part-time employment than those in the highest SES quartile.

Table 3 Main post-school destination in 2017 of Year 12 completers by socio-economic status quartile

Main destination	SES			
	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%
Base (n): All Year 12 completers [^]	1,230	849	716	649
Bachelor degree	63.1	50.9*	39.9*	33.1*
VET Cert IV+	5.6	6.0	5.7	7.6
VET Cert I-III	1.4	3.7	4.4*	7.2*
Apprenticeship	3.2	5.5	8.0*	10.5*
Traineeship	3.2	4.0	5.0	6.7
F/T Work	7.2	9.1	10.2	9.3
P/T Work	11.1	13.3	18.0*	16.1
Looking for work	2.0	3.9	6.5*	7.1*
NILFET	3.2	3.7	2.3	2.4

* Indicates result is significantly different to highest parental SES quartile (p<.01).

[^]Excluding respondents for whom socio-economic status quartile could not be calculated (n=85).

School sector

Year 12 completers who attended a Government school (44.4%) were less likely to have entered a Bachelor degree in 2017 than their Catholic (54.8%) or Independent (61.9%) school peers (see Table 4).

By comparison, Year 12 completers from Government schools were more likely than those from other school sectors to be looking for work. Further, Year 12 completers from Government schools were also more likely than those from Independent schools to be engaged in part-time work and more likely than those from Catholic schools to not be in the labour force, education or training.

Table 4 Main post-school destination in 2017 of Year 12 completers by school sector

Main destination	Sector		
	Government	Catholic	Independent
	%	%	%
Base (n): All Year 12 completers	1,742	946	841
Bachelor degree	44.4	54.8*	61.9*
VET Cert IV+	6.7	5.2	5.0
VET Cert I-III	3.9	3.2	2.2
Apprenticeship	6.0	6.3	4.2
Traineeship	4.5	4.3	3.3
F/T Work	8.4	9.3	7.5
P/T Work	15.1	13.4	10.5*
Looking for work	6.8	1.6*	2.0*
NILFET	4.2	1.9*	3.3

* Indicates result is significantly different to Government sector (p<.01).

As has been noted in previous post-school destination reports (Polesel et al., 2013 and Myers et al., 2015a, 2015b and 2016), these results do not account for the influence of other factors, such as parental SES. More specifically, among those who completed the survey, there is a strong relationship between parental SES and school sector, which is likely to account for some or all of the differences in destination outcomes among school sectors (see Table 5).

Table 5 Parental SES quartile by school sector among Year 12 completers (2017)

Parental SES quartile	School sector		
	Government %	Catholic %	Independent %
Base (n): All Year 12 completers	1,742	946	841
Highest	30.1	40.2*	61.0*
Upper middle	23.2	26.5	22.7
Lower middle	22.5	19.3	9.5*
Lowest	21.2	11.6*	5.1*
Cannot calculate SES quartile	3.0	2.4	1.8

* Indicates result is significantly different to Government sector ($p < .01$).

Participation in VET while at school

Year 12 completers who undertook at least one VET course while at school continue to be less likely than those who had not undertaken a VET course to enter a Bachelor degree (26.7% vs. 61.8%; see Table 6). However, these Year 12 completers were more likely to have entered all other post-school destinations, except not being in the labour force, education or training.

This is broadly consistent with results reported in 2016.

Table 6 Main post-school destination in 2017 of Year 12 completers by participation in VET while at school

Main destination	Participated in VET	Did not participate in VET
	%	%
Base (n): All Year 12 completers	1,214	2,315
Bachelor degree	26.7	61.8*
VET Cert IV+	8.5	4.8*
VET Cert I-III	5.3	2.4*
Apprenticeship	11.3	3.0*
Traineeship	6.2	3.3*
F/T Work	12.7	6.4*
P/T Work	18.6	11.5*
Looking for work	7.0	3.4*
NILFET	3.7	3.3

* Indicates result is significantly different to having undertaken a VET course while at school ($p < .01$).

Cultural and linguistic background

Year 12 completers identified as Aboriginal and Torres Strait Islander peoples were less likely than those who did not identify as Aboriginal or Torres Strait Islander to have entered a Bachelor degree (23.9% vs. 51.0%). These young people were however, more likely to have entered a VET Certificate I-III course, a traineeship, employment (full or part-time) or be looking for work. This is consistent with results reported in 2016.

Year 12 completers who spoke a language other than English at home were more likely than others to have entered a Bachelor degree in 2017 (61.4% vs. 45.7%). They were, however, less likely to be engaged in employment (full-time or part-time) or a traineeship (see Table 7).

Table 7 Main post-school destination in 2017 of Year 12 completers by cultural and linguistic background

Main destination	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes %	No %	Yes %	No %
Base (n): All Year 12 completers	811	2,718	689	2840
Bachelor degree	23.9	51.0*	61.4	45.7*
VET Cert IV+	5.1	6.1	7.1	5.6
VET Cert I-III	8.4	3.2*	2.2	3.9
Apprenticeship	5.6	5.8	6.0	5.7
Traineeship	8.1	4.1*	2.4	5.0*
F/T Work	11.9	8.4*	3.9	10.3*
P/T Work	18.2	13.7*	8.8	15.8*
Looking for work	14.8	4.3*	4.4	4.7
NILFET	4.2	3.4	3.7	3.3

* Indicates result is significantly different to respondents identified as Aboriginal and Torres Strait Islander peoples / having a language background other than English ($p < .01$).

Region (SA4 cluster)

Consistent with trends seen in previous iterations of the post-school destination survey, Year 12 completers from the Greater Sydney area – and especially those from Inner Sydney and Sydney North – were more likely to have entered a Bachelor degree than those from regional or rural areas of NSW (58.5% vs. 35.2%) (see Table 8 overleaf).

By comparison, Year 12 completers from regional or rural areas of NSW were more likely to have entered a VET Certificate I-III course, traineeship or full-time or part-time employment (see Table 8 overleaf).

Table 8 Main post-school destination in 2017 of Year 12 school completers by NSW region (SA4 cluster)

Main destination	NSW Total %	Greater Sydney							Rest of NSW					
		Sub-total %	Sydney Inner %	Sydney North %	Sydney North West %	Sydney South %	Sydney South West %	Sydney West %	Sub-total %	Central Coast Hunter %	North East NSW %	North West NSW %	South East NSW %	South West NSW %
Base (n): All Year 12 completers	3,529	1,744	278	283	291	289	311	292	1785	399	390	363	295	338
Bachelor degree	50.1	58.5	69.9*	65.8*	52.6	56.5	52.7	49.2	35.2**	38.7*	32.7*	21.2*	40.9*	32.0*
VET Cert IV+	6.0	6.2	5.6	4.1	8.2	6.3	4.7	9.1	5.8	5.0	6.5	3.1*	8.0	5.0
VET Cert I-III	3.4	2.3	1.5*	1.7	1.4	3.5	3.1	2.4	5.5**	7.4	7.3	5.0	1.3*	5.0
Apprenticeship	5.8	6.0	4.1	4.8	7.3	7.1	6.6	6.7	5.5	3.6	4.5	8.7	5.7	8.3
Traineeship	4.3	3.1	1.6*	3.3	4.0	3.2	2.6	4.0	6.4**	7.2	5.4	6.5	2.9	10.2*
F/T Work	8.5	6.2	3.1*	6.9	6.7	4.9	5.7	9.7	12.7**	7.4	12.7	21.0*	12.7	18.2*
P/T Work	13.8	10.7	8.1*	7.8*	11.6	10.3	14.2	13.3	19.5**	18.3	20.8*	25.1*	21.1	14.8
Looking for work	4.6	3.8	3.4	1.2	4.0	4.5	6.7	3.7	6.2	6.9	6.9	5.6	6.4	3.8
NILFET	3.4	3.5	2.7	4.4	4.2	3.7	3.7	1.9	3.4	5.5	3.1	3.9	1.0	2.8

* Indicates result is significantly different to the average of all other sub-regions (p<.01).

** Indicates result is significantly different to the sub-total of the Greater Sydney region.

2.1.2. Early school leavers

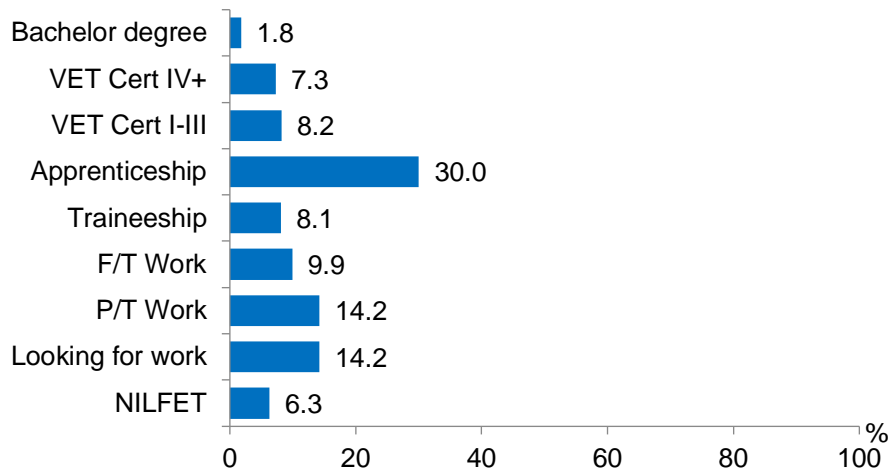
Main survey findings

The main post-school destination of early school leavers in 2017 are shown in Figure 2, and they continue to be substantially different from those of the Year 12 completers described previously.

Slightly more than half (55.4%) of early school leavers surveyed in 2017 were undertaking some form of education and training in 2017, while approximately two-fifths (38.3%) were employed or looking for work. The most common form of further education and training among early school leavers in 2017 was an apprenticeship, with three in ten (30.0%) training at this level. Further, 8.2 per cent had entered a Certificate I-III, 7.3 per cent a Certificate IV, Diploma or Advanced Diploma and 8.1 per cent had entered a traineeship.

Most of those not undertaking further education were employed in part-time (14.2% of all early school leavers) or full-time work (9.9%), while 14.2 per cent were looking for work and 6.3 per cent were not in the labour force, education or training.

Figure 2 Main post-school destination in 2017 of early school leavers



Base: All early school leavers (n=3,466).

Comparison with previous surveys

Table 9 summarises the main post-school destination of early school leavers from the past six waves of the NSW Secondary Students' Post-School Destinations Survey. The number of early school leavers surveyed in 2010 and 2013 was very low and used a different sampling method (clustered by school), which limits the potential for meaningful comparison with these years; however, these data are presented for completeness.

Overall, the main post-school destination of early school leavers in 2017 was very similar to those in 2016. A couple of notable trends, however, have emerged over time:

- The trend seen over the past three waves for very small increases in the proportion of early school leavers entering a Bachelor degree (although each increase from year to year was not statistically significant) has continued in 2017 with a significantly higher proportion of early school leavers entering a Bachelor degree in 2017 compared with 2014 (1.8% vs. 0.9%)
- The proportion of early school leavers entering Certificate I-III courses continued to decline in 2017 (down 11.2 percentage points since 2010), similarly the proportion of early school leavers entering Certificate IV+ courses also decreased in 2017 after peaking in 2015
- Since 2014 there have been significant increases in the proportion of early school leavers entering into apprenticeships, traineeships and part-time employment and a decrease in the proportion of early school leavers looking for work
- The proportion of early school leavers whose main post-school destination was not in the labour force, education or training in 2017 remained higher than that recorded in 2010 and 2013 but has stabilised since 2014.

Table 9 Main post-school destination of early school leavers by year (2010 – 2017)

Main destination	2010	2013	2014	2015	2016	2017
	%	%	%	%	%	%
Base (n): All early school leavers	311	193	7,000	3,135	3,700	3,466
Some form of education and training	55.1	64.9*	56.0	53.8	54.3	55.4
<i>Bachelor degree</i>	0.4	-	0.9*	1.1	1.3	1.8
<i>VET Cert IV+</i>	6.7	7.7	7.8	9.6*	9.1	7.3
<i>VET Cert I-III</i>	19.4*	22.8*	14.6*	11.3*	9.6	8.2
<i>Apprenticeship</i>	25.7	28.6	26.2*	26.0*	27.8	30.0
<i>Traineeship</i>	3.0*	5.8	6.5*	5.8*	6.5	8.1
Employed	29.7	22.4	20.5	22.3	23.6	24.1
<i>F/T Work</i>	13.6	10.4	8.3	9.7	10.1	9.9
<i>P/T Work</i>	16.0	12.0	12.2*	12.6	13.5	14.2
Looking for work	11.8	11.5	17.2*	16.4	15.3	14.2
NILFET	3.5*	1.2	6.4	7.6	6.9	6.3

* Indicates result is significantly different to 2017 (p<.01).

Socio-demographic differences

Gender and age

Consistent with results from previous surveys, gender differences associated with post-school destinations continue to be more pronounced among early school leavers than among Year 12 completers. Female early school leavers were more likely to have entered a Certificate IV, Diploma or Advanced Diploma, Certificate I-III, traineeship, part-time employment or not be in the labour force, education, or training (see Table 10). By comparison, male early school leavers were more likely to have entered an apprenticeship (43.7% vs. 8.9%) or full-time employment (11.0% vs. 8.1%).

The main post-school destination of early school leavers also varied by age (defined as age at the end of 2016). Survey results indicated having entered an employment-related destination (particularly full-time employment and looking for work) tended to increase with age, while having entered an apprenticeship tended to decrease with age.

Table 10 Main post-school destination in 2017 of early school leavers by gender and age

Main destination	Gender		Age at the end of 2016			
	Female %	Male %	15 %	16 %	17 %	18+ %
Base (n): All early school leavers	1,327	2,139	308	1,793	1,077	287
Bachelor degree	2.5	1.4	2.8	0.5	2.6	2.6
VET Cert IV+	12.9	3.6*	10.9	8.0	6.5	6.1
VET Cert I-III	12.9	5.2*	9.4	6.8	8.7	10.5
Apprenticeship	8.9	43.7*	38.8	38.0	25.1*	19.3*
Traineeship	10.8	6.3*	7.8	8.2	8.2	7.3
F/T Work	8.1	11.0*	6.7	8.0	11.7*	10.6
P/T Work	19.7	10.6*	10.5	13.8	14.9	14.6
Looking for work	15.6	13.4	9.1	11.4	15.1*	21.9*
NILFET	8.5	4.8*	4.0	5.2	7.3	7.0

* Indicates result is significantly different to females (for gender) or 15-year olds (for age at the end of 2016) ($p < .01$).

Parental socio-economic status

Consistent with results from earlier surveys, the relationship between SES and main post-school destinations among early school leavers is more complex than those seen for Year 12 completers (see Table 11).

In 2017, the proportion of early school leavers entering into an apprenticeship was highest among those from the middle SES quartiles (and particular the lower middle SES quartile). In comparison, early school leavers from the highest SES quartile were more likely to enter a higher-level VET course. The results also indicated that early school leavers from the lowest two SES quartiles were more likely to be engaged in full-time employment.

Table 11 Main post-school destination in 2017 of early school leavers by socio-economic status quartile

Main destination	SES			
	Highest %	Upper Middle %	Lower Middle %	Lowest %
Base (n): All early school leavers [^]	527	791	961	1,065
Bachelor degree	2.4	2.7	1.5	1.0
VET Cert IV+	15.0	7.1*	5.1*	5.4*
VET Cert I-III	7.6	9.2	6.4	9.2
Apprenticeship	23.6	31.8*	35.9*	27.3
Traineeship	7.8	8.4	8.7	7.7
F/T Work	6.3	8.5	12.0*	12.0*
P/T Work	17.4	12.4	15.3	13.3
Looking for work	13.6	15.1	9.7	16.3
NILFET	6.3	4.7	5.3	7.8

* Indicates result is significantly different to highest parental SES quartile ($p < .01$).

[^]Excluding respondents for whom socio-economic status quartile could not be calculated (n=122).

School sector

Consistent with previous surveys, early school leavers from the Independent school sector continue to be the most likely to have entered a VET course (Certificate I-III or IV+) (see Table 12). Looking at the other school sectors, early school leavers from the Government school sector were more likely to enter a Certificate I-III course than those from the Catholic sector while those from the Catholic school sector were more likely to have entered a Certificate IV+ course or an apprenticeship than those from the Government school sector.

Early school leavers from the Government school sector were also the most likely to be engaged in full-time work (although only significantly different than the Independent sector) or to not be in the labour force, education or training.

Table 12 Main post-school destination in 2017 of early school leavers by school sector

Main destination	Sector		
	Government %	Catholic %	Independent %
Base (n): All early school leavers	2,898	383	185
Bachelor degree	1.5	2.8	3.1
VET Cert IV+	5.6	11.3*	15.2*
VET Cert I-III	8.3	4.4*	14.0*
Apprenticeship	27.5	44.8*	28.0
Traineeship	7.8	10.8	6.4
F/T Work	11.0	7.6	4.3*
P/T Work	14.9	11.8	12.3
Looking for work	16.2	4.2*	13.7*
NILFET	7.4	2.4*	3.0*

* Indicates result is significantly different to Government sector ($p < .01$).

Participation in VET while at school

The main post-school destination of early school leavers in 2017 were not strongly associated with whether an early school leaver had participated in a VET course while still at school.

The results indicated that early school leavers who had participated in a VET course while at school were more likely to be engaged in full-time employment but were less likely to have entered a Bachelor course or Certificate IV, Diploma or Advanced Diploma course than those who had not participated in a VET course while at school (see Table 13).

Table 13 Main post-school destination in 2017 of early school leavers by participation in VET while at school

Main destination	Participated in VET %	Did not participate in VET %
Base (n): All early school leavers	1,293	2,173
Bachelor degree	0.7	2.7*
VET Cert IV+	5.3	8.8*
VET Cert I-III	6.8	9.4
Apprenticeship	30.3	29.8
Traineeship	8.3	7.9
F/T Work	11.7	8.5*
P/T Work	15.2	13.4
Looking for work	16.0	12.9
NILFET	5.8	6.7

* Indicates result is significantly different to having undertaken a VET course at school ($p < .01$).

Cultural and linguistic background

Early school leavers who identified as Aboriginal and Torres Strait Islander people were more likely than others to be looking for work or not be in the labour force, education or training. Consistent with trends noted in 2016, early school leavers who identified as Aboriginal and Torres Strait Islander peoples also tended to be less likely to have entered a Certificate IV, Diploma or Advanced Diploma course or an apprenticeship.

The main post-school destinations of early school leavers who spoke a language other than English at home also differed slightly. Specifically, early school leavers who spoke a language other than English at home were less likely to have entered a traineeship or part-time employment (see Table 14). No other significant differences were noted by language spoken at home.

Table 14 Main post-school destination in 2017 of early school leavers by cultural and linguistic background

Main destination	Aboriginal and Torres Strait Islander		Language background other than English	
	Yes	No	Yes	No
	%	%	%	%
Base (n): All early school leavers	483	2,983	433	3,033
Bachelor degree	1.2	1.9	4.0	1.5
VET Cert IV+	1.5	8.0*	9.7	6.9
VET Cert I-III	9.4	8.1	12.2	7.7
Apprenticeship	20.0	31.3*	29.4	30.1
Traineeship	8.1	8.1	4.7	8.6*
F/T Work	8.7	10.0	9.0	10.0
P/T Work	12.3	14.4	9.3	14.9*
Looking for work	24.5	12.9*	13.8	14.3
NILFET	14.4	5.3*	8.1	6.0

* Indicates result is significantly different to identified as Aboriginal and Torres Strait Islander peoples / having a language background other than English (p<.01).

Region (SA4 cluster)

Consistent with patterns seen in previous years of the post-school destination survey, the early school leavers in Greater Sydney were more likely than those in regional or rural areas of NSW to have entered a Certificate IV, Diploma or Advanced Diploma course or an apprenticeship (see Table 15).

The 2017 results also indicated that those who lived in regional or rural areas of NSW were more likely to have entered a Certificate I-III course and be looking for work.

Table 15 Main post-school destination in 2017 of early school leavers by NSW region (SA4 cluster)

Main destination	NSW Total %	Greater Sydney							Rest of NSW					
		Sub-total %	Sydney Inner %	Sydney North %	Sydney North West %	Sydney South %	Sydney South West %	Sydney West %	Sub-total %	Central Coast Hunter %	North East NSW %	North West NSW %	South East NSW %	South West NSW %
Base (n): All early school leavers	3,466	1,519	155	164	340	273	312	275	1,947	609	339	262	380	357
Bachelor degree	1.8	2.5	5.2	3.7	0.8	0.6	1.3	4.5	1.3	1.4	1.8	2.0	0.9	0.5
VET Cert IV+	7.3	9.7	13.6	10.2	8.3	11.2	9.4	7.7	5.4**	8.8	2.2*	4.1*	6.8	1.7*
VET Cert I-III	8.2	6.1	13.6	4.9	4.3*	4.3*	6.0	5.2	9.9**	11.2	10.2	8.5	7.3	10.6
Apprenticeship	30.0	33.3	14.3*	35.3	38.5*	39.7*	39.3*	27.4	27.5**	26.2	23.9	23.5	30.0	34.6
Traineeship	8.1	7.3	4.0*	9.1	7.3	8.4	6.3	8.8	8.6	7.7	9.1	6.3	12.2	7.2
F/T Work	9.9	9.5	4.1*	7.0	10.4	8.3	12.0	11.4	10.2	9.7	8.4	9.1	9.3	15.4*
P/T Work	14.2	12.4	18.1	9.3	12.1	11.1	11.7	12.8	15.5	16.0	17.3	15.3	15.0	13.1
Looking for work	14.2	13.4	15.1	10.7	14.2	11.5	11.4	16.7	14.9**	13.5	18.5	19.5	12.5	12.7
NILFET	6.3	5.8	12.0	9.6	4.2	4.8	2.8*	5.6	6.7	5.3	8.5	11.7*	6.1	4.2

* Indicates result is significantly different to the average result of all other sub-regions ($p < .01$).

** Indicates result is significantly different to the sub-total of the Greater Sydney region.

2.2. Educational status

Overall participation in further education or training continues to differ markedly between Year 12 completers and early school leavers (see Table 16 overleaf). Slightly less than three-quarters (69.0%) of Year 12 completers were currently participating in some form of further education or training, while another 6.8 per cent were enrolled, but had not yet commenced. It should be noted that this value differs slightly from that reported in Section 2.1.1 (69.6%). This is because it is derived from a single item on whether the participant is currently studying or enrolled to study. The small discrepancies are due to the participant's interpretation of what counts as studying. For example, in a small number of cases, those undertaking an apprenticeship or traineeship initially indicated they were not studying. In other cases, those who indicated they were currently study were found to be undertaking informal types of study not captured by the main post-school destination variable.

The proportion of Year 12 completers currently participating in some form of further education and training was significantly lower than in 2015 (down 6.2 percentage points to 69.0%), but comparable with 2016. This decrease was offset by an increase in Year 12 completers not enrolled to study (up 5.3 percentage points since 2015 to 24.1%). Decreases in the proportion of Year 12 completers undertaking some form of education or training since 2015 is contrary to historical trends of steady increases in engagement with education and training among Year 12 completers.

By comparison, approximately half (49.8%) of early school leavers were currently participating in some form of further education or training, while a minority (3.6%) were enrolled but had not yet commenced. Since 2014, there has been a slight increase in the proportion of early school leavers not studying and a slight decrease in those enrolled to study but not yet commenced.

Table 16 Education status among Year 12 completers and early school leavers (2014 – 2017)

Education status	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): All respondents	3,581	3,490	3,287	3,529	7,000	3,135	3,700	3,466
Currently studying	72.0	75.2*	70.2	69.0	53.3*	53.1	51.2	49.8
Enrolled, but not yet started	7.8	6.0	6.1	6.8	4.8*	2.3*	2.8	3.6
Not studying	20.2	18.8*	23.7	24.1	42.0*	44.7	46.1	46.5

* Indicates result is significantly different to the 2017 result ($p < .01$).

2.2.1. Areas of study

Table 17 summarises the areas of study in further education and training being undertaken by Year 12 completers and early school leavers (excluding those undertaking an apprenticeship and traineeship).

In 2017, the main areas of study among Year 12 completers were society and culture (23.8%), management and commerce (21.0%), health (16.0%), creative arts (12.1%) and natural and physical sciences (11.7%). This is consistent with previous survey years.

As in previous surveys, the profile of main areas of study among early school leavers differs from that of Year 12 completers. In 2017, the most common area of study for early school leavers was health (12.3%), followed by creative arts (11.7%), management and commerce (11.2%), food hospitality and personal services (11.2%), and education (10.0%). Since 2014 there has been an increase in early school leavers' participation in further education relating to natural and physical sciences, as well as health, while decreases have been seen in engineering and related technologies, management and commerce, food hospitality and personal services and mixed field programmes. Participation in the most common area of study for early school leavers in 2016, society and culture, also decreased in 2017.

When the area of study undertaken by Year 12 completers and early school leavers is compared at the equivalent level of study (e.g. Certificate IV+ and Certificate I-III), a higher proportion of Year 12 completers were undertaking Bachelor degrees or VET certificate IV+ degrees in management and commerce while a higher proportion of early school leavers were undertaking VET certificate IV+ degrees in food hospitality and personal services and education (see Table 18, overleaf). No other differences are seen between the cohorts.

Table 17 Area of study for those currently in further education (2014 – 2017)

Area of study	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	1,998	2,106	1,886	1,956	1,569	727	697	540
Natural and physical sciences	12.0	11.7	10.6	11.7	0.7*	2.5	0.8*	4.0
Information technology	5.8	4.7	4.7	5.2	4.7	5.2	4.5	6.1
Engineering and related technologies	9.1	8.1	7.7	6.9	4.2*	3.9	2.7	1.7
Architecture and building	2.2	2.4	4.2	3.0	5.7	2.6	4.5	4.9
Agriculture environment and related	1.0	0.7	1.5	1.2	3.9	4.0	8.8	5.0
Health	15.1	16.8	15.1	16.0	7.3*	11.7	7.5	12.3
Education	8.2	7.5	6.4	8.4	6.2	6.6	6.4	10.0
Management and commerce	22.1	21.2	21.3	21.0	18.6*	17.4*	14.4	11.2
Society and culture	23.5	23.9	23.6	23.8	12.3	12.5	15.4*	9.4
Creative arts	9.3	10.5	11.8	12.1	9.1	10.9	15.0	11.7
Food hospitality and personal services	1.7	2.3*	1.1	0.9	15.2*	14.7	12.8	11.2
Mixed field programmes	1.6	1.9	1.9	1.6	12.2*	8.5	4.7	7.3
Other	-	0.2	1.9	0.1	0.2	0.4	0.7	0.3
Don't know/Refused	-	-	-	0.3	0.1	-	-	-

* Indicates result is significantly different to the 2017 result ($p < .01$).

Table 18 Area of study for Year 12 completers and early school leavers by selected education-based post-school destinations in 2017

Area of study	Year 12 completers			Early school leavers		
	Bachelor degree	VET Cert IV+	VET Cert I-III	Bachelor degree	VET Cert IV+	VET Cert I-III
	%	%	%	%	%	%
Base (n): Currently studying Bachelor degree, VET Cert IV+ or VET Cert I-III	1,595	200	161	44	228	268
Natural and physical sciences	13.0	2.1	9.6	8.2	3.3	3.7
Information technology	5.0	8.3	2.5	9.4	6.9	4.6
Engineering and related technologies	7.5	2.7	4.8	-	-	3.5
Architecture and building	2.7	3.8	6.2	2.0	3.4	6.8
Agriculture environment and related	1.0	1.5	4.5	-	1.2	9.4
Health	15.9	20.7	9.4	13.9	15.3	9.4
Education	9.1	2.4	9.3	10.7	9.6*	10.2
Management and commerce	21.6	20.2	14.6	8.8*	9.8*	13.1
Society and culture	26.1	14.1	7.0	23.7	8.4	7.1
Creative arts	12.2	17.2	2.9	21.5	16.6	5.2
Food hospitality and Personal services	0.2	3.8	6.1	3.2	13.2*	11.3
Mixed field programmes	0.3	1.4	20.9	-	6.3	9.8
Other	0.1	-	-	-	-	0.7
Don't know/Refused	0.3	-	-	-	-	-

* Indicates result is significantly different to Year 12 completer cohort ($p < .01$).

2.2.2. Likelihood of undertaking further education

Year 12 completers and early school leavers not currently studying or enrolled in further education or training were asked an additional question about intentions. Specifically, they were asked how likely it is that they would start some study or training in the next two years that would lead to a qualification.

The majority of Year 12 completers (81.0%) and early school leavers (79.5%) who were not currently studying or enrolled in any form of further education or training believed it was 'extremely' or 'somewhat' likely they would start some study or training in the next two years (see Table 19, overleaf). About one-in-ten said it was 'not very likely' they would start some study or training, while about one in twenty or fewer stated it was 'not at all likely'. Consistent with previous surveys, findings are similar for both Year 12 completers and early school leavers.

Table 19 Likelihood of undertaking further education in the next two years among Year 12 completers and early school leavers (2014 – 2017)

Likelihood of undertaking further education	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): Not currently studying or enrolled in further education and non-proxy interview	807	761	782	894	2,613	1,173	1337	1,464
NET: Likely	85.3	86.8	85.4	81.0	81.4	81.0	80.5	79.5
<i>Extremely likely</i>	48.2	48.8*	43.0	39.1	44.2*	40.2	40.9	39.0
<i>Somewhat likely</i>	37.1	37.9	42.5	41.8	37.2	40.8	39.6	40.5
Not very likely	8.9	9.4	7.9	11.4	10.3	11.4	12.1	10.9
Not at all likely	3.8	2.7	5.5	4.0	5.3	4.4	5.8	5.7
Don't know / Refused	2.0	1.1	1.2	3.6	3.1	3.2	1.6*	4.0

* Indicates result is significantly different to the 2017 result (p<.01).

Year 12 completers and early school leavers who were not currently studying and stated they had no plans to undertake further study in the next two years were asked why they held that intention.

The main reasons given by early school leavers related to being disengaged with education (23.8%), belief that they do not need a qualification (23.3%) and employment (13.7%, see Table 20, overleaf). Since 2014 there appears to have been an increase in the proportion of early school leavers mentioning that they do not need a qualification for their current job or for what they want to do.

Results for Year 12 completers not planning to undertake further study are not presented due to the very small base (n<50).

Table 20 Reason for planning to not undertake further study among early school leavers (2014 – 2017)

Main reason	2014 %	2015 %	2016 %	2017 %
Base (n): No intention to undertake further study	139	54	85	84
Disengaged with education	24.0	24.6	21.6	23.8
<i>Don't like studying</i>	12.9	11.1	20.2	16.6
<i>Never planned or intended to study</i>	11.1	13.5	1.4	7.1
Employment related	23.0	28.5	15.9	13.7
<i>Wanted to start career right away</i>	12.1	10.2	7.6	6.3
<i>Wanted to start earning own money</i>	11.0	18.4	8.3	7.4
Too busy or caring for family member	10.4	3.0	4.9	10.7
Don't need a qualification	7.1*	4.8	14.9	23.3
Didn't know what to do	5.7	3.0	11.3	5.1
Already completed a qualification	4.8	-	1.8	5.0
Unable to study due to health issues	2.5	7.9	1.1	1.7
Courses not available locally	2.2	4.3	-	-
Planning on studying / Waiting for course to start	1.9	1.4	2.1	0.9
Would have had to travel too much	1.4	-	0.6	-
Wanted to take a gap year	1.3	-	-	-
Planning on joining the army / navy	1.2	2.3	5.1	-
Other	8.1	9.0	14.9	8.1

* Indicates result is significantly different to the 2017 result (p<.01).

Note: Proportions are not displayed for 'Don't know' and 'Refused' response frames.

2.3. Employment status

2.3.1. Labour force participation

At the time of the 2017 survey, more than two-thirds of Year 12 completers (71.9%) and early school leavers (69.4%) were working in some capacity (see Table 21).

Despite the similarities in overall rates of employment between Year 12 completers and early school leavers, their engagement in the work force was quite different. Specifically, Year 12 completers were more likely to be employed part-time (<35 hours per week), while early school leavers were more likely to be employed full-time (35+ hours per week). A higher proportion of early school leavers were also looking for work.

Labour force participation among Year 12 completers in the 2017 survey was broadly comparable to that seen in previous surveys. Changes since 2014 include a slight decrease in the proportion of Year 12 completers looking for work and a slight increase in Year 12 completers being in the work force, and, in particular, in full-time employment.

Among early school leavers, there has been a 6.3 percentage point decrease since 2014 in the proportion currently looking for work and a corresponding increase in the proportion currently in employment, especially full-time employment.

Table 21 Employment status of Year 12 completers and early school leavers (2014 – 2017)

Employment status	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): All	3581	3490	3287	3529	7000	3135	3700	3466
Working	64.6*	65.4*	68.3	71.9	62.1*	63.1*	66.8	69.4
35+ hours	15.6*	15.8*	18.0	19.2	37.5*	38.8*	41.5	43.7
Under 35 hours	49.0	49.6	50.4	52.7	24.6	24.3	25.2	25.7
Looking for work	22.3*	18.5	18.5	16.4	26.6*	24.4*	21.6	20.3
Not looking for work	13.1	16.1*	13.2	11.6	11.3	12.6*	11.6	10.2

* Indicates result is significantly different to 2017 (p<.01).

Table 22 (overleaf) shows employment status by post-school destination for Year 12 completers and early school leavers.

Table 22 Employment status of Year 12 completers and early school leavers by Destination

Employment status	Year 12 completers					Early school leavers				
	Bachelor degree %	VET Cert IV+ %	VET Cert I-III %	Apprenticeship %	Traineeship %	Bachelor degree %	VET Cert IV+ %	VET Cert I-III %	Apprenticeship %	Traineeship %
Base (n): All	1,595	200	161	183	182	63	252	286	1,040	280
Working	68.5	56.0	60.1	98.5	99.1	44.2	52.5	34.6	99.6	99.2
<i>35+ hours</i>	3.2	9.3	7.6	91.0	74.2	5.3	5.9	6.1	90.4	70.7
<i>Under 35 hours</i>	65.4	46.6	52.4	7.5	24.9	38.9	46.7	28.5	9.2	28.5
Looking for work	18.3	27.3	23.8	1.5	0.9	24.6	27.5	42.9	0.3	0.3
Not looking for work	13.1	16.7	16.2	-	-	31.2	19.9	22.5	*	0.3

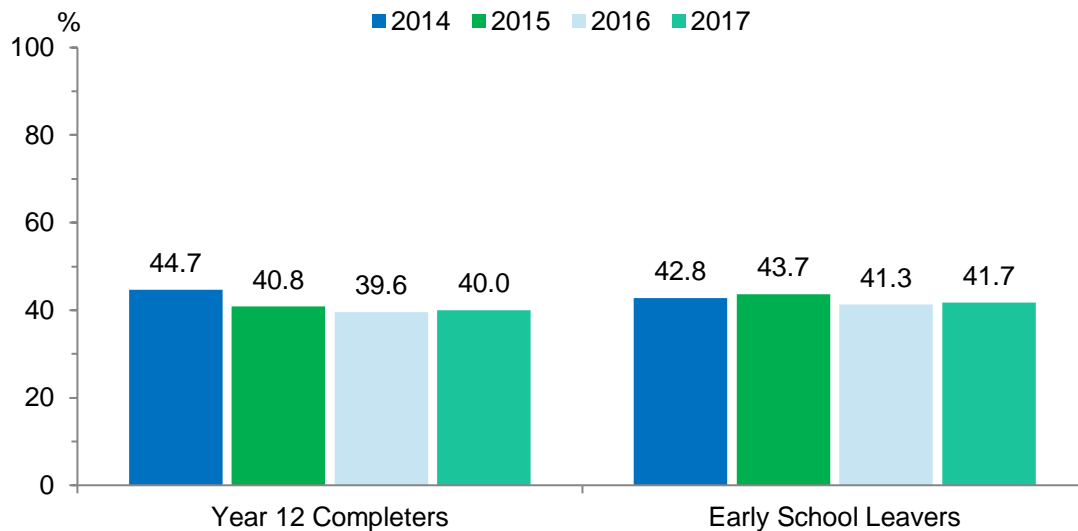
Note: Only education post-school destinations are shown as results for each employment based post-school destination aligned with employment status outcomes

2.3.2. Preference to work more hours

Year 12 completers and early school leavers who currently had a paid job, were asked if they would prefer to be working more hours than they currently do.

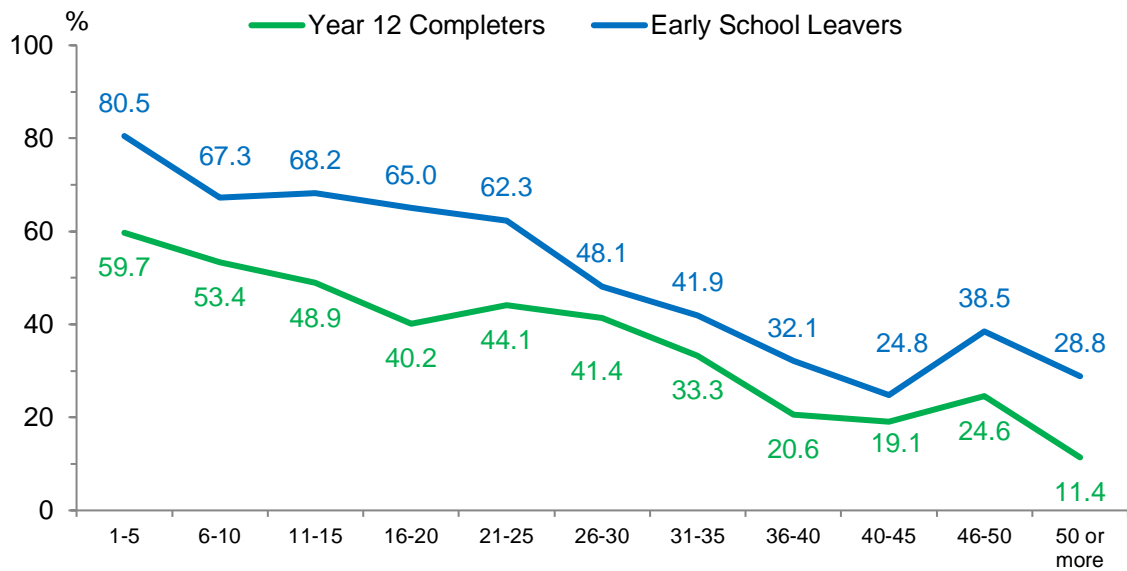
Overall, approximately two-fifths of Year 12 completers (40.0%) and early school leavers (41.7%) currently employed said they would prefer to be working more hours (see Figure 3). These results were consistent with those seen in previous surveys. Further, also consistent with results from previous post-school destination surveys, there were no significant differences between Year 12 completers and early school leavers in relation to their preference to work more hours. However, when preferences are examined by average weekly hours worked, early school leavers are more likely than Year 12 completers to report having a preference to work more hours, especially when working 11-25 hours per week (see Figure 4, overleaf). This trend is likely to reflect the prominence of employment as the main post-school destination among early school leavers.

Figure 3 Preference to work more hours among early school leavers and Year 12 completers (2014 – 2017)



Base: Currently employed (Year 12 completers: 2014, n=2,182; 2015, n=2,150; 2016, n=2,106; 2017, n=2,473; Early school leavers: 2014, n=4,225; 2015, n=1,870; 2016, n=2,390; 2017, n=2,359).

Figure 4 Preference to work more hours among early school leavers and Year 12 completers by average hours worked each week (2017)



Base: Currently employed (Year 12 completers; n=2,473, Early school leavers, n=2,359). 2017 survey data.

2.3.3. Employment satisfaction

Year 12 completers and early school leavers continue to report high levels of satisfaction with their current job. The vast majority of all Year 12 completers and early school leavers reported liking their current job, with the majority liking it 'a lot' and between one-fifth and one-third liking it 'somewhat' (see Table 23, overleaf). Job satisfaction tended to be slightly higher among early school leavers than Year 12 completers and results were comparable to previous surveys in the time series. The exception was a decrease in Year 12 completers liking their current job 'a lot' and an increase in liking their job 'not very much' compared with 2016.

Consistent with results from previous post-school destination surveys, satisfaction tended to be higher among Year 12 completers and early school leavers whose main post-school destination was an apprenticeship (77.0% of Year 12 completers and 85.0% of early school leavers liking it 'a lot'). Job satisfaction was also higher for Year 12 completers in a traineeship (69.7%) than Year 12 completers in general (51.8%), but among early school leavers job satisfaction for those who were in traineeships (72.1%) was similar to early school leavers overall (69.7%). Satisfaction tended to be lowest among those whose main post-school destination related to some form of further education (including Bachelor degrees and VET courses of all levels) or part-time employment.

Table 23 Extent to which Year 12 completers and early school leavers 'liked' their job (2014 – 2017)

Liked current job	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): Currently employed	2,303	2,262	2,242	2,536	4,493	2,011	2,613	2,472
NET: A lot / Somewhat	90.9	89.9	91.8*	88.0	92.9	93.8	93.4	93.3
<i>A lot</i>	54.1	54.3	57.3*	51.8	69.8	70.5	72.3	69.7
<i>Somewhat</i>	36.9	35.6	34.5	36.2	23.1	23.3	21.1	23.6
Not very much	6.6	7.1	5.9*	9.1	4.4	4.2	4.4	4.6
Not at all	1.1	2.6	1.6	2.3	1.8	1.5	1.3	1.3
Don't know/Refused	1.3	0.4	0.7	0.6	0.9	0.5	0.9	0.9

* Indicates result is significantly different to 2017 (p<.01).

2.3.4. Occupational classification

Year 12 completers and early school leavers undertaking an apprenticeship or traineeship were asked to describe the area in which they were undertaking their apprenticeship or traineeship. Those employed in roles not associated with an apprenticeship or traineeship were asked to describe their main job. Responses to all questions were coded according to the Australian and New Zealand Standard Classification of Occupations (ANZSCO; ABS, 2009).

Table 24 (overleaf) summarises the main areas of specialisation (minor level classification) among Year 12 completers and early school leavers employed as apprentices.

The most common apprenticeship area among Year 12 completers surveyed in 2017 was bricklaying, carpentry and joinery (23.3%), followed by electrician (15.9%) and fabrication engineering (12.9%). The proportion of Year 12 completers undertaking apprenticeships in plumbing has decreased substantially since 2016 (16.3% in 2016 vs. 2.4% in 2017, although the difference was not statistically significant) while in the same period there was a substantial increase in the proportion undertaking an apprenticeship in fabrication engineering (12.9% in 2017 vs. 2.7% in 2016).

The distribution of apprenticeship areas among early school leavers differs from that of Year 12 completers. The most common areas among early school leavers were bricklaying, carpentry and joinery (24.6%) followed by automotive electrician and mechanic (12.4%) and plumber (12.1%). There has been little change in the distribution of apprenticeship areas among early school leavers since 2016.

Table 24 Apprenticeship area among Year 12 completers and early school leavers (2014 – 2017)

Occupation	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): Doing apprenticeship	180	173	168	181	1,952	846	1222	1,136
Bricklayers, and Carpenters and Joiners	22.4	16.0	19.5	23.3	18.5*	23.0	23.8	24.6
Automotive Electricians and Mechanics	13.3*	13.4*	4.9	1.2	15.0	12.2	14.6	12.4
Food Trades Workers	10.8	11.1	9.1	4.3	9.7	7.9	8.7	7.0
Plumbers	4.6	7.0	16.3	2.4	9.5	10.0	11.2	12.1
Electricians	16.3	17.9	21.2	15.9	9.3	9.0	11.4	10.8
Hairdressers	5.5	2.9	5.8	4.7	8.2	7.5	5.8	6.5
Fabrication Engineering Trades Workers	1.6	-	2.7*	12.9	4.8	1.2*	2.9	4.0
Mechanical Engineering Trades Workers	5.4	4.1	6.1	7.9	4.0	6.2*	2.4	3.4
Glaziers, Plasterers and Tilers	1.0	3.3	0.4	0.2	3.0	3.2	3.0	2.2
Horticultural Trades Workers	3.6	5.5	3.9	3.1	2.7	3.9	3.1	2.0
Electronics and Telecommunications Trades Workers	2.4	2.0	0.4	2.0	2.1	2.6	2.8	3.0
Wood Trades Workers	1.7	1.5	0.4	1.7	2.0*	1.7	1.0	0.7
Other occupation	11.4	13.7	9.3	19.2	10.7	11.6	8.6	10.6
Don't know / Refused	-	1.4	-	1.2	0.4	-	0.9	0.7

* Indicates result is significantly different to 2017 (p<.01).

Table 25 (overleaf) summarises the main areas of traineeship specialisation (minor level classification grouped by sub-major) among Year 12 completers and early school leavers.

The most common traineeships in 2017 among Year 12 completers were roles as a child carer (21.5%), general clerk (15.8%) and sales person or assistant (10.1%). Among early school leavers, the most common traineeships were roles as a child carer (17.9%), sales person or assistant (16.0%) and technicians and trade workers (15.5%). Some differences in traineeship areas are noted between Year 12 completers and early school leavers, however it should be noted that relative standard errors between survey years were too large (typically greater than 50 percentage points) to reliably report any differences.

Table 25 Traineeship area among Year 12 completers and early school leavers (2014 – 2017)

Occupation	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): Doing traineeship	152	122	134	149	443	181	259	276
Managers	3.9	1.9	3.6	2.4	0.6	3.2	4.2	1.7
Professionals	12.9	8.2	13.8	9.2	2.1	4.7	2.7	2.5
<i>Accountants, Auditors and Company Secretaries</i>	4.3	0.1	1.3	4.5	0.2	0.4	-	-
<i>School Teachers</i>	2.6	1.1	2.2	-	0.2	-	-	-
<i>Business, Human Resource and Marketing Professionals</i>	2.4	-	0.1	0.2	0.2	-	-	0.4
Technicians and Trades Workers	6.1	11.4	4.2	12.0	16.9	22.5	16.9	15.5
<i>Food Trades Workers</i>	0.1	2.1	1.3	0.1	2.2	4.9	2.7	0.6
<i>Bricklayers, and Carpenters and Joiners</i>	-	1.2	-	0.1	1.8	3.6	0.8	1.5
<i>Automotive Electricians and Mechanics</i>	1.1	0.1	-	-	1.8	-	1.7	1.8
<i>Construction Trades Workers</i>	-	2.1	0.4	3.4	1.7	4.3	0.3	-
<i>Building and Engineering Technicians</i>	2.8	0.1	-	2.3	0.2	0.9	0.5	0.5
Community and Personal Service Workers	33.0	34.1	29.8	40.8	28.3	27.0	21.3	31.2
<i>Child Carers</i>	16.9	15.2	20.9	21.5	15.2	15.4	13.4	17.9
<i>Hospitality Workers</i>	10.2	11.8	4.4	7.5	6.0	7.1	4.3	9.0
<i>Personal Service and Travel Workers</i>	0.7	-	-	0.7	3.1	0.5	0.6	0.5
<i>Personal Carers and Assistants</i>	1.2	0.1	0.3	3.6	2.4	2.9	1.2	2.2
Clerical and Administration Workers	12.7	16.5	26.0	19.9	11.1	6.9	13.2	9.6
<i>General Clerks</i>	9.3	10.3	13.8	15.8	8.1	3.7	10.0	5.4
Sales Workers	24.6	23.3	15.6	10.4	26.6*	24.6	24.0	17.3
<i>Sales Assistants and Salespersons</i>	24.6	20.0	9.6	10.1	24.9*	21.7	23.1	16.0
Machinery Operators and Drivers	0.1	0.6	1.5	-	2.0	1.1	1.7	3.7
Labourers	5.8	2.2	4.3	1.5	9.0	7.8	13.2	14.1
<i>Farm, Forestry and Garden Workers</i>	1.2	2.1	-	1.5	4.9	2.4	5.5	0.4
<i>Construction and Mining Labourers</i>	1.6	0.1	2.7	-	1.2	2.0	3.1	4.3

Occupation	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
<i>Factory Process Workers</i>	2.9	-	-	-	0.2	-	0.4	-
Not enough information provided	0.9	1.7	0.9	0.6	0.9	1.0	0.5	1.5
Don't know / Refused	0.1	-	0.3	3.3	2.5	1.2	2.3	2.8

* Indicates result is significantly different to 2017 (p<.01).

Table 26 (overleaf) summarises the main occupation classifications among Year 12 completers and early school leavers not in an apprenticeship or traineeship.

The most common occupations among Year 12 completers in 2017 were sales workers (30.1%), community and personal services (27.9%) and labourers (11.1%). The profile of occupations among early school leavers was similar to that seen among Year 12 completers. The most common occupation categories among early school leavers included labourers (27.0%), sales (25.8%) and community and personal services (21.2%).

The profile of occupations among Year 12 completers and early school leavers in the 2017 results was broadly consistent with previous surveys, although a trend towards decreasing employment as checkout operators and office cashiers was noted across both cohorts.

Table 26 Main occupation among Year 12 completers and early school leavers (2014 – 2017)

Occupation	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): Currently have paid job, not apprenticeship or traineeship	1,928	1,928	1,922	2,175	2,098	984	1132	1,060
Managers	2.4	1.7	0.9	1.5	1.1	1.1	2.2	0.8
Professionals	7.3	7.3	7.7	10.0	2.0	1.1	3.3	2.5
<i>Miscellaneous Education Professionals</i>	5.5	4.6*	5.6	7.6	0.3	0.1	1.0	0.5
Technicians and Trades Workers	3.2	3.2	3.7	2.9	8.2	6.9	7.1	6.6
Community and Personal Service Workers	28.0	26.7	26.0	27.9	16.3*	19.7	18.4	21.2
<i>Hospitality Workers</i>	17.1	16.8	16.3	16.9	10.6*	12.8	11.6	14.0
Clerical and Administration Workers	4.8	6.5	8.8	7.1	4.3	5.5	3.0	5.0
<i>Receptionists</i>	1.3	1.6	2.6	1.8	1.6	2.2	1.2	1.7
Sales Workers	32.9	35.2*	32.6	30.1	31.7*	27.4	30.7	25.8
<i>Sales Assistants and Salespersons</i>	20.9	25.3	25.0	22.6	17.0	16.1	20.9	17.8
<i>Checkout Operators and Office Cashiers</i>	11.6*	8.2	6.5	6.5	14.1*	10.6	8.8	7.3
Machinery Operators and Drivers	5.5	5.2	6.9	7.4	7.5	6.9	6.7	8.0
<i>Storepersons</i>	4.6	3.9	5.8	5.8	5.3	4.6	4.3	5.2
Labourers	14.9*	13.8	12.5	11.1	27.6	29.6	26.8	27.0
<i>Food Preparation Assistants</i>	7.3*	7.0*	6.1	4.4	10.9	10.8	8.5	9.6
<i>Construction and Mining Labourers</i>	1.6	1.2	1.2	0.6	4.7	6.3	6.9	5.5
<i>Farm, Forestry and Garden Workers</i>	1.4	0.9	1.0	1.3	3.8	4.1	3.7	3.7
Not enough information provided	0.5	0.2	0.3	0.2	0.3	1.1	0.5	0.6
Don't know/Refused	0.4*	0.2	0.5*	1.8	1.0	0.8	1.4	2.4

* Indicates result is significantly different to 2017 (p<.01).

2.4. Not in the labour force, education or training

A relatively small proportion of Year 12 completers (3.4%) and early school leavers (6.3%) reported being neither in the labour force, nor engaged in further education or training in 2017. The following section provides a summary profile of this group and reports their current main activity.

2.4.1. Socio-demographic profile

Among Year 12 completers, a small number of socio-demographic differences were noted in 2017. Specifically, Year 12 completers who were not in the labour force, education or training were more likely to be male and have attended a Government school (when compared with those who attended a Catholic school). There were no other socio-demographic differences related to Year 12 completers being classified as not in the labour force, education or training in 2017 (see Section 2.1).

A small number of socio-demographic differences were noted in 2017 for early school leavers. These differences indicated that early school leavers who were not in the labour force, education or training were more likely to have left school at an older age (17 years), be female, have attended a Government school and have identified as an Aboriginal and Torres Strait Islander person.

2.4.2. Main activity

Year 12 completers and early school leavers who were not working or looking for work were asked about their main activity. Table 27 (overleaf) provides a summary of their responses.

The most common main activity for Year 12 completers not in the labour force, education or training in 2017 continued to be recreation (50.7%), typically in the context of having a 'gap' year (19.7%) or recreational activities such as socialising, hobbies, playing sports or video games (17.6%). One in six (17.3%) were undertaking some form of informal study or training (i.e. study that was not classified as a VET course or recognised as an apprenticeship or traineeship). Other activities were infrequently mentioned.

Main activities among early school leavers not in the labour force, education or training in 2017 were more diverse than those seen among Year 12 completers. The most common main activities included recreation (20.3% - typically framed as recreational activities (11%) or doing nothing (6.7%)), being unable to work due to illness (20.1%), looking after children / preparing for birth (18.2%) and undertaking some form of informal study or training (10.7%). Looking after children / preparing for birth was only mentioned by females, with one in three (35%) female early school leavers reporting this as their main activity.

Table 27 Main activity of Year 12 completers and early school leavers not in the labour force, education or training (2014 – 2017)

Main activity	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): NILFET	109	86	90	93	393	223	196	187
Recreation / nothing	45.5	51.7	41.3	50.7	28.4	29.6	16.3	20.3
<i>Nothing</i>	1.8	7.8	9.0	13.4	15.2*	21.4*	14.0	6.7
<i>Recreational activities</i>	10.5	10.8	6.8	17.6	10.7	5.9	-	11.0
<i>Travel / gap year</i>	33.2	33.2	25.4	19.7	2.6	2.3	2.4	2.6
Looking after children / preparing for birth	1.9	1.9*	0.3	0.4	19.0	15.1	13.2	18.2
Undertaking informal study or training	21.0	23.4	28.2	17.3	15.3	11.2*	17.0	10.7
Unable to work due to illness	10.2	6.3	2.9	5.5	9.0*	16.2	14.1	20.1
Performing home duties	5.8	5.4	4.0	4.7	8.7	7.9	13.7	6.1
Waiting for course to start / looking to enrol	-	2.7	2.4	5.4	3.7	4.6	2.0	6.4
Unpaid work	12.7	1.9	4.9	8.2	2.9	5.4	0.9	1.5
Carer for another person	0.3	4.6	0.1	1.2	2.4	2.0	1.8	4.7
Looking for work	0.0	0.0	2.3	0.2	-	2.0	3.8	-
Other	2.7	2.1	12.8	1.5	7.0	2.8	4.1	7.6
Don't know / Refused	-	-	0.8	5.1	3.6	3.2	13.2	4.4

* Indicates result is significantly different to 2017 (p<.01).

2.4.3. Deferring further education

Approximately one in five (20.6%) Year 12 completers who were not in the labour force, education or training indicated they were enrolled in a course of study, but had deferred it. This proportion was lower (albeit not statistically significantly different) than in 2016 (27.4%), 2015 (28.2%) and 2014 (43.0%). It is also comparable with rates of deferred further education among other non-education destinations. For example, 22.1 per cent of those in full-time employment, 24.7 per cent of those in part-time employment and 9.7 per cent of those looking for work had deferred a place in further education.

Rates of deferred further education among early school leavers who were not currently in the labour force, education or training in 2017 were low (6.8%).

3. Reasons for leaving school early

This section of the report explores early school leavers' self-reported reasons for leaving school in 2016 before completing Year 12. It also reports on the relationship between these reasons and a range of socio-demographic factors, as well as post-school destinations.

3.1. Main survey findings

Early school leavers were asked about their main reason for leaving school early. Those who provided a main reason were then asked about other reasons for leaving school.

The most common self-reported main reasons for leaving school early in 2017 related to wanting to pursue employment and career opportunities, school 'not being for them' and not liking school or teachers (see Table 28, overleaf). Less frequently cited reasons for leaving school were not coping at school or failing subjects, finding school boring, wanting to study elsewhere, ill-health and being bullied.

Overall, self-reported reasons for leaving school have remained reasonably consistent since the 2014 survey. Notable changes in reasons mentioned include an increase in school 'not being for them' (up 13.1 percentage points), finding school boring (up 7.8 points) and wanting to study elsewhere (up 5.8 points).

Table 28 Self-reported reasons for leaving school early (2014 – 2017)

Reason for leaving	Main reason				Other reason				Total mention			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): All early school leavers	7,000	3,135	3,700	3,466	7,000	3,135	3700	3,466	7000	3,135	3,700	3,466
Disillusioned	37.4	34.9*	39.9	39.3	17.2*	16.0*	16.4*	25.4	48.9*	45.8*	50.8*	55.1
<i>Didn't like school / teachers</i>	20.5*	16.9*	17.2*	14.4	8.5	6.9*	6.0*	9.9	28.2*	23.5	23.2	24.3
<i>School not for me</i>	10.3*	10.6*	14.8	16.7	5.3*	6.1*	7.0*	11.9	15.5*	16.5*	21.8*	28.6
<i>Was not interested in going / bored</i>	6.6*	7.4	7.9	8.2	3.9*	3.6*	4.6*	10.0	10.5*	11.0*	12.5*	18.3
Academic or behavioural difficulties	14.5*	15.4*	13.7	12.6	6.5	6.7	6.5	9.2	20.4	21.3	19.9	21.4
<i>Not coping well at school</i>	10.7	11.1	10.1	10.4	5.3*	5.9*	5.9*	8.4	15.8*	16.8	16.1*	18.9
<i>Asked to leave / expelled / got in trouble</i>	3.8*	4.3*	3.6*	2.2	1.3	0.8	0.5	0.9	5.0*	5.0*	4.1	3.0
I was bullied	4.3	3.3	3.2	3.9	2.8*	2.3*	2.1*	4.1	6.9	5.6*	5.3*	8.0
Work reasons / Career reasons	24.8	24.8	22.0	22.9	12.5	12.1	11.1*	13.4	36.9	36.5	33.1	36.3
Looking / went to other educational opportunities	5.3*	6.3	6.9	7.9	3.6*	3.3*	5.0*	10.2	8.6*	9.4*	11.6*	17.2
<i>Study elsewhere / TAFE / different course</i>	3.8*	4.7	5.5	5.4	2.4*	2.4*	3.5*	6.6	6.2*	7.0*	9.0*	12.0
Other external factors	9.5	10.8	9.9	10.6	5.4*	5.7	4.5*	6.9	13.9*	15.4	13.9*	16.5
<i>Ill health / sickness</i>	4.5	5.4	5.5	5.2	2.0	1.6*	1.6*	2.7	6.4*	6.8	7.1	7.9
<i>Family commitments</i>	1.5	2.0	1.2	1.5	1.1	0.8	0.9	1.0	2.6	2.8	2.1	2.4
<i>Pregnancy</i>	1.4*	0.7	0.8	0.9	0.1	0.2	0.1	0.2	1.5	0.9	0.9	1.0
Other	2.0*	2.0*	2.5*	1.0	2.2	2.2	2.8	1.2	4.1*	4.1*	5.1	2.2
No main/other reason	0.5	0.2	-	-	53.3	54.9	56.4	42.7	0.5	0.2	-	-
Don't know/Refused	1.7	2.3	1.9	1.8	0.7	0.5	0.7	2.8	1.7	2.3	1.9	1.8

* Indicates result is significantly different to 2017 (p<.01).

3.2. Socio-demographic differences

The 2017 survey results continue to illustrate that early school leavers' self-reported reasons for leaving school are associated with a range of socio-demographic factors, as well as post-school destinations (see Tables 29-31, overleaf).

The following section outlines the profile of seven main reasons for leaving early in 2017: being disillusioned with school (n=1,422); experiencing academic or behaviour difficulties (n=418); experiencing bullying (n=132); wanting to pursue employment opportunities or advance a career (n=829); seeking other education opportunities (n=261); external factors or pressures (n=306); and residual 'other' reasons (including no reason and being unable to give a reason; n =89). Some findings presented in this section should be interpreted with caution due to the low prevalence of some reported main reasons for leaving school early.

3.2.1. Disillusioned with school

Early school leavers who cited disillusionment with school as the main reason for leaving school were more likely to be male (42.0%), younger when they left school (45.6% of 15-year-olds vs 28.8% of 18+ year-olds) and be from the lower middle SES quartile (43.2% vs 35.8% of early school leavers from the highest SES quartile). In terms of their post-school destinations, those who mentioned disillusionment with school as a reason for leaving were more likely than others to be in part-time employment (17.1%) and less likely to not being the labour force, education or training (2.9%).

3.2.2. Academic or behavioural difficulties

Mentions of academic or behavioural difficulties as the main reason for leaving school tended to increase with age. Apart from age, the proportion reporting this reason for leaving school was relatively uniform across other socio-demographic factors such as gender and SES. In terms of their post-school destinations, early school leavers who cited academic or behavioural difficulties as a reason for leaving were more likely than others to be looking for work (21.3%) and were less likely to have entered an apprenticeship (17.6%) or traineeship (4.3%).

3.2.3. Bullying

Early school leavers who cited being bullied as the main reason for leaving school early were more likely than others to be female (7.5%). This reason was also more commonly cited among those who spoke only English at home (4.1%) and those who were younger when they left school (5.4% of 15-year-olds vs 1.2% of 18+ year-olds). Mention of this reason for leaving school also tended to increase as SES decreased. This group of early school leavers were less likely than others to have entered an apprenticeship (9.8%).

3.2.4. Employment or career

Early school leavers citing employment or career-related reasons as their main reason for leaving school were more likely to be male (27.9%), have attended a Catholic school (29.0%), be from the lower middle SES quartile (24.8%) and have not identified as an Aboriginal and Torres Strait Islander person (23.6%). They were also substantially more likely than others to have entered an apprenticeship (51.8%) or traineeship (11.0%). They were, however, less likely to have entered a VET course (not associated with an apprenticeship or traineeship) (3.5% VET Certificate I, II or III, 5.3% VET Certificate IV+), be working part-time (7.4%), be looking for work (7.2%) or not be in the labour force, education or training (2.0%).

3.2.5. Looking for other education opportunities

Early school leavers who stated they had left school to seek other education opportunities were more likely to be female (9.9%) and have attended an Independent school (13.8%), but less likely to have identified as an Aboriginal and Torres Strait Islander person (4.8%). Mention of this reason for leaving school also tended to be lower among those from upper middle (7.6%) and lower middle (6.7%) SES quartiles. In terms of their post-school destinations, these early school leavers were the group most likely to have entered a Certificate IV, Diploma or Advanced Diploma (17.7%). They were also less likely than others to be working full-time (5.2%) or have entered a traineeship (4.4%).

3.2.6. External factors or pressures

This reason for leaving school early represents a collection of circumstances relating to personal illness, caring for and having children. Early school leavers who stated they had left high school due to these reasons were more frequently females (15.8%) and identified as an Aboriginal and Torres Strait Islander person (14.7%). Mention of this reason for leaving school was also higher among those aged 16 (7.1%), 17 (11.9%) and 18+ years (19.5%) but lower among those from the lower middle SES quartile (8%). This group of early school leavers were also less likely to have attended a Catholic school (6.6%). In terms of their post-school destinations, these early school leavers were the group most likely to be classified as not being in the labour force, education or training (21.5%), while many were looking for work (21.9%). Conversely, they were least likely to have entered an apprenticeship (7.7%) or traineeship (3.7%).

3.2.7. Other reasons

Early school leavers who provided a response not grouped into one of the previous six themes were more likely to identify as Aboriginal or Torres Strait Islander (7.6%), but less likely to have attended a Catholic school (1.2%). This group of early school leavers was less likely than others to have entered an apprenticeship (16.9%), while one-in-five (20.9%) were not in the labour force, education or training.

Table 29 Self-reported main reasons for leaving school early by gender, school sector and SES (2017)

Reason for leaving	Gender		Sector			SES [^]			
	Female	Male	Government	Catholic	Independent	Highest	Upper Middle	Lower Middle	Lowest
	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	1,327	2,139	2,898	383	185	527	791	961	1,065
Disillusioned	35.3	42.0*	38.8	42.6	38.5	35.8	38.9	43.2*	38.6
Academic or behavioural difficulties	13.0	12.3	12.8	10.1	14.8	13.3	12.7	11.9	12.4
I was bullied	7.5	1.5*	4.5	0.6	3.8	2.1	3.9	3.3	5.4*
Work reasons	15.2	27.9*	22.4	29.0*	17.5	18.4	24.2	24.8*	23.4
Looking for other educational opportunities	9.9	6.6*	6.9	9.9	13.8*	13.8	7.6*	6.7*	6.3
Other external factors	15.8	7.2*	11.6	6.6*	7.9	14.3	11.1	8.0*	10.3
Other/No reason/Don't know/Refused	3.4	2.5	3.0	1.2*	3.7	2.3	1.5	2.2	3.6

* Indicates result is significantly different to females / Government / highest parental SES quartile (p<.01).

[^]Excluding respondents for whom socio-economic status quartile could not be calculated (n=122).

Table 30 Self-reported main reasons for leaving school early by cultural background, participation in VET and age (2017)

Reason for leaving	Aboriginal and Torres Strait Islander		Language background other than English		VET		Age			
	Yes	No	Yes	No	Yes	No	15	16	17	18+
	%	%	%	%	%	%	%	%	%	%
Base (n): All early school leavers	483	2,983	433	3,033	1,293	2,173	308	1,793	1,077	287
Disillusioned	35.7	39.8	35.3	39.9	40.4	38.5	45.6	42.7	38.7	28.8*
Academic or behavioural difficulties	16.4	12.1	15.6	12.2	12.3	12.9	11.1	10.1	13.9	16.2
I was bullied	3.4	3.9	2.0	4.1*	3.1	4.5	5.4	3.6	4.7	1.2*
Work reasons	17.5	23.6*	21.8	23.1	24.8	21.4	25.1	26.2	20.3	21.1
Looking for other educational opportunities	4.8	8.3*	10.3	7.6	7.2	8.4	8.6	8.5	7.7	6.4
Other external factors	14.7	10.0*	9.5	10.7	8.8	12.0*	3.7	7.1*	11.9*	19.5*
Other/No reason/Don't know/Refused	7.6	2.2*	5.4	2.5	3.4	2.4	0.6	2.0	2.7	6.8

* Indicates result is significantly different to comparison group, namely Aboriginal and Torres Strait Islander people, having a language background other than English, having undertaken a VET course while at school and 15 year olds ($p < .01$).

Table 31 Main post-school destination by self-reported main reasons for leaving school early (2017)

Reason for leaving	Disillusioned	Academic or behavioural difficulties	I was bullied	Work reasons	Looking for other educational opportunities	Other external factors	Other/No reason/DK/REF
	%	%	%	%	%	%	%
Base (n): All early school leavers	1,422	418	132	829	261	315	89
Bachelor degree	1.3	1.2	4.3	1.0	5.5	2.5	1.9
VET Cert IV+	5.8	7.0	9.6	5.3*	17.7*	10.1	2.6
VET Cert I-III	7.6	12.2	12.7	3.5*	12.7	10.2	12.4
Apprenticeship	31.5	17.6*	9.8*	51.8*	23.2	7.7*	16.9*
Traineeship	9.7	4.3*	8.4	11.0*	4.4*	3.7*	5.2
F/T Work	9.9	14.0	7.7	10.8	5.2*	7.7	8.3
P/T Work	17.1*	14.4	19.7	7.4*	16.3	14.6	13.6
Looking for work	14.3	21.3*	16.1	7.2*	10.5	21.9*	18.1
NILFET	2.9*	8.2	11.8	2.0*	4.5	21.5*	20.9*

* Indicates result is significantly different to the average of other self-reported reasons ($p < .01$). DK = Don't know. REF = Refused to provide reason.

4. School engagement

This section of the report explores measures relating to school engagement among Year 12 completers and early school leavers. Respondents were asked what they enjoyed most about school and what they least enjoyed about school. Early school leavers were also asked about the extent to which the aspect of school they enjoyed the least had influenced their decision to leave school early.

4.1. Aspects most enjoyed about school

The majority of Year 12 completers (89.0%) and early school leavers (82.2%) were able to identify at least one thing they liked about school (see Table 32).

The most commonly mentioned aspects were socialising or friends and specific classroom subjects (typically sport or physical education), this pattern of results is consistent with previous iterations of the post-school destination survey. As in previous years, other aspects were mentioned by a small percentage of respondents. Some changes have been noted between the 2016 and 2017 surveys. In 2017 there has been a slight decrease in the proportion of respondents mentioning socialising or friends and specific subjects, whilst there has been an increase in mentions of school in general / learning. Further, Year 12 completers and early school leavers in 2017 were more likely to mention that there was nothing about school they had liked.

The distribution of aspects liked most about school was similar for Year 12 completers and early school leavers, although the proportion citing each factor did vary a little. Year 12 completers were more likely than early school leavers to mention socialising or friends, school in general / learning and good teachers as the aspect they enjoyed most about school. By comparison, early school leavers were more likely to mention specific subjects, especially sports or physical education, as well as that there was nothing about school they had liked.

Table 32 Aspects most enjoyed about school among Year 12 completers and early school leavers (2014 – 2017)

Enjoyed most about school	Year 12 completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): All	3,581	3,490	3,287	3,529	7,000	3,135	3,700	3466
Total	91.9*	94.5*	92.9*	89.0	83.1	85.1*	86.1*	82.2
Socialising / friends	52.0	53.6*	55.0*	48.1	42.6	44.4*	48.0*	40.4
Specific classroom subjects	14.5*	16.6	14.3*	9.9	28.3*	26.2*	23.8*	20.8
<i>Sport / Physical Education</i>	3.7	4.4*	4.6*	2.9	10.4*	9.8*	8.5	7.8
<i>Engineering / Metalwork / Woodwork</i>	0.8	0.8	0.2	0.9	3.7*	3.1	2.7	2.6
<i>Visual Art Subjects</i>	1.9	1.6	1.6	1.1	2.7	2.2	2.7	1.8
<i>English Subjects</i>	0.9	1.4*	1.0	0.5	2.0*	2.1*	1.6*	0.7
<i>Math Subjects</i>	1.5*	0.9	1.0	0.5	1.7	1.6	1.6	1.1
School in general / learning	8.5*	6.0*	8.5*	11.5	4.0*	4.3*	3.8*	8.4
Good teachers	5.7	7.4*	5.1	5.4	3.2	4.3	4.3	3.5
Lunch / Breaks	0.8	0.8	0.8	1.5	1.5*	2.1*	1.6*	3.8
Other	10.5	10.1	9.1*	11.7	3.5*	3.8	4.5	5.0
Nothing	3.5*	3.3*	3.2*	5.4	12.3	10.9	9.8*	12.6
Don't know / Refused	4.6	2.2*	3.9*	5.6	4.6	4.0	4.1	5.2

* Indicates result is significantly different to 2017 (p<.01).

4.2. Aspects least enjoyed about school

The majority of Year 12 completers (77.9%) and early school leavers (82.2%) surveyed could identify at least one thing they did not like about school (see Table 33).

The most frequently mentioned aspects among Year 12 completers were the assessable components of subjects, such as exams and homework (22.1%), followed by stress, anxiety and pressure (14.2%), specific subjects (7.4%), school structure (7.1%) and teachers (6.8%).

Early school leavers also mentioned these aspects of school, however the rank order varied between the two groups. Consistent with Year 12 completers, early school leavers mentioned school work or the assessment process as the least enjoyed aspect of school (23.0%). This was followed by issues to do with teachers (11.8%), specific subjects (11.3%), other students (10.5%) and school in general (5.9%).

A number of small changes in terms of the aspects Year 12 completers and early school leavers enjoyed least about school have been noted between surveys. Notable changes among Year 12 completers have been an increase in mention of stress / anxiety / pressure (up 3.6 percentage points since 2016) and slight decreases in the mentioning of the assessable components of subjects, such as exams and homework (down 7.8 points since 2016), specific subjects (down 3.0 points since 2016) and school structure (down 3.2 points since 2016). Among early school leavers, slight increases have also been seen in the mentioning of stress / anxiety / pressure (up 2.1 points since 2016) and everything / school in general (up 2.1 points since 2016), while reporting that school work / exams were the least enjoyable part of school has decreased (down 7.8 points since 2016 but still the most commonly mentioned aspect).

Table 33 Aspects least enjoyed about school among Year 12 completers and early school leavers (2014 – 2017)

Enjoyed least about school	Year 12 completers				Early school leavers			
	2014	2015	2016	2017	2014	2015	2016	2017
	%	%	%	%	%	%	%	%
Base (n): All	3,581	3,490	3,287	3,529	7,000	3,135	3,700	3466
Total	81.1	81.7	83.0	77.9	81.9	83.7	83.9	82.2
School work / Exams	31.3*	31.8*	29.9*	22.1	26.1*	26.0*	30.8*	23.0
Specific subjects	11.9*	13.4*	10.4*	7.4	15.9*	13.9*	13.0	11.3
<i>Math Subjects</i>	5.7*	4.8*	3.7	2.2	7.9*	7.0*	7.0*	5.1
<i>English Subjects</i>	3.6	5.7*	4.3	3.7	4.3	4.1	3.2	3.7
Teachers	8.0	7.5	6.2	6.8	15.6*	15.1*	14.1	11.8
Other students / Bullied	6.8	5.0	5.8	6.6	10.0	10.3	8.7	10.5
School structure	9.6*	10.5*	10.3*	7.1	6.6	8.4*	6.3	5.8
<i>Daily routine</i>	6.6	7.5*	7.2*	5.1	4.7*	5.5*	4.2	3.2
<i>Discipline / rules</i>	2.9	3.0	3.1	2.0	1.9	2.9	2.1	2.6
Everything / School in general	0.7	0.5*	0.8	1.4	2.9*	3.1*	3.8*	5.9
Other	12.9*	12.9*	19.7*	26.6	4.7*	6.8*	7.3*	13.8
<i>Stress / Anxiety / Pressure</i>	5.5*	7.0*	10.6*	14.2	0.7*	2.0*	2.0*	4.1
Nothing	10.8	14.1*	9.0	10.0	8.2	9.0*	6.8	7.0
Don't know / Refused	8.1	4.2*	7.9*	10.5	9.8	7.3	9.2	9.2

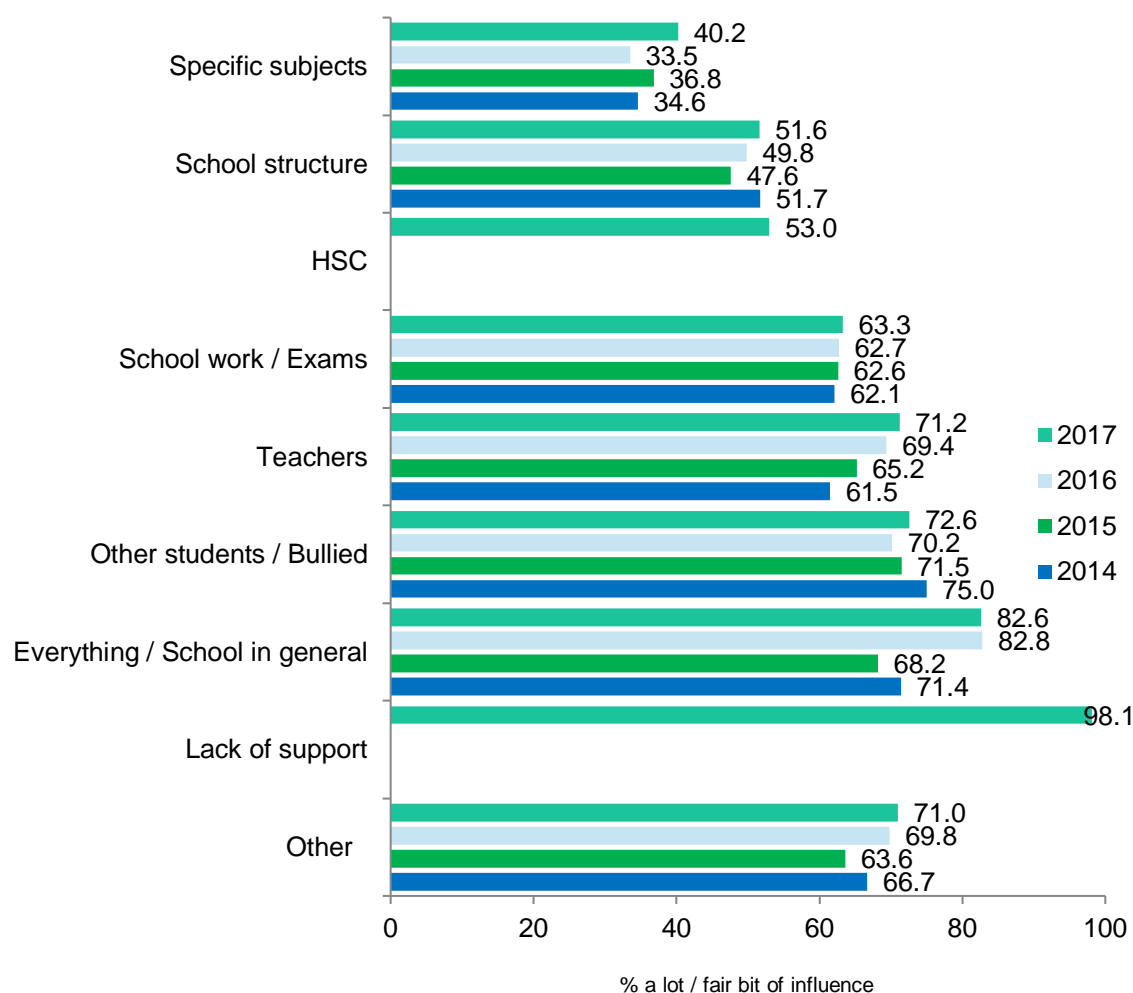
* Indicates result is significantly different to 2017 (p<.01).

The majority (64.9%) of early school leavers who mentioned something they had enjoyed least about school stated that it had exerted 'a lot' or 'a fair bit' of influence on their decision to leave school before completing Year 12. These results were higher than those seen in all previous iterations of the survey.

The extent to which the least enjoyed aspect of school influenced a student's decision to leave school early varied greatly. The aspects rated as having the greatest influence on the decision to leave early was a 'lack of support', followed by 'expressing a general dislike for school' and having 'problems with other students or their peer group', including being bullied (see Figure 5). These were followed by issues with 'teachers' and 'school work' or 'the assessment process'. Issues relating to 'HSC', 'school structure' and 'not enjoying specific subjects' appear to have the least influence on a student's decision to leave school early.

Overall, these results were comparable with previous years. The level of influence specific subjects appeared to have on a student's decision to leave early increased in 2017, but the increase was not statistically significant.

Figure 5 Influence of the least enjoyed aspects of school on the decision to leave (2014 – 2017)



Base: Gave response for what they enjoyed least about school (2014, n=6,322; 2015, n=2,916; 2016, n=3,353; 2017, n=2,897). The figure shows the proportion of students indicating a particular aspect had 'a lot' or a 'fair bit' of influence on their decision to leave school.

5. Career expectations

The following section outlines the career expectations of Year 12 completers and early school leavers. Career expectations were defined by the kind of job respondents expected to have by age 30. Table 34 (overleaf) summarises the main expected careers (at the ANZSCO minor level) among Year 12 completers and early school leavers over the past four years.

Comparable to previous surveys, over half (55.9%) of Year 12 completers in 2017 expected they would be working in a professional role by age 30.

The most common professional careers that Year 12 completers expected to have at age 30 included:

- School Teachers (7.7%)
- Social and Welfare professionals (4.6%)
- Architects, Designers, Planners and Surveyors (4.3%)
- Midwifery and Nursing (4.2%)
- Legal Professionals (3.6%)
- Health Therapy (3.3%), and
- Engineering (3.2%)

Consistent with results from the 2016 survey, less than one-in-ten Year 12 completers surveyed in 2017 expected to be working in other occupational categories. Further, approximately one-fifth (17.7%) did not know (or were unable to say) what career they expected to have at age 30. No notable changes in Year 12 completers' career expectations have been seen between the 2016 and 2017 surveys.

As seen in previous surveys, the profile of expected careers at age 30 among early school leavers was very different to Year 12 completers. Early school leavers were more likely to expect they would be working in a technical or trade role (36.4%), or community or personal service role (14.1%) at age 30, and were less likely to expect to be working in a professional role (17.1%).

Consistent with previous post-school destination surveys, the specific expected careers at age 30 mentioned by early school leavers were quite diverse. The most common technician and trade careers were:

- Bricklayers, and Carpenters and Joiners (8.1%)
- Automotive Electricians and Mechanics (5.0%)
- Electricians (4.1%)
- Plumbers (3.4%), and
- Food Trades (3.0%)

The most common community and personal service worker careers were:

- Defence Force Members, Fire Fighters and Police (3.5%)
- Child carers (3.1%), and
- Personal Service and Travel (3.0%)

No notable changes have been seen in early school leaver's careers expectations compared with previous surveys.

Approximately two-thirds (65.2%) of Year 12 completers surveyed who articulated their career expectations at age 30 believed the courses offered at their school had prepared them well for their future career path. This was much higher than among early school leavers (39.0%). The percentage who perceived benefit in the courses offered at school for Year 12 completers was lower than those reported in 2016 (75.7%), while results among early school leavers was comparable. The percentage who perceived benefit in the courses offered at their school in 2017 were lower than those reported in 2015 (74.9% among Year 12 completers and 45.6% among early school leavers) and 2014 (73.3% and 45.0%).

Table 34 Expected career at age 30 among Year 12 completers and early school leavers (2014 – 2017)

Career	Year 12 school completers				Early school leavers			
	2014 %	2015 %	2016 %	2017 %	2014 %	2015 %	2016 %	2017 %
Base (n): All	3,581	3,490	3,287	3,529	7,000	3,135	3,700	3466
Managers	6.2*	5.6*	7.0	8.6	5.0	5.0	6.2	5.5
Professionals	53.9	56.2	56.4	55.9	15.8	18.6	17.9	17.1
<i>School Teachers</i>	8.8	8.3	6.7	7.7	3.9*	2.5	2.1	2.9
<i>Engineering</i>	4.2	3.9	4.8*	3.2	0.5	1.0	1.0	0.7
<i>Legal Professionals</i>	3.6	4.1	3.7	3.6	0.4	0.3	0.2	0.3
<i>Architects, Designers, Planners and Surveyors</i>	3.5	3.4	3.4	4.3	1.5	1.4	1.7	1.7
<i>Health Therapy</i>	3.4	3.0	2.8	3.3	0.2	0.3	0.3	0.3
<i>Midwifery and Nursing</i>	3.3	4.0	3.6	4.2	1.6*	2.3	2.3	2.8
<i>Medical Practitioners</i>	3.3	3.2	2.9	3.1	0.3	0.3	0.1	0.2
<i>Natural and Physical Science</i>	3.0	3.4	3.6	2.6	0.8	1.6*	1.1	0.8
<i>Social and Welfare</i>	2.3*	4.1	4.2	4.6	1.1	1.5	1.2	1.5
<i>Arts Professionals</i>	2.1	2.4	2.5	1.6	1.8	2.2	2.2	2.5
<i>Health Diagnostics and Promotion</i>	1.5	1.9	1.8	1.2	0.1	0.3	0.2	0.1
<i>Media Professionals</i>	2.0	2.2	1.7	2.2	0.7	1.2	0.9	0.7
<i>Accountants, Auditors and Company Secretaries</i>	2.3	2.8	2.0	2.6	0.3	0.3	0.7	0.2
Technicians and Trades Workers	8.3	7.8	8.2	9.0	34.6	33.5	35.1	36.4
<i>Bricklayers, and Carpenters and Joiners</i>	1.7	0.8	0.6	0.9	6.2*	6.7	7.3	8.1
<i>Automotive Electricians and Mechanics</i>	1.0	1.1	0.3	0.8	5.8	6.0	6.2	5.0
<i>Electricians</i>	1.1	0.9	1.5	1.4	3.2	2.8*	3.4	4.1
<i>Food Trades</i>	0.8	0.9	1.1	0.6	3.0	2.6	2.7	3.0
<i>Hairdressers</i>	0.3	0.1	0.1	0.1	2.9	2.2	2.2	2.4
<i>Plumbers</i>	0.2	0.2	0.7	0.4	2.7	2.7	3.3	3.4
<i>Animal Attendant and Trainers, and Shearers</i>	0.9	0.7	0.9	1.0	1.7	2.1	2.1	1.5
Community and Personal Service Workers	8.2*	8.6*	5.8	6.0	13.2	14.2	12.9	14.1
<i>Health and Welfare Support</i>	1.9	1.3	0.9	0.7	1.6*	1.4	1.3	0.9
<i>Defence Force Members, Fire Fighters and Police</i>	3.1	3.8	1.8	2.8	3.4	3.2	3.0	3.5
<i>Personal Service and Travel</i>	0.6	0.7	1.0	0.5	3.0	3.3	3.9	3.0
<i>Sports and Fitness</i>	1.7	0.9	0.9	0.8	1.9	1.6	1.1	1.9
<i>Child Carers</i>	0.3	1.2	0.6	0.5	1.7*	2.8	2.1	3.1
Clerical and Administration Workers	1.5	1.5	1.1	0.7	1.7*	1.4	1.1	1.1
Sales Workers	1.0*	1.2*	1.3*	0.3	1.9	1.5	1.6	1.8
Machinery Operators and Drivers	0.1	0.2	0.3	0.3	1.5	1.3	1.0	1.6
Labourers	0.4	0.4	0.2	0.2	1.9	1.8	0.7	1.4
Not enough information provided	1.0	0.4	0.7	0.5	0.5	1.0*	0.4	0.2
None	0.3	0.5	0.3	0.7	0.5	0.3*	0.4*	0.9
Flippant/Don't know/Refused	18.9	17.5	18.6	17.7	23.5*	21.3	22.7*	19.9

* Indicates result is significantly different to 2017 (p<.01).

6. Destination in the years after leaving school

The following section provides a brief overview of the main post-school destinations in the years after school. The findings relate to three longitudinal cohorts first interviewed in 2014 (Year 12 completers, early school leavers, and Year 10 students) who agreed to be reinterviewed in 2015, 2016 and 2017 and two cohorts first interviewed in 2016 (Year 12 completers and early school leavers) who agreed to be reinterviewed in 2017.

More specifically, the section examines the main post-school destinations for Year 12 completers and early school leavers one, two and four years after leaving school, as well as individual transitions within each of the Year 12 and early school leaver cohorts. Further, the Year 10 longitudinal cohort first interviewed in 2014 were due to have finished school in 2016 so their main post-school destinations are also reported.

A total of 899 Year 12 completers, 821 early school leavers and 984 Year 10 students from the 2014 cohorts and 1,793 Year 12 completers and 1,549 early school leavers from the 2016 cohorts completed the follow-up survey in 2017. For the three cohorts first interviewed in 2014, retention rates since the 2016 survey were 72.2 per cent, 58.8 per cent and 70.0 per cent, respectively. Retention rates since the 2015 survey were 72.6 per cent, 58.1 per cent and 83.7 per cent, respectively, while retention rates since 2014 were 49.1 per cent, 29.9 per cent and 61.3 per cent, respectively. For the two cohorts first interviewed in 2016, retention rates were 63.3 per cent and 50.2 per cent respectively.

6.1. Year 12 completers

Table 35 (overleaf) summarises the main post-school destinations of the Year 12 completer longitudinal cohorts (now consisting of 899 former Year 12 completers from 2014 and 1,793 former Year 12 completers from 2016) one, two and four years post-school.

Within each cohort, few changes were seen in either the 2014 or 2016 cohorts two years post-school. In both cases most Year 12 completers were still in some form of education or training. One trend noted in both cohorts however, was a slight increase in the proportion undertaking a Bachelor degree two years post-school.

Changes in the main post-school destinations are more evident in the 2014 Year 12 cohort four years post-school in 2017. There has been a significant decrease in high level VET course participation (Certificate IV, Diploma or Advanced Diploma down 5.2 percentage points), possibly reflecting the typical length of these types of courses. There has also been a significant decrease in the proportion of the 2014 Year 12 cohort actively looking for work (down 5.3 percentage points). The noted decrease in VET course participation and the proportion of those looking for work was associated with an increase in the proportion of the 2014 Year 12 completer cohort entering full-time employment (up 16.4 percentage points compared with one year post-school and 12.1 percentage points compared with two years post-school). This possibly reflects this cohort beginning to finish their education and training courses and transitioning into the work force.

Table 35 Main post-school destination among Year 12 completer cohort by year (2014 – 2017)

Main destination	One year post-school		Two years post-school		Four years post-school
	2014 Cohort	2016 Cohort	2014 Cohort	2016 Cohort	2014 Cohort
	%	%	%	%	%
Base (n): All respondents	899	1,793	899	1,793	899
Some form of education and training	77.5*	72.3	80.1	75.2	66.4
Bachelor degree	54.8	52.8*	61.4	59.5	54.0
VET Cert IV+	8.9*	7.7	5.6	5.0	3.7
VET Cert I-III	4.4	3.3	3.1	1.7	1.4
Apprenticeship	4.3	4.7	5.5	5.6	4.4
Traineeship	5.0	3.8	4.5	3.4	3.0
Employed	14.1	21.3	16.2	20.3	31.4
F/T Work	4.0*	7.5	8.3*	9.9	20.4
P/T Work	10.1	13.8	7.9	10.4	11.0
Looking for work	6.6*	4.9	2.2	2.6	1.3
NILFET	1.7	1.5	1.4	1.9	0.9

* Indicates result is significantly different to two years post-school for 2016 cohort or four years post-school for 2014 cohort ($p < .01$).

6.1.1. 2016 Year 12 completer longitudinal cohort

Greater variability in movement between post-school destinations are seen when individual changes or transitions are explored. Table 36 (overleaf) displays the 2016 Year 12 completer cohort's main post-school destination in 2016 (one year post-school) against their main post-school destination in 2017 (two years post-school).

Overall, two-thirds (65.0%) of the 2016 Year 12 completer cohort were in the same post-school destination in 2016 and 2017. Continuity in 2017 post-school destination varied greatly by 2016 post-school destination. Continuity was strongest among those who entered a Bachelor degree or apprenticeship in 2016 with the majority still in these post-school destinations in 2017 (90% and 88.9%, respectively).

In contrast, Year 12 completers who entered other forms of education or training in 2016 were more likely to have moved into a different post-school destination in 2017. The following trends were noted:

- Those who entered VET courses (either I-III or IV+) reported the greatest rates of transition. The most common transitions for both levels were into some other form of education or training (50.7% and 39.1%), typically a Bachelor degree (34.0% and 33.9%) followed by employment (22.8% and 32.3%). Further, those who entered a Certificate I, II or III course in 2016 also reported the highest proportion of transition to looking for work (9.3%) or not being in the labour force, education or training (7.3%) in 2017.
- Those who entered a traineeship in 2016 were split between pursuing some other form of education in 2017 (43.3%, typically a Bachelor degree 23.6%), entering the workforce (28.5%) and continuing their traineeship (27.3%).
- Two-fifths of those employed full-time (40.6%) or part-time (46.5%) in 2016 had transitioned into some form of education or training in 2017. Again, the most common form of education for these Year 12 completers to transition into in 2017 was a Bachelor degree (28.1% for both).

- Over two-fifths (44.7%) of those looking for work in 2016 had gained employment in 2017. Further one-third had entered some form of education or training (33.0%) while one-in-five were still looking for work.
- Almost half of those not in the labour force, education or training in 2016 continued in this post-school destination in 2017 (48.8%), while two-fifths had transitioned into some form of education or training (42.2%)

Table 36 Transitions in main post-school destination among 2016 cohort Year 12 completers by main post-school destination from 2016 to 2017

2017 Main destination	2016 Main destination									
	Total %	Bachelor %	VET IV+ %	VET I-III %	Apprenticeship %	Traineeship %	F/T work %	P/T work %	Looking for work %	NILFET %
Base (n): All	1793	969	114	63	83	72	149	224	94	25
No change in destination	65.0	90.0	21.1	10.0	88.9	27.3	51.0	33.5	22.3	48.8
Some form of education and training	20.5	4.2	39.1	50.7	5.2	43.3	40.6	46.5	33.0	42.2
Bachelor degree	11.9	-	33.9	34.0	2.0	23.6	28.1	28.1	13.9	35.5
VET Cert IV+	3.4	1.7	-	7.9	3.2	12.4	6.9	5.5	7.8	-
VET Cert I-III	1.4	0.1	3.3	-	-	-	1.7	3.0	9.9	1.1
Apprenticeship	1.4	0.8	-	3.8	-	7.4	2.6	2.7	0.6	-
Traineeship	2.4	1.6	1.9	5.0	-	-	1.4	7.2	0.9	5.6
Employed	11.9	4.7	32.3	22.8	3.4	28.5	7.5	15.0	44.7	6.1
F/T Work	6.0	2.1	16.6	10.4	3.2	13.6	-	15.0	11.5	-
P/T Work	5.8	2.5	15.7	12.4	0.2	14.9	7.5	-	33.1	6.1
Looking for work	1.5	0.8	2.4	9.3	2.4	-	-	3.0	-	2.9
NILFET	1.2	0.3	5.1	7.3	0.1	0.8	0.8	2.0	-	-

Note: 'Some form of education and training' and 'Employed' categories exclude the 2016 main post-school destination for each column as this is represented in the "No change in destination" row.

6.1.2. 2014 Year 12 completer longitudinal cohort

Individual transitions four years post-school were explored by comparing the 2014 Year 12 completer cohorts' post-school destination in 2014 to their post-school destination in 2017 (see Table 37, overleaf). Approximately half (46.2%) of the Year 12 completer longitudinal cohort from 2014 were in the same post-school destination four years later.

Notable continuities and transitions in post-school destinations between 2014 and 2017 include:

- The majority of Year 12 completers who had entered a Bachelor degree in 2014 continued to be in a Bachelor degree in 2017 (71.5%), while one-quarter (24.5%) had transitioned into employment.
- Over half of Year 12 completers who had entered a VET course (either Certificate I-III or VI+) had transitioned into some other form of education or training by 2017, typically a Bachelor degree while approximately one-in-three had transitioned into employment (27.9% Certificate I-III, 33.9% Certificate IV+).
- Year 12 completers who undertook an apprenticeship in 2014 were split between continuing their apprenticeship (40.0%), entering a Bachelor degree (19.6%) and entering employment (35.6%).
- Almost half of Year 12 completers who undertook a traineeship in 2014 had transitioned into full-time or part-time employment by 2017 (46.3%), while one-third (33.0%) were undertaking some other form of education and training and one-in-five (20.4%) were continuing their traineeship.
- More than half of Year 12 completers who had entered employment in 2014 had transitioned into some form of education or training by 2017 (53.6% full-time, 64.6% part-time), typically a Bachelor degree (42.4% full-time, 45.3% part-time). Approximately two-fifths of Year 12 completers in full-time employment in 2014 were still employed full-time in 2017 (40.6%), while one-in-five employed part-time in 2014 had transitioned into full-time employment by 2017 (19.6%).
- Two-thirds of Year 12 completers who were looking for work in 2014 were employed in 2017 (62.5%) while approximately one-third (30.4%) were undertaking some form of education or training.

It should be noted that the 2014 Year 12 completer cohort's transitions over the four-year period are more nuanced than captured in Table 37. When transitions across each of the four years are taken into account 35.5 per cent reported being in a Bachelor degree at all four time points while 10.6 per cent were in a Bachelor degree for the first three time points before transitioning into employment. Of all the other potential combinations of pathways, none were reported by more than 5 per cent of the cohort.

Table 37 Transitions in main post-school destination among 2014 cohort Year 12 completers by main post-school destination from 2014 to 2017

2017 Main destination	2014 Main destination										
	Total %	Bachelor %	VET IV+ %	VET I-III %	Apprenticeship %	Traineeship %	F/T work %	P/T work %	Looking for work %	NILFET %	
Base (n): All	899	498	62	39	36	38	64	104	49	9	
No change in destination	46.2	71.5	8.6	13.2	40.0	20.4	40.6	10.9	1.2	5.4	
Some form of education and training	23.1	3.1	56.2	51.6	19.6	33.0	53.6	64.6	30.4	54.1	
Bachelor degree	14.8	-	37.3	33.4	19.6	15.4	42.4	45.3	16.8	54.1	
VET Cert IV+	2.9	0.4	-	14.5	-	12.4	4.9	11.0	1.4	-	
VET Cert I-III	0.8	-	1.3	-	-	<0.1	2.9	0.8	7.4	-	
Apprenticeship	2.7	0.4	14.9	3.7	-	5.1	3.1	3.4	3.4	-	
Traineeship	2.0	2.2	2.7	<0.1	-	-	0.2	4.1	1.3	-	
Employed	28.6	24.5	33.9	27.9	35.6	46.3	5.8	19.6	62.5	40.5	
F/T Work	18.8	14.2	25.7	13.7	34.6	29.8	-	19.6	36.9	37.3	
P/T Work	9.9	10.3	8.2	14.3	1.1	16.5	5.8	-	25.6	3.2	
Looking for work	1.2	0.9	1.3	7.1	4.7	-	-	0.7	-	-	
NILFET	0.9	<0.1	<0.1	<0.1	-	0.3	-	4.1	6.0	-	

Note: 'Some form of education and training' and 'Employed' categories exclude the 2014 main post-school destination for each column as this is represented in the "No change in destination" row.

Completing or withdrawing from a course

Given the 2014 Year 12 cohort are four years post-school in 2017, many may be starting to finish further education and training courses.

In 2017, just over one-third (35.9%) of the Year 12 completers longitudinal cohort from 2014 reported they were no longer studying or were not in the same course as in 2016, including 29.2 per cent who had completed their course and 6.7 per cent who had withdrawn. Of those who had completed their course, over half were employed in 2017 (34.9% full-time, 21.2% part-time), while one in three (32.3%) had entered a Bachelor degree. Year 12 completers who had withdrawn from their course reported similar patterns of post-school destination to those who had completed, with 37.8 per cent employed full-time in 2017, 15.9 per cent employed part-time and 35.1 per cent entering a Bachelor degree.

When asked the main reason for leaving last year's course, Year 12 completers were split between deciding to enrol in a different course (36.6%), having lost interest (30.2%) and wanting to work more / needing to work more for financial reasons (17.9%).

6.2. Early school leavers

Table 38 summarises the main post-school destinations of the early school leaver longitudinal cohorts (now consisting of 821 former early school leavers from 2014 and 1,549 former early school leavers from 2016) one, two and four years post-school.

Changes in the main destinations two years post-school are evident in both the 2014 and 2016 cohorts. In both cohorts there were decreases in participation in Certificate I-III courses and traineeships, but increases in entering a Bachelor degree or full-time work in the second year post-school. Four years post-school, participation in Certificate I-III courses among the 2014 early school leaver cohort has continued to decline (down 11.4 percentage points compared with one year post-school). More recently a significant decrease has also been seen in the proportion undertaking an apprenticeship (down 6.7 points compared with two years post-school). These decreases have been countered by continued increases in full-time employment (up 23.6 points compared with one-year post-school and 14.5 points compared with two years post-school).

Table 38 Main post-school destination among early school leaver cohort by year (2014 – 2017)

Main destination	One year post-school		Two years post-school		Four years post-school
	2014 Cohort	2016 Cohort	2014 Cohort	2016 Cohort	2014 Cohort
	%	%	%	%	%
Base (n): All respondents	821	1,549	821	821	821
Some form of education and training	59.1*	55.6	52.2*	54.2	41.4
Bachelor degree	1.0*	1.8	4.2	3.8	5.2
VET Cert IV+	8.2	10.2*	8.1	6.0	5.3
VET Cert I-III	16.1*	10.0	6.9	7.8	4.7
Apprenticeship	26.2	27.5	29.2*	31.3	22.5
Traineeship	7.6*	6.2	3.9	5.1	3.7
Employed	19.7	23.4	29.5	29.4	44.9
F/T Work	9.0*	10.2*	18.1*	16.1	32.6
P/T Work	10.7	13.2	11.4	13.3	12.3
Looking for work	16.3*	14.5	13.8*	11.0	8.3
NILFET	4.8	6.5	4.5	5.3	5.4

* Indicates result is significantly different to two years post-school for 2016 cohort and four years post-school for 2014 cohort (p<.01).

6.2.1. 2016 Early school leaver longitudinal cohort

Table 39 (overleaf) shows the 2016 early school leaver cohort's main post-school destinations in 2016 (one year post-school) against their main post-school destinations in 2017 (two years post-school).

In comparison to the 2016 Year 12 completers cohort, there appears to have been greater change in the main post-school destination of these early school leavers, with less than half (46.3%) in the same destination in 2016 and 2017. This compares with 64.2 per cent of Year 12 completers. The most stable destination among the 2016 early school leaver cohort was apprenticeships, with the majority still in this destination in 2017 (87.4%).

Other notable trends in the other post-school destinations include:

- Similar to the 2016 Year 12 completer cohort, early school leavers who had entered a Certificate I, II or III course in 2016 had the highest rate of transition. Over one-third of this group were in some other form of education or training, typically an apprenticeship (13.9%) or Certificate IV, Diploma or Advanced Diploma (9.6%). Further, one-third had entered employment (31.9%) while one in ten were looking for work (8.5%) or not in the labour force, education or training (11.7%).
- Those who had undertaken a Certificate IV, Diploma or Advanced Diploma in 2016 were most likely to transition into employment in 2017 (44.8%), while one-fifth (20.5%) had entered some other form of education or training and one in ten were looking for work (10.5%).
- One-third of early completers looking for work in 2016 (31.4%) were still looking for work in 2017, although the most common transition for this group was to enter some form of education or training (37.1%). One-fifth (21.6%) of those who were looking for work in 2016 were employed in 2017.
- Among those who were not in the labour force, education or training in 2016, approximately one-third were looking for work in 2017 (35.9%) while one in four had entered some form of education or training (27.9%) or were still not in the labour force, education or training (26.5%).

Table 39 Transitions in main post-school destination among early school leavers 2016 cohort by main post-school destination from 2016 to 2017

2017 Main destination	2016 Main destination										
	Total	Bachelor	VET IV+	VET I-III	Apprenticeship	Traineeship	F/T work	P/T work	Looking for work	NILFET	
	%	%	%	%	%	%	%	%	%	%	
Base (n): All	1549	19	171	138	582	93	124	192	165	65	
No change in destination	46.3	48.9	21.4	10.6	87.4	30.8	58.2	31.4	31.4	26.5	
Some form of education and training	24.2	15.6	20.5	37.4	4.4	35.2	28.2	35.4	37.1	27.9	
Bachelor degree	2.9	-	12.5	7.1	-	3.2	1.1	2.9	1.5	0.6	
VET Cert IV+	3.9	3.6	-	9.6	0.6	7.4	5.4	4.8	2.3	10.6	
VET Cert I-III	6.8	12.0	3.1	-	1.8	8.6	6.1	9.7	18.0	10.2	
Apprenticeship	7.3	-	1.0	13.9	-	16.0	13.9	11.4	11.4	3.5	
Traineeship	3.4	-	3.8	6.7	1.9	-	1.7	6.5	4.0	2.9	
Employed	19.4	24.8	44.8	31.9	5.6	27.8	9.7	24.1	21.6	9.6	
F/T Work	10.2	6.4	21.3	12.4	3.9	18.4	-	24.1	8.3	1.3	
P/T Work	9.2	18.3	23.5	19.5	1.8	9.3	9.7	-	13.3	8.3	
Looking for work	6.5	8.5	10.5	8.5	2.3	3.6	3.4	6.6	-	35.9	
NILFET	3.6	2.2	2.8	11.7	0.4	2.7	0.5	2.6	9.9	-	

Note: 'Some form of education and training' and 'Employed' categories exclude the 2016 main post-school destination for each column as this is represented in the "No change in destination" row.

6.2.2. 2014 Early school leaver longitudinal cohort

Individual transitions four years post-school were also explored by comparing the 2014 early school leaver cohorts' post-school destinations in 2014 to their post-school destinations in 2017.

The 2014 early school leaver cohort were also more likely to have transitioned into different post-school destinations compared with their Year 12 counterparts, with only 28.1 per cent of early school leavers remaining in the same post-school destination as in 2014 (see Table 40, overleaf).

Apprenticeships were the most stable post-school destination among early school leavers (56.7%), yet this is substantially lower than two years post-school. Almost one-third of early school leavers in apprenticeships in 2014 were employed full-time in 2017 (31.3%).

Other notable differences since 2014 include:

- Almost all early school leavers who entered a Certificate IV+ course in 2014 had transitioned to a different destination. In 2017, half (47.1%) of this group had entered employment, one-third (31.4%) were in some other form of education or training, while 14.2 per cent were looking for work. Of those who had entered a Certificate I-III course in 2014, four in ten had entered employment (44.3%) while one-quarter had entered another form of education or training in 2017 (26.2%)
- Early school leavers who entered traineeships in 2014 also reported very high levels of transitioning. Three-fifths (60.3%) of these early school leavers were employed in 2017 while one quarter (25.6%) were in some form of other education or training, typically an apprenticeship (16.4%)
- Approximately two-fifths of early school leavers whose main destination in 2014 had been looking for work had entered employment (45.3%) with a further one-quarter entering some form of education or training (25.9%) and one-fifth still looking for work (19.0%).

Detailed analyses of main post-school destinations across each of the four years post-school demonstrated a complex picture of post-school destination transitions among the 2014 early school leaver cohort. The most common pathway was to be undertaking an apprenticeship at each of the four time points (13.6%), followed by undertaking an apprenticeship at each of the first three time points and full-time employment at the fourth time point (6.0%). All of the other potential combinations of pathways were reported by less than 5 per cent of early school leavers and in most cases by less than 1 per cent.

Completing or withdrawing from a course

The proportion of early school leavers from the 2014 longitudinal cohort who had completed or withdrawn from their previous years' course in 2017 was slightly higher than the Year 12 completer cohort (45.7%), with 31.5 per cent completing a course and 14.2 per cent withdrawing. The destination of those who had completed a course however, differed somewhat from the Year 12 completer cohort, with almost half now employed full-time (47.0%) and one in four (26.3%) now undertaking an apprenticeship.

Early school leavers who had withdrawn from their course were typically employed full-time (22.6%) or part-time in 2017 (21.1%). One-fifth were looking for work in 2017 (20.4%) and 7.1 per cent were not in the labour force, education or training. When asked their reason for withdrawing, early school leavers gave slightly different responses to their Year 12 completer counterparts. The most common reasons were lost interest (26.9%), health or personal problems (22.0%) and wanted to work more / need to work more for financial reasons (15.1%).

Table 40 Transitions in main post-school destination among early school leavers 2014 cohort by main post-school destination from 2014 to 2017

2017 Main destination	2014 Main destination										
	Total	Bachelor	VET IV+	VET I-III	Apprenticeship	Traineeship	F/T work	P/T work	Looking for work	NILFET	
	%	%	%	%	%	%	%	%	%	%	
Base (n): All	821	10	68	114	301	61	68	85	86	28	
No change in destination	28.1	40.5	3.3	12.2	56.7	5.5	44.7	21.6	19.0	16.0	
Some form of education and training	23.5	20.5	31.4	26.2	5.6	25.6	35.0	33.9	25.9	43.3	
Bachelor degree	4.9	-	21.7	5.6	0.4	4.5	0.9	4.4	3.0	13.7	
VET Cert IV+	5.0	-	-	5.3	2.2	4.7	5.7	7.8	7.5	13.6	
VET Cert I-III	2.8	14.1	1.9	-	1.4	-	-	4.0	6.6	13.2	
Apprenticeship	7.6	6.4	3.3	10.1	-	16.4	18.3	14.8	6.0	2.8	
Traineeship	3.3	-	4.5	5.2	1.5	-	10.0	2.9	2.8	-	
Employed	38.6	16.0	47.1	44.3	35.3	60.3	11.6	35.6	45.3	27.4	
F/T Work	28.6	7.9	38.7	25.9	31.3	39.9	-	35.6	34.9	8.1	
P/T Work	10.0	8.0	8.5	18.5	4.0	20.4	11.6	-	10.4	19.3	
Looking for work	5.2	-	14.2	12.0	1.4	4.6	3.1	4.0	-	13.4	
NILFET	4.6	23.0	4.0	5.3	1.0	3.9	5.7	4.9	9.8	-	

Note: 'Some form of education and training' and 'Employed' categories exclude the 2014 main post-school destination for each column as this is represented in the "No change in destination" row.

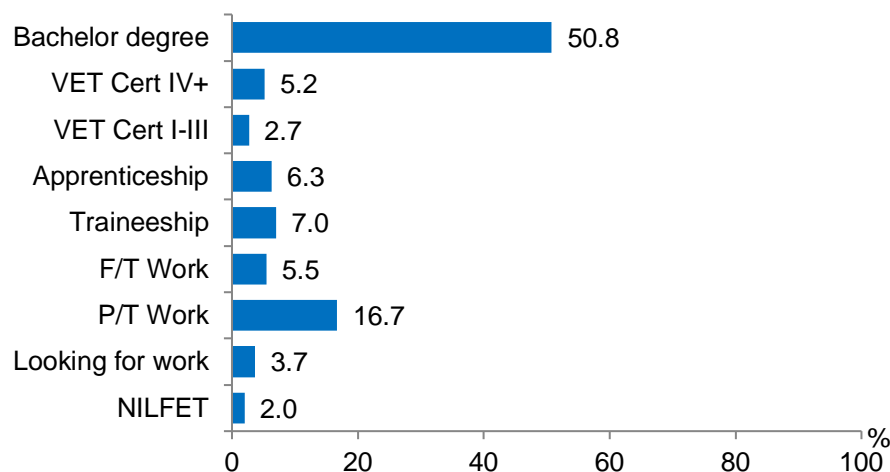
6.3. Year 10 students

A total of 984 of the Year 10 student cohort in 2014 completed a follow-up interview in 2017. It was expected this cohort would be similar to the Year 12 completer cohort in 2017, as a typical school progression would have seen this cohort be in Year 12 in 2016. Indeed, the vast majority of the 2014 Year 10 longitudinal cohort who were re-interviewed in 2017 had completed Year 12 (90.9%). Approximately one in ten had left school before completing Year 12 (8.7%) and a small number were still at school (0.4%).

When asked the main reason they left school early, the Year 10 longitudinal cohort reported similar reasons to those presented in Section 3. Specifically, the most common reason related to work or career reasons (32.8%), followed by not being interested in going to school (16.2%), school not being for them (12.0%) and not liking school or teachers (8.8%).

The main post-school destinations of the Year 10 cohort who finished Year 12 were almost identical to the 2017 Year 12 completer cohort (see Figure 6) while the main post-school destinations of those who left before Year 12 were similar to the 2017 early school leaver cohort (see Figure 7, overleaf). Specifically, the majority of the Year 10 longitudinal cohort who finished Year 12 were undertaking some form of education and training (72.1%) in 2017, typically a Bachelor degree (50.8%). One-fifth were employed (22.2%) and a small number were looking for work (3.7%) or were not in the labour force, education or training (2.0%).

Figure 6 Main post-school destination in 2017 of Year 10 longitudinal cohort who completed Year 12

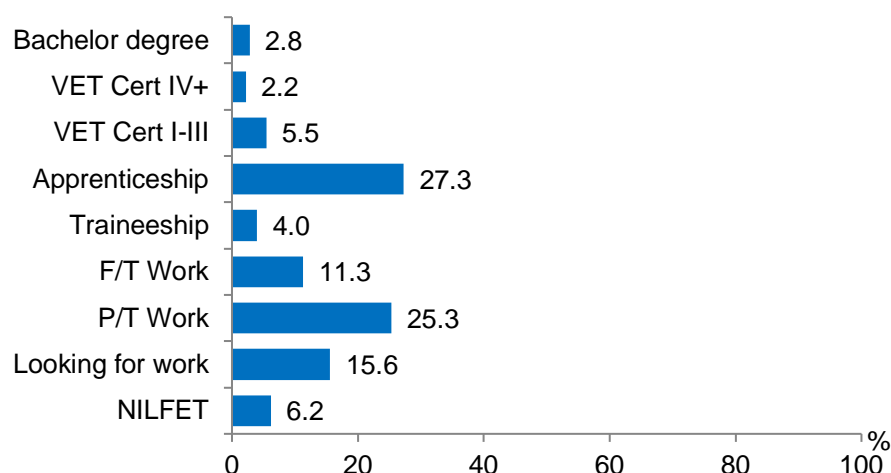


Base: Year 10 longitudinal cohort who completed Year 12 (n=914).

Findings for the Year 10 longitudinal cohort who did not finish Year 12 should be treated with caution due to small sample size. Two-fifths (41.8%) of the Year 10 longitudinal cohort who did not finish Year 12 were undertaking some form of education or training in 2017, including one-quarter (27.3%) who were engaged in an apprenticeship. Further, one-third (36.6%) were employed, 15.6 per cent were looking for work and 2.0 per cent were not in the labour force, education or training.

Members of the Year 10 student cohort who had left school before completing Year 12 were more likely to be from the lowest SES quartile (27.8%), have been aged 17 at the end of 2013 (54.6%) and reside in regional or rural parts of NSW (14.2%). While male Year 10 student cohort members were more likely to have left school in 2015 (6.7% males vs. 1.8% females), these differences had decreased substantially by 2017 (9.6% males vs. 7.8% females).

Figure 7 Main post-school destination in 2017 of Year 10 longitudinal cohort who left school before completing Year 12



Base: Year 10 longitudinal cohort who left school before completing Year 12 (n=65).

Further study intentions in Year 10

In 2014, the Year 10 longitudinal cohort were asked how likely they thought it was that they would do further study or training in the first couple of years after leaving school. At the time, 93.1 per cent (of those who subsequently completed the 2017 survey) reported that it was likely, including 67.2 per cent who thought it was very likely they would do further study or training in the first couple of years after leaving school. Only 5.2 per cent thought it was not very likely they would undertake further study post-school.

In 2017, the most common destination among those who thought it was extremely likely they would do further study was undertaking a Bachelor degree (59.2%). Main post-school destinations were more varied among those who thought it was somewhat likely they would undertake further study, with one-quarter (28.0%) having entered a Bachelor degree. The next most common post-school destinations among those who thought it was somewhat likely they would undertake further study were part-time work (26.8%), entering an apprenticeship (15.5%) and entering a traineeship (7.8%).

Over half (57.8%) of those who thought they were not very likely to enter further study in 2014 were in fact undertaking some form of education or training in 2017, including one-quarter (27.1%) who had entered a Bachelor degree. These findings should be interpreted with caution though due to small number of Year 10s who reported not being likely to undertake further study who subsequently completed the 2017 survey (n=51).

7. Summary and conclusions

The primary aim of the NSW Secondary Students Post-School Destination Survey is to provide a platform to monitor and examine trends in, and correlates of, post-school education, training and employment destinations among secondary school students in NSW.

The following section provides an overview of the key findings of the 2017 survey.

Interviews were conducted among students who completed Year 12 in 2016 (Year 12 completers) and those who left school before completing Year 12 (early school leavers) in 2016. Further, post-school destinations and transitions in the years after leaving school were explored using interviews from a series of longitudinal cohorts first interviewed in 2014 and 2016.

7.1. Year 12 completers

The majority (69.6%) of NSW students who completed Year 12 in 2016 were in some form of education or training in 2017, with the most common being a Bachelor degree (50.1%). Students undertaking Bachelor degrees reported attending a variety of universities including Macquarie University (13.5%), University of New South Wales (12.9%), Western Sydney University (12.5%) and University of Technology Sydney (11.5%).

A variety of socio-demographic differences were found between Year 12 completers who commenced a Bachelor degree in the year after finishing school and those who did not. In 2017, those most likely to enter a Bachelor degree continue to be females, from higher parental SES backgrounds, attended Catholic or Independent schools (however SES and school sector are highly correlated), those who did not undertake a VET course while at school, Year 12 completers who speak a language other than English at home and those from the Greater Sydney area. Lower rates of entering a Bachelor degree were found among Year 12 completers identifying as Aboriginal or Torres Strait Islander.

Other forms of education and training were much less common among Year 12 completers, with less than one in ten entering each of these post-school destinations. Specifically, 6.0 per cent of Year 12 completers entered a Certificate IV, Diploma or Advanced Diploma, 3.4 per cent a Certificate I, II or III, 5.8 per cent an apprenticeship and 4.3 per cent a traineeship. Since 2015, a significant decrease in the proportion of Year 12 completers undertaking some form of education or training has been noted. This trend appears to be due to a lower proportion of Year 12 completers engaging in VET courses (both Certificate I-III and IV+), but slight decreases were also seen in the proportion of Year 12 completers entering Bachelor degrees (although not statistically significant).

Of the one-third of Year 12 completers not undertaking some form of education or training in 2017, most were employed in part-time (13.8% of all Year 12 completers) or full-time work (8.5%) while less than one in twenty were looking for work (4.6%) or were not in the labour force, education or training (3.4%).

7.2. Early school leavers

The post-school destinations of early school leavers continued to be considerably different from those who completed Year 12. Just over half (55.4%) of early school leavers had entered some form of education or training in 2017, substantially less than the 69.6 per cent of Year 12 completers. Entering an apprenticeship (30%) continued to be the most common post-school destination for this cohort while early school leavers are also more likely than Year 12 completers to have entered a VET Certificate I, II or III course (8.2%) or a traineeship (8.1%). The most notable difference between the two cohorts however was in entering a Bachelor degree. While this is the most common post-school destination for Year 12 completers, very few early school leavers (1.8%) enter a Bachelor degree in the year after leaving school.

The proportion of early school leavers in some form of education or training in the year after leaving school has remained relatively stable since 2014, yet there have been a few notable changes in the types of education or training being undertaken. Participation in Certificate I-III VET courses has declined over time, while higher proportions of early school leavers have entered apprenticeships or traineeships. Although still uncommon, there has also been a small increase in the proportion of early school leavers entering a Bachelor degree in the year after leaving school since 2014.

The main post-school destinations of early school leavers not undertaking some form of education or training in 2017 were split between working full-time (9.9% of all early school leavers) or part-time (14.2%), looking for work (14.2%) and not being in the labour force, education or training (6.3%). While employment levels were similar among early school leavers and Year 12 completers, early school leavers were more likely to be looking for work or not in the labour force, education or training.

7.3. Not in the labour force, education or training

The socio-demographic profile and life circumstances of Year 12 completers and early school leavers who were not in the labour force, education or training continued to be quite different. Results for each cohort were broadly consistent with findings from previous years of the survey.

Among Year 12 completers, those not in the labour force, education or training were more likely to be male and have attended a Government school. The majority of Year 12 completers not in the labour force, education or training reported their main activity to be recreation-related (50.7%); usually framed as travelling or having a 'gap' year (19.7%) or activities such as socialising, hobbies, playing sport or video games (17.6%). Further, one in six (17.3%) were undertaking some form of informal study or training. Reinforcing the finding that many were having a 'gap year', around one-fifth (20.6%) were enrolled in some form of education or training, but had deferred it.

The socio-demographic profile of early school leavers not in the labour force, education or training in 2017 differed from their Year 12 completer counterparts. In this case, early school leavers not in the labour force, education or training were more likely than other early school leavers to be female, have left school at an older age (17 years), have attended a Government school and identify as an Aboriginal or Torres Strait Islander person. The main activities of early school leavers not in the labour force, education or training in 2017 were also more diverse than those seen among Year 12 completers. The most common main activities were split between recreation (20.3%); typically framed as recreational activities (11.0%) or doing nothing (6.7%) - being unable to work due to illness (20.1%) and looking after children / preparing for birth (18.2%). Looking after children / preparing for birth however was only mentioned by females, with one in three (35%) female early school leavers not in the labour force, education or training reporting this as their main activity. In contrast to Year 12 completers, very few early school leavers who were not in the labour force, further education or training reported taking a 'gap year' (2.6%). Relatedly, rates of deferring further education or training among early school leavers not in the labour force were also low (6.8%).

7.4. Reasons for leaving school early

Early school leavers reported a variety of reasons for leaving school before completing Year 12. The most common reasons mentioned related to wanting to pursue employment or career opportunities (36.3%), school 'not being for them' (28.6%), and not liking school or teachers (24.3%).

Other reasons cited by more than one in ten early school leavers include finding school boring (18.3%), not coping well at school (18.9%) and wanting to study elsewhere (12.0%). Further, one in seven (16.5%) cited external factors, typically ill-health (7.9%). Notable changes in early school leavers' self-reported reasons for leaving school since 2014 included increases in school 'not being for them', finding school boring and wanting to study elsewhere.

Early school leavers' main reasons for leaving school can be summarised into seven main categories. The following outlines the socio-demographic and post-school destination profiles of each of these seven main reasons why respondents left school before completing Year 12 in 2017.

Disillusioned with school	<ul style="list-style-type: none"> • Higher among males • Decreases with age • Higher participation in part-time work • Lower proportion in NILFET
Academic or behavioural difficulties	<ul style="list-style-type: none"> • Increases with age • Lower participation in apprenticeships or traineeships • Higher proportion looking for work
Bullying	<ul style="list-style-type: none"> • Higher among females, those who speak a language other than English at home and from the lowest SES quartile • Decreases with age • Lower participation in apprenticeships
Employment or career related	<ul style="list-style-type: none"> • Higher among males, those from Catholic schools, from the lower middle SES and not identified as Aboriginal and Torres Strait Islander peoples • Highest participation in apprenticeships and traineeships • Lower in VET courses, looking for work or NILFET
Other education opportunities	<ul style="list-style-type: none"> • Higher among females, Independent sector and not identified as Aboriginal and Torres Strait Islander peoples • Lower among those from the middle SES quartiles • Higher participation in Certificate IV+ and lower participation in working full-time and traineeships
External factors or pressures	<ul style="list-style-type: none"> • Higher among females, Aboriginal and Torres Strait Islander peoples and those who were older • Lower among Catholic sector and lower middle SES • Highest participation in NILFET or looking for work but lower participation in apprenticeships or traineeships
Other reasons	<ul style="list-style-type: none"> • Higher among Aboriginal and Torres Strait Islander peoples • Lower among Catholic sector • Lower participation in apprenticeships and higher NILFET

7.5. School engagement

In 2017, the most liked aspects of school for Year 12 completers were socialising or friends (48.1%) and school in general or learning (11.5%). For early school leavers, the most liked aspects were also socialising or friends (40.4%) followed by specific subjects (20.8%) (typically sports or physical education, 7.8%).

Year 12 completers were more likely than early school leavers to mention socialising or friends, and good teachers as the aspect they enjoyed most about school. By comparison, early school leavers were more likely to mention specific subjects, especially sports or physical education, as well as that there was nothing about school they had liked. Compared with 2016, there has been a slight decrease in mentioning socialising or friends and specific subjects, but an increase in reporting school in general / learning among both Year 12 completers and early school leavers.

School work and exams were the aspects liked least about school among both Year 12 completers (22.1%) and early school leavers (23.0%). Other aspects Year 12 completers liked least about school included stress, anxiety and pressure (14.2%), specific subjects (7.4%), and the school structure (7.1%) while other aspects liked least about school by early school leavers were teachers (11.8%), specific subjects (11.3%) and other students (10.5%). Notably, consistent increases in mentions of stress, anxiety and pressure were reported by both Year 12 completers and early school leavers since 2014.

Early school leavers' least liked aspects of school continued to influence their decision to leave school. Aspects that exerted the greatest influence on decisions to leave before completing Year 12 were a general dislike for school and problems with other students (including being bullied).

7.6. Career expectations

Expectations about future career paths differed substantially among Year 12 completers and early school leavers. However, career expectations were generally consistent with previous years in the time series and were reasonably well aligned with 2017 post-school pathways.

Just over half of Year 12 completers expected to be working in professional roles by age 30 (55.9%), while one-in ten expected to be working in technical or trade area (9.0%) and only one-in-twenty expected to be in a community or personal service role (6.0%). Further, approximately one-fifth (17.7%) of Year 12 completers did not know what career they expected to have at age 30. By comparison, early school leavers continued to be more likely to expect they would be working in a technical or trade role (36.4%), or community or personal service role (14.1%) at age 30. One-fifth (17.1%) expected to be working in a professional role or did not know what career they expected to have (19.9%).

7.7. Destination in the years after leaving school

Longitudinal follow-up of a series of cohorts was also undertaken as part of the 2017 post-school destination survey. These included Year 12 completers, early school leavers and Year 10 students who were first interviewed in 2014 and were re-interviewed in 2015, 2016 and 2017, as well as Year 12 completers and early school leavers who were first interviewed in 2016 and re-interviewed in 2017.

Overall, among Year 12 completers there were few changes in post-school destination in the first two years post-school. In both the 2014 and 2016 cohorts, most Year 12 completers were still in some form of education or training, although a slight increase in the proportion undertaking a Bachelor degree was noted. Changes in overall post-school destination were more evident four years post-school. In 2017, the proportion of the 2014 Year 12 completer cohort undertaking a Certificate IV+ course or looking for work had decreased while there was a substantial increase in the proportion engaged in full-time employment.

At an individual level two thirds (64.2%) of the 2016 Year 12 completer cohort and about half (46.2%) of the 2014 Year 12 completer cohort were in the same post-school destination in 2017. In both cohorts, the greatest continuity was reported by those who had entered a Bachelor degree (90.0% 2016 cohort and 71.5% 2014 cohort). The majority of those undertaking VET courses in their first year after school transitioned into other forms of education or training (typically a Bachelor degree) or employment. Many of those employed (particularly part-time) in their first year post-school also transitioned into some form of education or training. Further, the high levels of continuity in apprenticeships in the 2016 cohort two years post-school (88.9%) was reduced in the 2014 cohort who were four years post-school (40.0%). This likely reflects the typical length of an apprenticeship with those in the 2014 cohort finishing the apprenticeships they started in the first year post-school.

The early school leaver longitudinal cohorts showed that the post-school destinations of those who left school before completing year 12 were more variable. Looking at these cohorts as a whole, participation in Certificate I, II or III VET courses and traineeships decreased in the second year post-school in both cohorts,

while in the same period, there was a substantial increase in the proportion engaging in full-time employment. These trends continued in the 2014 cohort four years post-school along with a decrease in the proportion undertaking an apprenticeship. At an individual level, less than half (46.3%) of the 2016 cohort and only one-quarter (28.1%) of the 2014 cohort were in the same post-school destination in 2017. Despite an overall decrease in undertaking apprenticeships four year post-school, this was still the most stable post-school destination among early school leavers. In total, 87.4 per cent of early school leavers who entered an apprenticeship in 2016 were still undertaking one in 2017 while 56.7 per cent of early school leavers who entered an apprenticeship in 2014 were also still undertaking one in 2017.

The majority (90.9%) of the Year 10 student cohort (first interviewed in 2014) had completed Year 12 by the end of 2016, while approximately one in ten (8.7%) had left school before finishing Year 12 and a small number (0.4%) were still at school. Members of the Year 10 cohort who had left school before completing Year 12 were more likely to be from the lowest SES quartile (27.8%), have been aged 17 at the end of 2013 (54.6%) and reside in regional or rural parts of NSW (14.2%).

The main post-school destinations of the Year 10 cohort who completed Year 12 were consistent with results seen in the 2017 cross-sectional survey with Year 12 completers. Almost three-quarters (72.1%) were undertaking some form of education or training in 2017, with the most common post-school destination being a Bachelor degree (50.8%). Similarly, the main post-school destination of the 2014 Year 10 cohort who had left school before completing Year 12 were broadly consistent with the 2017 cross-sectional survey with early school leavers. Two-fifths (41.8%) of the Year 10 cohort who did not finish Year 12 were undertaking some form of education or training in 2017, including one-quarter (27.3%) who were engaged in an apprenticeship. Further, it appears that this cohort's 2014 perceptions of their likelihood of undertaking further study after finishing school broadly aligned with their post-school destination. Almost two-thirds (59.2%) of those who in 2014 thought it was extremely likely they would undertake further study after school were undertaking a Bachelor degree in 2017.

List of abbreviations and terms

ABS – Australian Bureau of Statistics

ANZSCO – Australian and New Zealand Standard Classification of Occupations

ASGS – Australian Statistical Geography Standard

BOSTES – Board of Studies, Teaching and Educational Standards NSW

CC – Connected Community

DoE – NSW Department of Education

Full-time employment – usually works 35 hours or more per week

HSC – Higher School Certificate

IB – International Baccalaureate

LS – Life Skills

NESA – NSW Education Standards Authority

NILFET – Not in the labour force or further education or training

Part-time employment – usually works less than 35 hours per week

SA4 – Statistical Area Level 4

SEIFA – Socio-economic Indexes for Areas

SES – Socio-economic Status

TAFE – Technical and Further Education

VET – Vocational education and training

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Appendix 1 Methodology

Overview

The overall research design for the 2017 NSW Secondary Students' Post-School Destinations Survey varied from the 2016 survey in two ways. Firstly, the cross-sectional interviews were undertaken as mixed-mode surveys for the first time, with all sample members invited to complete the survey online prior to telephone follow-up commencing. Secondly, additional longitudinal cohorts were introduced, and follow-up interviews were conducted with Year 12 completers and early school leavers who were first interviewed in 2016, in addition to those first interviewed in 2014.

The 2017 survey consisted of five discrete cohorts:

- Cross-sectional online and telephone interviews with a sample of students who left school before completing Year 12 aged 17 or over, and an attempted census of students who left school in 2016 before turning 17 years;
- Cross-sectional online and telephone interviews with a sample of students who completed Year 12 (Year 12 school completers) in 2016;
- Longitudinal follow-up interviews via online and telephone with early school leaver and Year 12 completer participants of the 2016 Longitudinal Secondary Students Post-School Destinations Survey. This comprised of students who were early school leavers or Year 12 completers in 2013 who had agreed to be recontacted for future research;
- Longitudinal follow-up interviews via online and telephone with early school leaver and Year 12 completer participants of the 2016 cross-sectional survey. This comprised of students who were early school leavers or Year 12 completers in 2015 who had agreed to be recontacted for future research; and
- Longitudinal follow-up interviews via online and telephone with participants who were Year 10 students in 2014 and had participated in the 2016 Longitudinal Secondary Students Post-School Destinations Survey. This comprised of students who had agreed to be recontacted for future research.

Information collected by the NSW Education Standards Authority (NESA) for the purpose of managing the Higher School Certificate (HSC) examinations and results was used to identify potentially in-scope Year 12 completers and early school leavers from 2016. In addition, some enrolment information collected by the DoE for Government school administration purposes was used to supplement NESA records.

Prior to surveys commencing, letters signed by NESA were sent to potential participants to inform them about the purposes of the research and provide the opportunity to opt out. Letters were sent to students from all school sectors (Government, Catholic, and Independent). The letter addressed to students from Government schools was co-signed by NESA and DoE.

Longitudinal follow-up interviews were undertaken with two cohorts. Firstly, surveys were conducted with Year 12 completers and early school leavers who left school in 2013 and Year 10 students. These participants were first interviewed in the 2014 NSW Post-Secondary School Destinations and Expectations Survey, then completed follow-up interviews in 2015 and 2016, and gave permission to be re-contacted. The second cohort included Year 12 completers and early school leavers who left school in 2015 and were first interviewed in the 2016 NSW Post-Secondary School Destinations and Expectations Survey and gave permission to be re-contacted. These cohorts of current and former secondary school students were initially invited via a letter and/or email (depending on what contact information had been provided) to complete an

online survey. Those who did not complete the survey online within two weeks were then contacted via telephone to participate in an interview.

The questionnaire instruments for the 2017 survey were designed by the Centre for Education Statistics and Evaluation, DoE, with input from the Social Research Centre. The questionnaires largely replicated those used in previous surveys, however items were adjusted to ensure consistency of delivery across both telephone and online modes of data collection. Further, the questionnaire for the Year 10 longitudinal follow-up survey was updated to more closely reflect the Year 12 cross-sectional questionnaire to ensure more detailed information about their post-school status could be collected.

A brief summary of each component of the 2017 NSW Secondary Students' Post-School Destinations Survey is outlined below. More detailed information is provided in a separate technical report.

Cross-sectional

Year 12 completers

The in-scope population for this component of the 2017 survey was students who had completed Year 12 and were awarded the HSC in the year prior. The sampling frame consisted of 64,555 students from 816 schools.

Sampling involved two stages:

- Census of all Aboriginal and Torres Strait Islander Year 12 completers (n=2,035) and all non-Aboriginal and Torres Strait Islander Year 12 completers who attended a Connected Communities (CC) school (n=180); and
- Selection of a stratified random sample, balanced on auxiliary information included on the population frame, of school completers not previously selected.

For the mainstream school Year 12 completer survey (non-Aboriginal and Torres Strait Islander and non-CC school students), a stratified random sample was selected, balanced on auxiliary information included in the sampling frame. A stratification variable was formed from the interaction of school sector (3 categories) and SA4 cluster (11 categories) to create 33 strata. The balancing variables were the available student characteristics – gender, age, and SEIFA Index of Relative Socio-Economic Advantage and Disadvantage (ABS, 2011) for student postal address, together with indicators of participation in VET and Life Skills (LS) courses.

Regardless of phone status, all Government school students were considered eligible for selection. Based on the eligibility criteria, 58,414 students were available for sampling. The sample was chosen to achieve an approximately constant margin of error within each stratum, at the same time achieving a representative sample across the auxiliary variables. The method applied was balanced stratification (Tillé, 2006; Tillé and Matei, 2016) implemented in R (R Core Team, 2017).

Table 41 (overleaf) shows the population and sample size for each of the 33 strata for the Year 12 completers survey, along with the target and actual number of interviews achieved.

Table 41 Summary of total, eligible and selected students by stratum for the 2017 Year 12 completers sample (non-Aboriginal and Torres Strait Islander/non-CC)

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
Independent						
Central Coast Hunter	1089	903	180	76	83	10.3
North East NSW	523	378	168	71	55	12.5
North West NSW	289	219	151	64	65	10.7
South East NSW	489	418	165	70	74	10.5
South West NSW	512	363	165	70	75	10.5
Sydney-Inner	2154	1502	187	79	71	11.4
Sydney-North	2172	1491	187	79	84	10.5
Sydney-North West	856	703	175	74	67	11.5
Sydney-South	718	626	173	73	86	9.9
Sydney-South West	775	591	175	74	73	10.9
Sydney-West	1058	964	180	76	79	10.6
Catholic						
Central Coast Hunter	1426	1290	183	77	79	10.7
North East NSW	1299	1002	182	77	66	11.8
North West NSW	338	243	156	66	74	10.1
South East NSW	1216	998	180	76	57	12.7
South West NSW	942	751	177	75	79	10.6
Sydney-Inner	2157	1844	187	79	70	11.5
Sydney-North	2630	1777	187	79	92	10.0
Sydney-North West	1364	916	182	77	85	10.3
Sydney-South	1750	1483	184	78	83	10.5
Sydney-South West	1639	1411	184	78	87	10.2
Sydney-West	2255	1765	187	79	82	10.6
Government						
Central Coast Hunter	4,535	4,535	189	80	70	11.6
North East NSW	2,633	2,633	187	79	87	10.3
North West NSW	1,151	1,151	180	76	81	10.5
South East NSW	2,961	2,961	187	79	79	10.9
South West NSW	2,102	2,102	184	78	95	9.8
Sydney-Inner	2,743	2,743	187	79	106	9.3
Sydney-North	4,061	4,061	189	80	93	10.0
Sydney-North West	3,195	3,195	187	79	80	10.8
Sydney-South	3,836	3,836	189	80	94	10.0
Sydney-South West	4,075	4,075	190	80	98	9.8
Sydney-West	3,269	3,269	189	80	89	10.2
Total	62212	56199	5953	2517	2638	1.9

Early school leavers

The in-scope population for this component was students who had been in years 10, 11 or 12 in the year prior to the survey and left school before completing Year 12.

The specific criteria were students who:

- were aged between 15 and 18 at the time of leaving school;

- attended a New South Wales school;
- completed one or more courses in 2016 but were not eligible for the HSC, and have no enrolment in 2017, or had
- a valid enrolment in 2016, but their enrolment was withdrawn after 1 May 2016 – which was the first day of Term 2 – and do not have an enrolment in 2017.

The sampling frame consisted of 22,266 students from 876 schools. Sampling involved three stages:

- selection of all Aboriginal and Torres Strait Islander early school leavers (n=2,491) and all non-Aboriginal and Torres Strait Islander early school leavers from Connected Communities (CC) schools (n=86). This population includes students studying their HSC at a TAFE;
- selection of all school leavers who did not meet the minimum school leaving age of 17 years and over (n=8,589); and
- selection of a stratified random sample of students aged 17 years or older, balanced on auxiliary information included on the sampling frame (n=4,676).

It was possible that not all students thus identified were early school leavers. For example, they could be students who have moved to a school outside NSW or who were still at school in NSW but were following an alternative curriculum.

For the mainstream early school leaver survey (non-Aboriginal and Torres Strait Islander students and non-CC students) two sampling methods were applied. Firstly, a full enumeration of all students who did not meet the minimum school leaving age (aged under 17 years); and then secondly, a stratified random sample of students aged 17 years or over, balanced on auxiliary information included in the sampling frame.

A stratification variable was formed from the interaction of sector (3 categories) and SA4 cluster (11 categories) to create 33 strata. The balancing variables were the available³ student characteristics – gender, age, and SEIFA Index of Relative Socio-Economic Advantage and Disadvantage (ABS, 2011) for student postal address, together with indicators of participation in VET and Life Skills (LS) courses and their final year of schooling.

Regardless of phone status, all Government students were eligible for selection. Only Independent or Catholic school students with telephone information were eligible for selection. With these criteria a total of 19,315 students were eligible for selection. The sample was chosen to achieve an approximately constant margin of error within each stratum, at the same time achieving a representative sample across the auxiliary variables. The method applied was balanced stratification (Tillé, 2006; Tillé and Matei, 2016) implemented in R (R Core Team, 2017).

It will be noted in the body of the main report that the annual sample size of early school leavers differs dramatically between years. This difference is a function of sample design for the early school leavers' component of the NSW Secondary Students' Post-School Destination Survey. In 2014 for example, all early school leavers were selected to take part in the research, while the 2015 survey implemented a stratified random sample design similar to the approach adopted for Year 12 completers. Further detail about the methodology of previous waves in the time series can be found in the 2014 (Myers et al., 2015a) and 2015 annual reports (Myers et al., 2015b). Table 42 (overleaf) shows the population and sample size for each of the 33 strata for the early school leavers sample, along with the target and actual number of interviews achieved.

³ Some information was provided for achievement in courses related to English and to Mathematics. This was not useful for sampling purposes, however, since results were provided only for some students and for 5 different English subjects and 4 different Mathematics subjects. Also, some students had multiple different results for the same subject.

Table 42 Summary of total, eligible and selected students by stratum for the 2017 early school leavers sample aged 17 years and over

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
Independent						
Central Coast Hunter	228	129	129	30	32	16.1
North East NSW	75	34	34	8	10	29.0
North West NSW	39	15	15	3	2	68.4
South East NSW	56	27	27	6	7	35.0
South West NSW	57	25	25	6	5	42.2
Sydney-Inner	142	54	54	12	3	56.2
Sydney-North	56	26	26	6	3	55.5
Sydney-North West	97	51	51	12	12	26.6
Sydney-South	24	14	14	3	5	39.8
Sydney-South West	57	36	36	8	3	55.6
Sydney-West	72	40	40	9	6	38.6
Catholic						
Central Coast Hunter	224	168	168	39	37	14.8
North East NSW	169	63	63	15	9	31.9
North West NSW	53	18	18	4	3	55.5
South East NSW	203	102	102	24	22	19.8
South West NSW	135	85	85	20	27	16.9
Sydney-Inner	94	54	54	12	13	25.4
Sydney-North	120	39	39	9	7	36.1
Sydney-North West	112	57	57	13	20	19.9
Sydney-South	114	47	47	11	14	24.6
Sydney-South West	127	63	63	15	17	22.2
Sydney-West	160	77	77	18	15	24.2
Government						
Central Coast Hunter	1787	1787	338	78	109	9.1
North East NSW	1067	1067	328	76	71	11.2
North West NSW	413	413	295	68	61	11.6
South East NSW	1013	1013	324	75	87	10.1
South West NSW	775	775	321	74	85	10.0
Sydney-Inner	373	373	290	67	53	12.5
Sydney-North	432	432	299	69	73	10.5
Sydney-North West	541	541	308	71	75	10.5
Sydney-South	664	664	316	73	60	12.1
Sydney-South West	876	876	321	74	71	11.2
Sydney-West	659	659	312	72	62	11.9
Total	11014	9824	4676	1080	1079	2.8

Table 43 Summary of total eligible and selected students by stratum for early school leavers aged under 17 years

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
Independent						
Central Coast Hunter	160	50	50	15	12	27.3
North East NSW	88	33	33	10	10	29.3
North West NSW	32	7	7	2	1	98.0
South East NSW	42	12	12	4	5	41.6
South West NSW	85	25	25	8	10	29.3
Sydney-Inner	77	23	23	7	4	48.0
Sydney-North	51	10	10	3	3	55.4
Sydney-North West	107	39	39	12	13	25.6
Sydney-South	71	31	31	9	9	30.7
Sydney-South West	104	33	33	10	13	25.5
Sydney-West	83	27	27	8	9	31.0
Catholic						
Central Coast Hunter	180	73	73	22	26	17.8
North East NSW	114	34	34	10	10	29.7
North West NSW	54	26	26	8	7	34.9
South East NSW	183	81	81	24	15	24.3
South West NSW	125	42	42	13	8	33.7
Sydney-Inner	112	43	43	13	12	26.9
Sydney-North	64	23	23	7	11	27.1
Sydney-North West	228	94	94	28	35	15.3
Sydney-South	118	49	49	15	21	19.5
Sydney-South West	190	86	86	26	21	20.2
Sydney-West	209	70	70	21	25	18.4
Government						
Central Coast Hunter	1114	1114	1114	334	284	5.0
North East NSW	577	577	577	173	149	6.9
North West NSW	305	305	305	92	91	8.6
South East NSW	691	691	691	207	178	6.3
South West NSW	533	533	533	160	154	6.7
Sydney-Inner	292	292	292	88	59	11.4
Sydney-North	287	287	287	86	66	10.6
Sydney-North West	540	540	540	162	160	6.5
Sydney-South	528	528	528	158	154	6.7
Sydney-South West	647	647	647	194	168	6.5
Sydney-West	598	598	598	179	134	7.5
Total	8589	7023	7023	2108	1877	2.0

Longitudinal follow-up

The longitudinal component of the 2017 NSW Secondary Students' Post-School Destinations Survey was the fourth wave of interviewing for respondents who had their first interview in 2014, and the second wave of interviewing for those who had their first interview in 2016. This component was split into two surveys,

follow-up interviews with the 2014 participants of the Year 10 student survey and the school leaver survey, comprised of those respondents who were part of the school leaver survey (early leavers and Year 12 completers longitudinal) in 2014 (1) and early school leavers and Year 12 completers from the cross-sectional survey in 2016 (2).

These cohorts were initially invited to complete an online survey via a letter and/or email (depending on what contact information had been provided). Those who had not completed the survey online within two weeks were then contacted via telephone to participate in an interview. Proxy interviews were not undertaken with the longitudinal cohorts.

A total of 1,406 Year 10 students from 2014, 2,642 school leavers from 2013 (1,396 early school leavers and 1,246 Year 12 completers) and 5,922 school leavers from 2015 (3,088 early school leavers and 2,834 Year 12 completers), were eligible for follow-up this year.

Table 44 Key longitudinal project statistics for longitudinal cohorts (2014 – 2017)

	Year 10 students 2014 cohort	Early school leavers 2014 cohort	Early school leavers 2016 cohort	Year 12 completers 2014 cohort	Year 12 completers 2016 cohort
Available sample in 2017 (n)	1,406	1,396	3,088	1,246	2,834
Total completed interview (n)	984	821	1549	899	1793
via online (n)	489	232	417	472	824
via telephone (n)	495	589	1132	427	969
Retention since 2016 (%)	70.0	58.8	50.2	72.2	63.3
Retention since 2015 (%)	83.7	58.1	na	72.6	na
Retention since 2014 (%)	61.3	29.9	na	49.1	na

Weighting

The weighting process for the 2017 NSW Secondary Students' Post-School Destinations Survey consisted of first assigning design weights according to how the sample was selected and then adjusting these to account for differential non-response across available characteristics (post-stratification). The end result was a weight for each respondent that was used in any estimates made from the dataset, to ensure that results are as representative as possible of the corresponding population.

The weighting approach used for the survey was slightly different among the following cohorts:

- The Year 12 completers cross-sectional survey
- The early school leavers cross-sectional survey
- The follow-up wave for the Year 10 longitudinal survey
- The follow-up wave for the Year 12 longitudinal survey
- The follow-up wave for the early school leaver longitudinal survey.

For each survey, calculating weights consisted of the following steps:

1. First, each respondent was assigned a base weight, wt_{base} .
 - a. For the cross-sectional surveys (Year 12 and early school leaver students first surveyed in 2017), this was the inverse of their probability of being selected to take part in the survey. Eligible students were assigned to strata formed by the cross-classification of sector and SA4 cluster and then a random selection of students was made from each stratum. Census groups (ATSI/CC in both the Year 12 and early school leaver cohorts and students under 17 years old in the early school leaver cohort) were allocated to their own strata. The base

weight was then the ratio of population size to the number of respondents in each selection stratum.

- b. For the longitudinal surveys (Year 10 students, Year 12 and early school leaver students first surveyed in 2014, and Year 12 and early school leaver students first surveyed in 2016), the base weight was the ratio of the weight from the previous wave to the probability of responding to the current wave. This probability was found from a logistic regression model predicting the likelihood of response in the current wave for each participant in the previous wave. Variables used in the model were the characteristics and survey responses collected in the previous wave.
2. Second, the base weights were adjusted (calibrated) to yield a final weight, wt_{final} , so that the weighted frequencies of characteristics among the respondents matched the corresponding frequencies in the population from which they were selected.
3. Finally, and only if required, extreme weights were trimmed to limit their impact on variance estimates. Weights more than 5 times the inter-quartile range from the median were truncated to this limit, and the excess was allocated among remaining values to preserve the grand total.

The method used to adjust the weights was raking (also known as “rim weighting” or “iterative proportional fitting”) which, through a process of iteration, ensures that weights simultaneously match the population proportions of several demographic variables.

Refer to Lumley (2017) for more details on the implementation of raking in R (R Core, 2017) and to Valliant et al. (2013) for a more general treatment of weighting and estimation for sample surveys.

Note that the final adjusted weights were rescaled so that they summed to the number of respondents in each cohort. This weight is useful for significance testing in packages (such as SPSS Base) which do not account for the complex nature of stratified or clustered samples. Wherever possible, however, it is recommended that variance estimation and significance testing is undertaken using software that accommodates complex samples. In this case, the final adjusted weights should be used (those that sum to the total population size).

Quality assurance

All data collection activities were undertaken in accordance with the Privacy Act (1988), the Australian Privacy Principles, the Australian Market and Social Research Society’s Code of Professional Practice, the Market and Social Research Privacy Principles, and ISO 20252 standards.

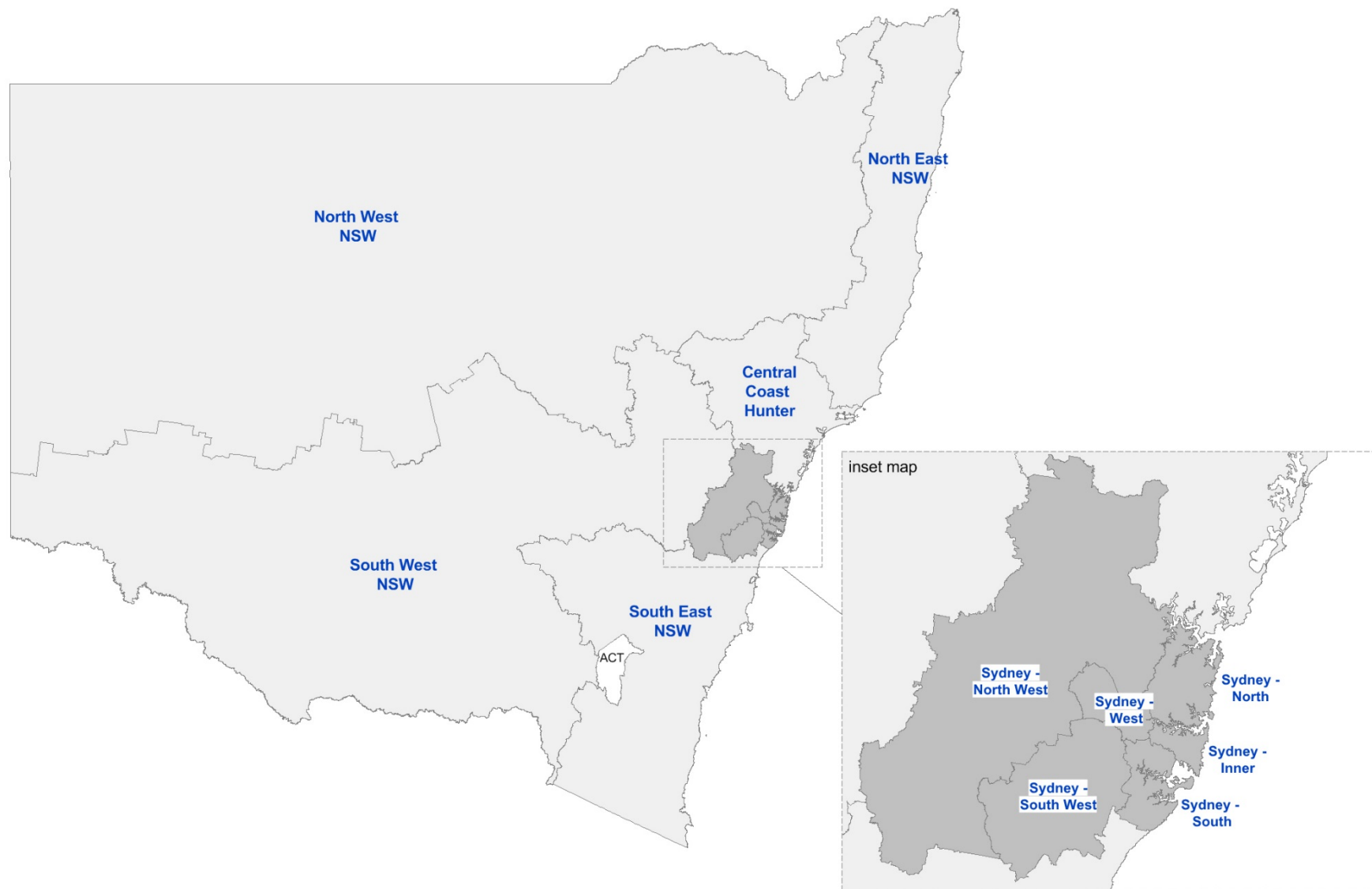
Appendix 2 Derived items

SA4 Clusters

SA4 Code	SA4 Name	SA4 Cluster	Major grouping
102	Central Coast	Central Coast Hunter	Rest of NSW
106	Hunter Valley (ex. Newcastle)	Central Coast Hunter	Rest of NSW
111	Newcastle and Lake Macquarie	Central Coast Hunter	Rest of NSW
104	Coffs Harbour-Grafton	North East NSW	Rest of NSW
108	Mid North Coast	North East NSW	Rest of NSW
112	Richmond-Tweed	North East NSW	Rest of NSW
105	Far West and Orana	North West NSW	Rest of NSW
110	New England and North West	North West NSW	Rest of NSW
101	Capital Region	South East NSW	Rest of NSW
107	Illawarra	South East NSW	Rest of NSW
114	Southern Highlands and Shoalhaven	South East NSW	Rest of NSW
103	Central West	South West NSW	Rest of NSW
109	Murray	South West NSW	Rest of NSW
113	Riverina	South West NSW	Rest of NSW
117	Sydney-City and Inner South	Sydney-Inner	Greater Sydney
118	Sydney-Eastern Suburbs	Sydney-Inner	Greater Sydney
120	Sydney-Inner West	Sydney-Inner	Greater Sydney
121	Sydney-North Sydney and Hornsby	Sydney-North	Greater Sydney
122	Sydney-Northern Beaches	Sydney-North	Greater Sydney
126	Sydney-Ryde	Sydney-North	Greater Sydney
115	Sydney-Baulkham Hills and Hawkesbury	Sydney-North West	Greater Sydney
124	Sydney-Outer West and Blue Mountains	Sydney-North West	Greater Sydney
119	Sydney-Inner South West	Sydney-South	Greater Sydney
128	Sydney-Sutherland	Sydney-South	Greater Sydney
123	Sydney-Outer South West	Sydney-South West	Greater Sydney
127	Sydney-South West	Sydney-South West	Greater Sydney
116	Sydney-Blacktown	Sydney-West	Greater Sydney
125	Sydney-Parramatta	Sydney-West	Greater Sydney

Australian Bureau of Statistics (2011).

Statistical Area Level 4 (SA4) Groups - NSW



Parental Socio-economic Status

An individual measure of SES was derived from students' recollections of their parent(s) highest level of education and main occupation. The methodology for constructing the measure is outlined in detail by Polesel et al. (2013). A brief summary of the stated methodology is provided below.

Parental socio-economic status is comprised of four measures: parent1 education status; parent2 education status; parent1 occupation status; and parent2 occupation status.

The education status for each parent was calculated by summing the total years of primary and secondary schooling, with additional years added for post-school qualifications. It should be noted the response frame for parental educational questions used to calculate SES was simplified in 2015 (at the request of DoE). As such, the values assigned to each level of schooling were modified. Highest year of schooling took values 0, 6, 8, 10, 12:

- 0 for No schooling
- 6 for Primary schooling only
- 8 for Started high school but left before Year 10
- 10 for Finished Year 10 / School certificate / O levels
- 12 for Finished Year 12 / HSC / A levels / IB

Post-school qualifications took values 0, 2, 3 or 5:

- 0 for no post-school qualifications
- 2 for any Apprenticeship/VET/TAFE Certificate, Diploma or Advanced Diploma completed
- 3 for a University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
- 5 for a Post-graduate degree / Masters / Doctoral degree / PhD

The occupation status for each parent was calculated by converting the parent's occupation into the Australian Socioeconomic Index 2006 (AUSEI06), which was developed by the Australian National University. Conversion was undertaken at a 4-digit (unit group) level.

In 2014, the four measures were standardised (mean of 0, standard deviation of 1) and then averaged to form the final measure. This process enables a useful comparison of students within cohorts for a given year but, due to the standardisation step, does not enable comparisons between cohorts or years.

To account for these differences, the following revised process was undertaken in 2015 (and continued in 2016) for the Year 12 and early school leaver cohorts combined:

1. Find the total years of education for each respondent's mother and father and express these as a percentage of the maximum value
2. Find the Australian Socioeconomic Index 2006 based on the 4-digit ANZSCO for each respondent's mother and father (2 values ranging from 0 to 100)
3. Average the four measures to yield the final parent socio-economic status measure for each survey respondent.
4. For descriptive analysis, the final measure was divided into four even groups (quartiles).

The same process was followed for recalculating parent socio-economic status for the 2014 data except for the last point, where the 2015 thresholds were applied. This ensures the measures are comparable across all cohorts in all survey waves (2014, 2015, 2016 and 2017).

Main Post-school Destination Categorisation

Cat. #	Main Destination	Syntax definition	Descriptive definition
1	Bachelor degree ¹	((A6 = 1 & (D2 = 1, 2 OR 3)) & C1 ≠ 1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Bachelor+; and are not apprentice or trainee
2	VET Cert IV+ ¹	((A6 = 1 & (D2 = 4 OR 5)) & C1≠1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Cert IV+ (but below Bachelor) ; and are not apprentice or trainee
3	VET Cert I-III ¹	((A6 = 1 & (D2 = 6, 7, 8)) & C1≠1 OR 2) & L5 ≠ 1 OR 2)	Currently studying and level is Cert I-III, or equivalent; and are not apprentice or trainee
4	Apprenticeship	(C1 = 1 OR (A6 = 1 & L5 = 1 & C1 ≠2))	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)
5	Traineeship	(C1 = 2 OR (A6 = 1 & L5 = 2 & C1 ≠1))	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)
6	F/T Work	((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)) & (C1 ≠ 1 OR 2) & C2 = 35 hours or more)	Are not currently studying (may be deferred, or refused to answer this question); and work 35 hours or more a week ; and are not apprentice or trainee
7	P/T Work	((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)) & (C1 ≠ 1 OR 2) & C2 = 34 hours or less, or DK, REF)	Are not currently studying (may be deferred, or refused to answer this question); and work less than 35 hours a week (or don't know / refuse to say how many hours); and are not apprentice or trainee
8	Looking for work	(A5b = 1 & ((A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11)))	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)
9	NILFET	((A5b = 2, 3 OR 4) & (A6 = 2, 3, 4 OR 5) OR (D2=9, 10 OR 11))	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer)

¹ Respondents can also be in paid employment.

2017 Questionnaire Items to Create Main Post-School Destination Categorisation

*(ALL)

A5a Do you currently have a paid job?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(NOT WORKING, A5a=2-4)

A5b Are you currently looking for work?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(ALL)

A6 Are you currently studying or enrolled in further study including a traineeship or apprenticeship?

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
4. Not sure
5. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C1 Is your/<FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. Not sure
5. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C2 How many hours on average a week do you work in your job?

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. Not sure
3. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

L5 Are you studying or enrolled to study as part of an apprenticeship or traineeship?

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(CURRENTLY STUDYING OR TRAINING FOR A QUALIFICATION) (A6=1 OR 2)

D2 What level of study is it?

1. Postgraduate level (PhD, Masters)

2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. Not sure
13. Prefer not to say

E5 INTRO A About how many hours per week do you work on average in this job? INTRO B On average, what is the total number of hours you work in all your jobs?

1. Hours per week given (Specify) (RANGE 1 TO 99)
2. (Don't know) (AVOID)
3. (Refused) (AVOID)

PREF1 IF E1=1 OR E1=3 (currently has paid job / waiting to start) DISPLAY TEXT IN BRACKETS

*(ALL)

F1 Are you currently looking for work (including another job)?

1. Yes
2. No, not looking for work
3. (Don't know)

Appendix 3 Questionnaires

NSW School Leaver Survey - Year 12 completers NSW Department of Education and NSW Skills Board 2017 - Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

Name	Values / Source
Sex	M=Male F=Female
VET	VET=VET
Given name	FNAME
Family name	SNAME
SECTOR	DEC = Government CEC = Catholic AIS = Independent
BATCH	*To be created when sample files received
SA4CLUSTER	CCH – Central Coast Hunter NENSW - North East NSW NWNSW - North West NSW SENSW - South East NSW SWNSW - South West NSW SI - Sydney-Inner SN - Sydney-North SNW - Sydney-North West SS - Sydney-South SSW - Sydney-South West SW - Sydney-West
MINAGE	1 = Under17 (Census) 2 = 17 or over (Sample)

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any bracketed response options to be set separately to 'valid responses' – as per standard template for MODE=1, ONLINE
- Brackets around invalid codes should only be shown in MODE=2, TELEPHONE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2

- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

B1QUOTA VARIABLES

B1QUOTA SECTOR FROM SAMPLE (for monitoring purposes in SUR only)

1.	AIS	-	CCH
2.	AIS	-	NENSW
3.	AIS	-	NWNSW
4.	AIS	-	SENSW
5.	AIS	-	SWNSW
6.	AIS	-	SI
7.	AIS	-	SN
8.	AIS	-	SNW
9.	AIS	-	SS
10.	AIS	-	SSW
11.	AIS	-	SW
12.	CEC	-	CCH
13.	CEC	-	NENSW
14.	CEC	-	NWNSW
15.	CEC	-	SENSW
16.	CEC	-	SWNSW
17.	CEC	-	SI
18.	CEC	-	SN
19.	CEC	-	SNW
20.	CEC	-	SS
21.	CEC	-	SSW
22.	CEC	-	SW
23.	DEC	-	CCH
24.	DEC	-	NENSW
25.	DEC	-	NWNSW
26.	DEC	-	SENSW
27.	DEC	-	SWNSW
28.	DEC	-	SI
29.	DEC	-	SN
30.	DEC	-	SNW
31.	DEC	-	SS
32.	DEC	-	SSW
33.	DEC	-	SW

B2QUOTA SECTOR SAMPLE (for monitoring purposes only)

1. DEC
2. CEC
3. AIS

B3QUOTA (for monitoring purposes only) (MINAGE)

1. Under17 census
2. 17 and over sample

ONLINE INTRODUCTION

*(MODE=1, ONLINE)

Hello and welcome to the NSW School Leaver Survey. This survey is being conducted by the Social Research Centre on behalf of the [NSW Department of Education](#).

We are interested to find out what you have been doing since leaving school, so the NSW Government can improve services for young people. Your participation is very important. The survey should take around 10 to 15 minutes to complete and there are no right or wrong answers.

By completing the survey, you will be entered into a prize draw to win **1 of 3 movie vouchers to the value of \$100**. If you complete the survey online before **18 September 2017**, you will be put into an additional prize draw to win **1 of 4 JB-Hifi vouchers valued at \$300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).
For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

Privacy | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

CATI INTRODUCTION

*(ALL)

INTRODUCTION

Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 to 15 minutes.

*(ALL)

INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. You may have recently received a letter or email inviting you to take part in an important survey we are conducting to help improve services for young people.

IF NAMED RESPONDENT: We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 to 15 minutes. Is now a good time? I'll be as quick as I can.

IF NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people.

We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue (speaking with named respondent)
2. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)
8. Named respondent wants to complete online (GO TO EC1)
9. Wants prize draw info (GO TO PDINFO)
10. Wants a copy of the invitation via email (GO TO EC2)
11. Wants a copy of the invitation via post (GO TO POST1)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'

IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE GENDER FROM SAMPLE TO
SUBSTITUTE HIS / HIM / HE, HER / SHE

*PROGRAMMER NOTE: ASSIGN ALL MODE=1, ONLINE AS RDUM=1

*(RDUM=1, NAMED RESPONDENT)

Intro2 We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 to 15 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)
5. Wants prize draw info (GO TO PDINFO)

*(RDUM = 2, PROXY RESPONDENT)

Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 to 15 minutes.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(RDUM = 2, PROXY RESPONDENT)

QREL What is your relationship to <FNAME>?

1. Parent
2. Sibling

3. Aunt / uncle
4. Grandparent
5. Other relative
6. Housemate
7. Other (Specify_____)
8. Refused

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(INTRO1=8, REQUESTED LINK TO COMPLETE ONLINE)

*(MULTIPLES ACCEPTED)

EC1 No problem, I can send you an email with the link to the survey. Can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK] (GO TO TERM4)
2. Email address: [TEXT BOX FOR EMAIL] (GO TO TERM4)

[Programmer: Show TERM4 and flag as Transfer_To_Web]
[Programmer: Insert into V6 list: 414076]

*(INTRO1=10, REQUESTED COPY OF INVITATION VIA EMAIL)

*(MULTIPLES ACCEPTED)

EC2 So we can send through a copy of the invitation, can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK]
2. Email address: [TEXT BOX FOR EMAIL]

[Programmer: GO TO PIREQ]
[Programmer: Insert into V6 list: 413155]

PROGRAMMER NOTE: Researcher will provide email template – then requests are to be downloaded and automatically sent an email.

*(INTRO1=11, REQUESTED COPY OF INVITATION VIA POST)

*(MULTIPLES ACCEPTED)

POST1 So we can send through a copy of the invitation, can I please confirm your postal address?

Address: <c_addr1> <c_addr2> <c_suburb> <c_state> <c_postcode>
First name: <firstname>
Surname: <surname>

1. Postal address is correct
2. Collect postal address: [COLLECT NUMBER, STREET, SUBURB, POSTCODE, STATE]

*(INTRO1=10 OR 11, REQUESTED COPY OF INVITATION)

PIREQ Thanks for that, we'll try calling again in a few days to confirm you have received the letter and to answer any further questions.

REAPPOINT EMAIL +2 BUSINESS DAYS / LETTER +5 BUSINESS DAYS

*(ALL)

PRESAFE DO NOT ASK
INTERVIEWER CHECK: Are you calling a mobile number?

1. Yes
2. No

*(PRESAFE=1)

S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(S1=2, NOT SAFE TO TAKE CALL)

S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?

1. This number (MAKE APPOINTMENT)
2. Home phone (MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)

Intro4 Before we begin... I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

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

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)

ATELQ Your telephone number has been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

*(WANTS ADDITIONAL INFORMATION)

AINFO Further information can also be found on our website www.srcentre.com.au/our-research/2017destinations

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 1147.

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 19 October. The names and State of residence of all winners will be published in 'The Australian' on October 26. Winners will be able to nominate their preferred cinema to receive the \$100 voucher.

*(ALL)

S3 This call may be monitored or recorded for training and quality purposes. Is that OK?

1. Yes
2. No

A. CURRENT STATUS

*(ALL)

Y12A3 Our records show that you/ that <FNAME> completed Year 12 last year. Is this correct?

1. Yes
2. No (GO TO TERM1)
3. (Not sure) (GO TO TERM1)
4. (Prefer not to say) (GO TO TERM1)

*(RDUM=1, NAMED RESPONDENT)

A8 All things considered, how satisfied are you with your life as a whole these days?

Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. (NUMERIC BOX) (RANGE 0 – 10)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

Y12A4. Did you/ <FNAME> receive an ATAR?

INTERVIEWER NOTE: ATAR means Australian Tertiary Admission Rank. This used to be called TER (Tertiary Entrance Rank) or UAI (Universities Admission Index).

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(Y12A4=1, Received ATAR ranking)

Y12A4A. What was your/<FNAME>'s ATAR ranking?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: RECORD ATAR RANK,
NOT SUBJECT SCORES
IF BELOW 30, CODE AS 30.

IF REFUSES TO GIVE EXACT ATAR, CONVERT TO A NUMBER E.G. "80S" = 85, "HIGH 80S" = 88, "LOW 80S" = 83. IF VAGUE, E.G. "MORE THAN 80", PROBE TO GET AN APPROXIMATE FIGURE "WOULD THAT BE MORE THAN 90 OR LESS THAN 90", IF LESS THAN 90 (AND WE KNOW IT IS ABOVE 80) WRITE IN 85.

*IF MODE=1 DISPLAY: If your ATAR ranking was below 30, please enter 30 for the purposes of this survey

1. (NUMERIC BOX) ATAR Ranking (RECORD NUMBER 30.00 to 99.95)
2. (Not sure) (AVOID)
3. (Prefer not to say)

*(ALL)

A5a Do you/ Does <FNAME> currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(NOT WORKING, A5a = 2-4)

A5b Are you / Is <FNAME> currently looking for work?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/<FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Not sure)
5. (Prefer not to say)

*(ALL)

A6 Are you/ Is <FNAME> currently studying or enrolled in further study including a traineeship or apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
4. (Not sure)

5. (Prefer not to say)

B. CHOICE INFLUENCES AND ASPIRATIONS

*(RDUM=1, NAMED RESPONDENT)

Y12B1. When you started high school, did you expect that you would finish Year 12?

1. Yes
2. No
3. Other (Please specify)
4. (Not sure)
5. (Prefer not to say)

*(ALL)

B6 What did you/ <FNAME> enjoy **most** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(IF B6 = 1)

Y12B2 How much did this influence your/ <FNAME>'s decision to stay at school and finish Year 12?

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(ALL)

B3 What did you/ <FNAME> enjoy **least** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)

4. (Prefer not to say)

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')

B7a According to our records you/<FNAME> undertook a VET course while at school.
Your/<FNAME>'s VET course may have been a school based apprenticeship or traineeship.

Can you please confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' AND 'IF NECESSARY:'
ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7f What was the **main** reason you/<FNAME> did a VET course at school?

*IF MODE=2 DISPLAY: (READ OUT)

1. To do an apprenticeship or traineeship
2. Was interested in a career in this area
3. Liked the subject/teacher
4. It suited my/<FNAME>'s timetable
5. To contribute towards finishing my/<FNAME>'s HSC
6. To contribute to my/<FNAME>'s ATAR
7. Other subjects on offer didn't interest me/<FNAME>
8. My/<FNAME>'s teachers/parents told me/them to do it
9. Thought it would have a low workload/be easy
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7b Was the opportunity to do a VET course an important reason for you <FNAME> staying at school until the end of year 12?

1. Yes
2. No
3. Other (Please specify)
4. (Not sure)
5. (Prefer not to say)

*(RDUM=1 AND A6 ≠ 1 OR 2, INTERVIEWING NAMED RESPONDENT AND NOT ENROLLED TO STUDY OR CURRENTLY STUDYING)

B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? *IF MODE=2 DISPLAY: Is it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Not sure) (AVOID)

6. (Prefer not to say)

*(B9=1 or 2, LIKELY TO START STUDY OR TRAINING)

B10 What level of study or qualification will that be?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-
BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. HSC (Higher School Certificate)
12. Other (Please specify)
13. (Not sure) (EXCLUSIVE)
14. (Prefer not to say) (EXCLUSIVE)

*(ALL)

B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Primary school teacher
2. Registered nurse
3. Lawyer / Barrister
4. Secondary school teacher
5. Psychologist
6. Police
7. General practitioner / Resident medical officer
8. Accountant
9. Social worker
10. Physiotherapist
11. Electrician
14. Other
12. (None)
15. (Not sure)
16. (Prefer not to say)

*(OTHER SPECIFY, B11=14)

B11a Can you please describe the title of the job you / <FNAME> expect/s to have when you / they are about 30 years old and the main tasks and duties you /<FNAME> would have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(IF B11 = 1-11 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=1 DISPLAY: Please select all that apply

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. HSC (Higher School Certificate)
12. No qualification needed *(SINGLE RESPONSE)
13. Other (Please specify)
14. (Not sure) *(SINGLE RESPONSE)
15. (Prefer not to say) *(SINGLE RESPONSE)

*(IF B11 = 1-11 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13 Do you think the courses **offered** at your / <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13a Do you think the courses you / <FNAME> **did** at school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B14 Could you please indicate if any of the following people have had much influence on your/<FNAME>'s intended career.

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

INTERVIEW NOTE: A 'transition advisor' is a teacher from the school who is trained to support students who may leave school early. They help to plan their transition from school.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

PROGRAMMER NOTE: ROTATE STATEMENTS, KEEP STATEMENT (E) LAST, STATEMENT (F) SECOND LAST

- a) Your/ <FNAME>'s mother
- b) Your/ <FNAME>'s father
- c) Particular teachers at your/ <FNAME>'s school
- d) Your/<FNAME>'s school career advisers
- e) Your/<FNAME>'s transition adviser
- f) Other relatives or adults e.g. family friend
- g) Your/<FNAME>'s friends

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B15 Now some questions about careers advice/counselling at school. Did you do any of the following activities through your school?

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

PROGRAMMER NOTE: ROTATE STATEMENTS
(STATEMENTS)

- a) Identified careers that match your interests and abilities
- b) Had a one-on-one talk with the school's career adviser
- c) Had a career and transition plan
- d) Had advice about which school courses would help you reach your goals
- e) Searched online for career options at school
- f) Attended a careers expo organised through your school
- g) Attended a university information session organised through your school
- h) Been on an organised visit to a university campus
- i) Attended an information session about TAFE study that was arranged by your school
- j) Been on an organised visit to a TAFE campus
- k) Attended a presentation by an employer organised through your school
- l) Undertook work experience organised through your school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B16 Overall, how useful was the careers advice/counselling you received at school in helping you choose your current pathway? Was it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Not sure)
7. (Prefer not to say)

*(RDUM=1, NAMED RESPONDENT)

B17 What was the highest level of maths you did for your Higher School Certificate (HSC)?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: IF QR SAYS "MATHEMATICS" PROBE TO CODE FRAME

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: IF QR SAYS "GENERAL MATHS" PROBE TO CODES 1 OR 2

*IF MODE=2 DISPLAY: INTERVIEWER PROMPT: For example, did you study general maths or 2-unit maths?

1. Mathematics General 1 (Might be called Applied Maths. Unlike Mathematics General 2, there is no exam)
2. Mathematics General 2 (Might be called General Maths. Has exam)
3. Mathematics (Likely to be called '2-unit'. Might be called Advanced)
4. Mathematics Extension 1 (Likely to be called '3-unit'. Students doing this subject must also do Mathematics (i.e. 2-unit))
5. Mathematics Extension 2 (Likely to be called '4-unit'. Students doing this subject must also do Mathematics Extension 1)
6. Mathematics Life Skills *DISPLAY IF MODE=2 (Generally undertaken by those with special needs)
7. I did not do maths for the HSC
8. (Not sure)
9. (Prefer not to say)

*(PROVIDED HIGHEST LEVEL OF MATHS THAT WASN'T LIFESKILLS, B17= 1 – 5)

B18 Looking back to when you chose your maths level for year 11 and 12, did you choose a maths that you thought would be...

1. Easy for you
2. About right for you
3. Hard for you
4. (Not sure)
5. (Prefer not to say)

*(B17=1-5, SPECIFIED LEVEL OF MATHS STUDIED)

B19 Which of the following influenced your decision to choose this level of maths?

*IF MODE=2 DISPLAY: (READ OUT)

(STATEMENTS) *PROGRAMMER NOTE: ROTATE STATEMENTS A THRU D, KEEP J STATIC (FIFTH) AND THEN ROTATE E THRU I

- a. Advice from parents
- b. Advice from teachers
- c. Advice from friends

- d. Advice from careers advisor
- j. Advice from other family members
- e. I thought it would help to get a higher ATAR
- f. It was a pre-requisite for a university course I was interested in
- g. There was less homework than the level above
- h. There were no other options at my school
- i. I thought it would improve my employment prospects

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not sure)
- 4. (Prefer not to say)

MATHDUM=1 IF (B17 =7 (NO MATH UNITS)

MATHDUM=2 IF (B17 =1 -5) (MATH UNITS)

MATHDUM=3 IF (B17 = 6, 8 OR 9) (LS MATHS / UNSURE / PREFER NOT TO SAY)

*MATHDUM=1 OR 2, VALID RESPONSE AT B17

*TEXT SUB: IF MATHDUM=1 "not doing a maths unit" / IF MATHDUM=2 "maths unit of level"

BX3 Looking back now on your choice of <maths unit or level / not doing a maths unit> in HSC, would you have...

*PROGRAMMER NOTE:

*DISPLAY 1 – 4 IF MATH UNIT (MATHDUM=2)

*DISPLAY 5 & 6 IF NO MATH UNIT (MATHDUM=1)

- 1. Selected the same math unit(s)
- 2. Selected a more challenging math unit
- 3. Selected an easier math unit
- 4. Would not have selected a math unit for my HSC at all
- 5. Selected a maths unit
- 6. Still not selected a maths unit for my HSC
- 7. Not sure
- 8. Prefer not to say

*(IF BX3=2, WOULD HAVE SELECTED A MORE CHALLENGING MATH UNIT)

BX4.i Why would you have selected a different maths course for your HSC?

- 1. Specify [TEXT BOX]
- 2. Not sure
- 3. Prefer not to say

*(IF BX3=3, WOULD HAVE SELECTED AN EASIER MATH UNIT)

BX4.ii Why would you have selected a different maths course for your HSC?

- 1. Specify [TEXT BOX]
- 2. Not sure
- 3. Prefer not to say

*(IF BX3=5, WOULD HAVE SELECTED A MATH UNIT)

BX4.iii Why would you have selected a maths course for your HSC?

- 1. Specify [TEXT BOX]
- 2. Not sure
- 3. Prefer not to say

*(IF BX3=4, WOULD NOT HAVE SELECTED A MATH UNIT)

BX4 iv Why would you not have selected a maths course for your HSC?

1. Specify [TEXT BOX]
2. Not sure
3. Prefer not to say

C. EMPLOYMENT

*C1 MOVED AFTER

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)

C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(A5a=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)

C4 What is your/ <FNAME>'s **main** job?

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Bar attendant / barista
2. Café worker
3. Checkout operator
4. Kitchen hand
5. Sales assistant (general)
6. Store person
7. Waiter
8. Private tutors and teachers
9. Other job
10. (Not sure)
11. (Prefer not to say)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=1, DOING APPRENTICESHIP)

C5 In what field are you/ is <FNAME> doing your/ his/her apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Bricklayers and stonemason
2. Cabinetmaker
3. Carpenter and joiner
4. Chef
5. Electrician
6. Hairdresser
7. Metal fitter / turner / machinist
8. Motor mechanic
9. Plumber
10. Other
11. (Not sure)
12. (Prefer not to say)

*(OTHER SPECIFY, C5=10)

C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=2, DOING TRAINEESHIP)

C6 In what field are you/ is <FNAME> doing your/ his/her traineeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
2. Bar attendants and Barista
3. Café worker
4. Secretaries
5. Office administration (General clerk)
6. Retail operation (Sales assistant (general))
10. Accountants
7. Other
8. (Not sure)
9. (Prefer not to say)

*(OTHER SPECIFY, C6=7)

C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C7 How much do you/ does <FNAME> like your/ his/her job?

INTERVIEWER NOTE: If you have more than one job, please answer in relation to your main job

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(A5b=2, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s **main** activity?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child / children
4. Travel or holiday / gap year
5. Illness / unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. socialising, hobbies, playing sport or video games)
8. Doing nothing
9. Other (Please specify)
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

D. STUDY

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D1 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. Is that on a full-time or part-time basis?

Full time study is defined as doing 75% or more of the course's full time study load.

1. Full time
2. Part time
3. (Not sure)
4. (Prefer not to say)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D2 What level of study is it?

*IF MODE=2 DISPLAY: (DO NOT PROMPT FOR ABOVE BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV

6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. (Not sure)
13. (Prefer not to say)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)

D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (Please specify)
7. (Not sure)
8. (Prefer not to say)

*(VET=VET AND B7a=1 AND A6=1 OR 2, DID VET IN SCHOOL AND ENROLLED IN FURTHER STUDY)

D2b Did you/ <FNAME> receive any credit, recognition of prior learning (RPL) or advanced standing in your/their current course for the VET competencies you/they completed at school?

INTERVIEWER NOTE: Credit or advanced standing may be granted by an educational institution if they consider your prior work experience, training or learning matches specific learning outcomes for a unit of your current course.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure) (AVOID)
4. (Prefer not to say) (AVOID)

*(D2b=2, DID NOT RECEIVE CREDIT/RPL FOR VET IN SCHOOL)

D2c Why did you/<FNAME> not receive any credit/RPL for the VET competencies you/they completed in school?

*IF MODE=2 DISPLAY: I'll read out a short list of reasons, please select the one that most closely matches your situation

*IF MODE=2 DISPLAY: (READ OUT)

1. Application not approved / not available for course
2. Not possible as courses are in different areas
3. Did not know it was possible
4. Did not apply for credit even though school VET was in the same area
5. Did not finish VET studies
6. (Not sure) (AVOID)
7. (Prefer not to say) (AVOID)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3a What type of education institution do you attend / will you be attending/ does <FNAME> attend/ will <FNAME> be attending?

1. TAFE or government vocational education and training (VET) provider

2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. (Not sure)
6. (Prefer not to say)

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / you will be attending/ <FNAME> attends/ <FNAME> will be attending?

*IF MODE=2 DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

40. TAFE NSW (DISPLAY IF D3a=1)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. (Not sure)
38. (Prefer not to say)

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend/ does <FNAME> attend/ will <FNAME> be attending university?

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory
8. (My institution is not located in Australia)
9. (Not sure)
10. (Prefer not to say)

*(D3a=3, ATTENDING UNIVERSITY)

PRED4 Are you/is <FNAME> undertaking a double degree?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

IF PRED4=1: If you/<FNAME> are undertaking a double degree, please indicate your/their other field of education at the next question.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your/<FNAME>'s second degree?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

D4ac What area of study is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

D4bc Which area of study is the closest match for your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*(B9=4, NO INTENTION TO UNDERTAKE FURTHER STUDY)

D5 What is the **main** reason why you are not studying or planning to undertake any further study at the moment?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

E. DEMOGRAPHICS

*(ALL)

PREE1 Now a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Not sure)
6. (Prefer not to say)

*(ALL)

E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Not sure)
5. (Prefer not to say)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)

E3 What language do you/ does <FNAME> speak at home?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: (DO NOT PROMPT)

*IF MODE=1, DISPLAY: Please select all that apply

*PROGRAMMER NOTE: SHOW PRE-CODES FOR ALL MODES IN ALPHABETICAL ORDER

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese

7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Please specify)
29. (Not sure)
30. (Prefer not to say)

*(ALL)

E4o The next few questions are about your / <FNAME>'s parents or guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)
For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

1. Continue

*(ALL)

E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
 *DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your/ <FNAME>'s mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your/ <FNAME>'s father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

PREE11 Now a few quick questions about the home you / <FNAME> (were / was) living in during the last year (you / they) attended school

1. Continue

*(ALL)

E11 Thinking about the home you / <FNAME> lived in when you/they left school....

Which of the following were in your / <FNAME>'s home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

- a) A desk to study at
- b) A room of your/ <FNAME>'s own
- c) A quiet place to study
- d) High-speed internet (ADSL / ADLS2 / NBN)
- e) Classic literature (e.g. Shakespeare) (includes physical books only)
- f) A musical instrument of your / <FNAME>'s own (not including Recorders)
- g) A dictionary (includes physical books only)
- h) A dishwasher
- i) A new generation gaming console (Xbox One or PlayStation 4)
- j) iPad or other tablet device of your own / <FNAME>'s (excludes smart phones)
- k) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Not sure) (AVOID)

*(ALL)

E12 How many of these were at your/ <FNAME>'s home last year?

*IF MODE=2 DISPLAY: DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more

(STATEMENTS)

1. Mobile phones
2. Computers (desktop/laptop)
3. Rooms with a bath or shower (such as ensuites and bathrooms)

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more
5. (Not sure)

*(ALL)

E13 How many books were there in your/ <FNAME>'s home?

There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY:DO NOT READ OUT NUMBER OPTIONS.

1. Fewer than 25 books
2. Between 26 and 100 books
3. Between 101 and 500 books
4. More than 500 books

5. (Not sure)

*(ALL)

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent household or parent and step-parent household).

*IF MODE=1 DISPLAY: If time was split between parents, please think about the house where you spent the most time

*IF MODE=2 DISPLAY: (READ OUT)

1. Two parents or guardians
2. One parent or guardian
3. Other people I'm/they're not related to
10. Other people I am/they are related to
4. A partner (married / not married)
5. A partner and our/<FNAME>'s/ or their child or children
6. (Couch surfed with relatives / non-relatives)
7. Other (Please specify)
8. (Not sure)
9. (Prefer not to say)

F. REFERRAL QUESTIONS AND CONTACT DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5a=2, AND A6 = 3, 4 OR 5)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, pass contact details on
2. No, do not pass contact details on

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <newtelnum>

Alternative number: <newaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1b Are there other numbers or a mobile for the Transition to Work program to contact?

1. Yes (Please enter 10-digit number)
2. No

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1c So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1d Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1e The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NAMED RESPONDENT, RDUM=1)

F2 Thanks for that. Would it be ok if we or the NSW Department of Education contacted you again sometime in the future for a follow-up interview about your work and study experiences?

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

F3 The phone number(s) we have to reach you on are:

Best number: <cnewtelnum>

Alternative number: <cnewaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4 Can we please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F5a Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F5b The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(ALL)
CLOSE

Thank you again very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available on our website, www.srcentre.com.au if you require further information.

*(IF MODE=1) If you would like to view the results from the 2016 NSW student destinations survey please click [here](#).

*(IF MODE=2) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2) IF NECESSARY: If you're interested in looking at the results of this survey, a report on the NSW student destinations survey will be published on the Department's Centre for Education Statistics and Evaluation website early next year: www.cese.nsw.gov.au

***TERMINATION SCRIPT**

TERM1 Thanks anyway, but for this survey we need to speak to people who have completed Year 12.

TERM2 Thanks for your time.

TERM3 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM4 You'll receive the email with the link to complete this survey shortly. If you haven't received it by tomorrow please contact the Social Research Centre on 1800 023 040 or at studentdestinations@srcentre.com.au

IF RESPONDENT DECEASED:

Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Virginia
PHONE: 02 9561 1147

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

***REASONS FOR REFUSAL**

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Ten minutes is too long
11. Get too many calls for surveys / telemarketing
17. Objected to being called on mobile phone
18. Other (Specify)

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

*ALLTERM

	Detailed outcome	Summary outcome	AAPOR detailed outcome	AAPOR outcome code
Intro1=2	Household refusal	Refusal	Household level refusal	2.111
Intro1=3	Respondent refusal	Refusal	Known respondent refusal	2.112
Intro1=5	Named respondent deceased	Screen out	Deceased respondent	2.31
Intro2=2	Respondent refusal	Refusal	Known respondent refusal	2.112
Intro3=2	Proxy refused to provide information	Refusal	Refusal	2.11
Intro3=3	Proxy does not know enough information	Screen out	Other	4.9
Intro3=6	Proxy unavailable / away duration	Other contacts	Other, non-refusals	2.3
S1=3	Mobile refused safety question	Refusal	Refusal	2.11
S2=3	Mobile refused alternative number	Refusal	Refusal	2.11
Intro4=2	Respondent refusal	Refusal	Known respondent refusal	2.112
Y12A3=2/3/4	Did not complete Year 12	Screen out	No eligible respondent	4.7
EC1=2	Wants to complete online	Other contacts	Other, non-refusals	2.3

NSW School Leaver Survey - Early Leavers
NSW Department of Education and NSW Skills Board
2017 - Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

Name	Values / Source
Sex	M=Male F=Female
VET	VET=VET
Given name	FNAME
Family name	SNAME
SECTOR	DEC = Government CEC = Catholic AIS = Independent
BATCH	*To be created when sample files received
SA4CLUSTER	CCH – Central Coast Hunter NENSW - North East NSW NWNSW - North West NSW SENSW - South East NSW SWNSW - South West NSW SI - Sydney-Inner SN - Sydney-North SNW - Sydney-North West SS - Sydney-South SSW - Sydney-South West SW - Sydney-West
MINAGE	1 = Under17 (Census) 2 = 17 or over (Sample)

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any bracketed response options to be set separately to 'valid responses' – as per standard template for MODE=1, ONLINE
- Brackets should only be shown in MODE=2, TELEPHONE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

B1QUOTA VARIABLES

B1QUOTA SECTOR FROM SAMPLE (for monitoring purposes in SUR only)

1.	AIS	-	CCH
2.	AIS	-	NENSW
3.	AIS	-	NWNSW
4.	AIS	-	SENSW
5.	AIS	-	SWNSW
6.	AIS	-	SI
7.	AIS	-	SN
8.	AIS	-	SNW
9.	AIS	-	SS
10.	AIS	-	SSW
11.	AIS	-	SW
12.	CEC	-	CCH
13.	CEC	-	NENSW
14.	CEC	-	NWNSW
15.	CEC	-	SENSW
16.	CEC	-	SWNSW
17.	CEC	-	SI
18.	CEC	-	SN
19.	CEC	-	SNW
20.	CEC	-	SS
21.	CEC	-	SSW
22.	CEC	-	SW
23.	DEC	-	CCH
24.	DEC	-	NENSW
25.	DEC	-	NWNSW
26.	DEC	-	SENSW
27.	DEC	-	SWNSW
28.	DEC	-	SI
29.	DEC	-	SN
30.	DEC	-	SNW
31.	DEC	-	SS
32.	DEC	-	SSW
33.	DEC	-	SW

B2QUOTA SECTOR SAMPLE (for monitoring purposes only)

4. DEC
5. CEC
6. AIS

B3QUOTA (for monitoring purposes only) (MINAGE)

3. Under17 census
4. 17 and over sample

ONLINE INTRODUCTION

*(MODE =1, ONLINE)

Hello and welcome to the NSW School Leaver Survey. This survey is being conducted by the Social Research Centre on behalf of the [NSW Department of Education](#).

We are interested to find out what you have been doing since leaving school, so the NSW Government can improve services for young people. Your participation is very important. The survey should take around 10 to 15 minutes to complete and there are no right or wrong answers.

By completing the survey, you will be entered into a prize draw to win **1 of 3 movie vouchers to the value of \$100**. If you complete the survey online before **4 September 2017**, you will be put into an additional prize draw to win **1 of 4 JB-Hifi vouchers valued at \$300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).

For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

Privacy | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

CATI INTRODUCTION

*(ALL)

INTRODUCTION

Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 to 15 minutes.

*(ALL)

INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. You may have recently received a letter or email inviting you to take part in an important survey we are conducting to help improve services for young people.

IF NAMED RESPONDENT: We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 to 15 minutes. Is now a good time? I'll be as quick as I can.

IF NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue (speaking with named respondent)
2. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)
8. Named respondent wants to complete online (GO TO EC1)
9. Wants prize draw info (GO TO PDINFO)
10. Wants a copy of the invitation via email (GO TO EC2)
11. Wants a copy of the invitation via post (GO TO POST1)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'

IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE GENDER FROM SAMPLE TO
SUBSTITUTE HIS / HIM / HE, HER / SHE

*PROGRAMMER NOTE: ASSIGN ALL MODE=1, ONLINE AS RDUM=1

*(RDUM=1, NAMED RESPONDENT)

Intro2 We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10-15 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)
5. Wants prize draw info (GO TO PDINFO)

*(RDUM = 2, PROXY RESPONDENT)

Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(RDUM = 2, PROXY RESPONDENT)

QREL What is your relationship to <FNAME>?

1. Parent
2. Sibling
3. Aunt / uncle

4. Grandparent
5. Other relative
6. Housemate
7. Other (Specify_____)
8. Refused

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(INTRO1=8, REQUESTED LINK TO COMPLETE ONLINE)

*(MULTIPLES ACCEPTED)

EC1 No problem, I can send you an email with the link to the survey. Can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

3. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK] (GO TO TERM4)
4. Email address: [TEXT BOX FOR EMAIL] (GO TO TERM4)

[Programmer: Show TERM4 and flag as Transfer_To_Web]
[Programmer: Insert into V6 list: 414075]

*(INTRO1=10, REQUESTED COPY OF INVITATION VIA EMAIL)

*(MULTIPLES ACCEPTED)

EC2 So we can send through a copy of the invitation, can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

3. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK]
4. Email address: [TEXT BOX FOR EMAIL]

[Programmer: GO TO PIREQ]
[Programmer: Insert into V6 list: 413150]

PROGRAMMER NOTE: Researcher will provide email template – then requests are to be downloaded and automatically sent an email.

*(INTRO1=11, REQUESTED COPY OF INVITATION VIA POST)

*(MULTIPLES ACCEPTED)

POST1 So we can send through a copy of the invitation, can I please confirm your postal address?

Address: <c_addr1> <c_addr2> <c_suburb> <c_state> <c_postcode>
First name: <firstname>
Surname: <surname>

3. Postal address is correct
4. Collect postal address: [COLLECT NUMBER, STREET, SUBURB, POSTCODE, STATE]

*(INTRO1=9 OR 10, REQUESTED COPY OF PARTICIPANT INFORMATION SHEET)

PIREQ Thanks for that, we'll try calling again in a few days to confirm you have received the participant information sheet and to answer any further questions.

REAPPOINT EMAIL +2 BUSINESS DAYS / LETTER +5 BUSINESS DAYS

*(ALL)

PRESAFE DO NOT ASK
INTERVIEWER CHECK: Are you calling a mobile number?

1. Yes
2. No

*(PRESAFE=1)

S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(S1=2, NOT SAFE TO TAKE CALL)

S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?

1. This number (MAKE APPOINTMENT)
2. Home phone (MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)

INTRO4 Before we begin... I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

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

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(RDUM=1 AND (INTRO1=3 OR INTRO2=2 OR S1=3 OR S2=3), RESPONDENT REFUSAL)

NRF1 Just before I go, part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

You might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

Would you like us to pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area?

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1a Could I please confirm the best number for the Transition to Work Program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1b Are there other numbers or a mobile for the Transition to Work Program to contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1c And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS (GO TO TERM2)
2. No (GO TERM2)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1d So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)

ATELQ Your telephone number has been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

*(WANTS ADDITIONAL INFORMATION)

AINFO Further information can also be found on our website www.srcentre.com.au/our-research/2017destinations

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 1147.

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 19 October. The names and State of residence of all winners will be published in 'The Australian' on October 26. Winners will be able to nominate their preferred cinema to receive the \$100 voucher.

*(ALL)

S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

A. CURRENT STATUS

*(ALL)

A3 Our records show that you/ that <FNAME> left school last year before you/ <FNAME> completed Year 12. Is this correct?

*IF MODE=2 DISPLAY: IF NO PROBE TO FRAME

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below

1. Yes
2. No, I/<FNAME> did not leave school before completing Year 12
3. No, I am/<FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
4. No, I/<FNAME> completed Year 12 and was awarded a Higher School Certificate/HSC (GO TO TERM1)
5. No, I/<FNAME> completed Year 12 but was not awarded a Higher School Certificate/HSC (GO TO TERM1)
6. (Not sure) (GO TO TERM1)
7. (Prefer not to say) (GO TO TERM1)

*(ALL)

A4 Have you / Has <FNAME> returned to secondary school studies this year?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: PROBE FOR FURTHER DETAIL SHOULD RESPONDENT SAY 'YES', I.E. PROBE FOR CORRECT CODE 2-5. HOME SCHOOLING SHOULD BE CODED AS '4' AND 'HOME SCHOOLED' SPECIFIED.

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below.

*IF MODE=1 DISPLAY: If you have changed to home schooling please select option 4 and record 'home school'

1. No
2. Yes, I have returned to secondary school studies this year (GO TO TERM1)
3. Yes, I am/ <FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
4. Yes, but I have/ <FNAME> has changed schools this year (Please specify school name) (GO TO TERM1)
5. Yes, but I am / <FNAME> is now doing the HSC in TAFE (GO TO TERM1)
6. (Not sure)
7. (Prefer not to say)

*PROGRAMMER NOTE:

IF A3=2 AND A4=1, GO TO TERM 1

*(RDUM=1, NAMED RESPONDENT)

A8 All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. (NUMERIX BOX) (RANGE 0 – 10)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

A5a Do you/ <FNAME> currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

5. Yes
6. No
7. (Not sure)
8. (Prefer not to say)

*(NOT WORKING, A5a = 2-4)

A5b Are you / Is <FNAME> currently looking for work?

5. Yes
6. No
7. (Not sure)
8. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/ <FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Not sure)
5. (Prefer not to say)

*(ALL)

A6 Are you/ Is <FNAME> currently studying or enrolled in further study including a traineeship or apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
5. (Not sure)
6. (Prefer not to say)

*(ALL)

A7 <<IF A6=1 OR 2 INSERT: Apart from the study you are / <FNAME> is currently enrolled in>> Have you/ Has <FNAME> **completed** any further study or training since leaving school?

INTERVIEWER NOTE: We are only looking for whether you have completed any further study or training, not including what you are currently enrolled in.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE.

1. Yes

2. No
3. (Not sure)
4. (Prefer not to say)

B. INFLUENCES & ASPIRATIONS

*(ALL)

B18 Did you / <FNAME> leave school before turning 17 years of age?

*IF MODE=2 DISPLAY: IF NECESSARY: Did you / they leave before your / their 17th birthday last year?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(B18=1, LEFT BEFORE 17)

B19 What did you / <FNAME> do immediately after leaving school?

*IF MODE=2 DISPLAY: (READ OUT)

1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Please specify)
5. (Not sure)
6. (Prefer not to say)

*(ALL)

B5 What year of school were you / <FNAME> in when you / they made the decision to leave school?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Below Year 7 / Always wanted to leave
2. Year 7
3. Year 8
4. Year 9
5. Year 10
6. Year 11
7. Year 12
8. Other (Please specify)
9. (Not sure)
10. (Prefer not to say)

*(ALL)

B1 What is the **main** reason why you/ <FNAME> left school early?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Work or career reasons
2. Didn't like school or teachers
3. Was not interested in going (bored)
4. Not coping well at school or failed or failing subjects or too hard
5. School was not for me/ <FNAME> or not a good environment for learning
6. School did not offer vocational education and training (VET) options

7. School did not offer subject choices I/ <FNAME> wanted
8. I/ <FNAME> was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness
13. Disability or school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Wanted to study elsewhere or TAFE or different course
16. Moved away from area
17. Travel time (too long a commute)
18. Other (Please specify)
19. (Not sure)
20. (Prefer not to say)

*(IF B1 ≠ 19 or 20 DID NOT ANSWER 'DON'T KNOW' TO MAIN REASON FOR LEAVING OR REFUSED SAME)

B2 Were there **other** reasons that influenced your/ <FNAME>'s decision to leave school early?

*IF MODE=1, DISPLAY: <Please select all that apply>

*IF MODE=2 DISPLAY: (RECORD ALL MENTIONS)

PROGRAMMER NOTE: (SAME ORDER AS B1 AND SUPPRESS B1 RESPONSE FROM LIST)

1. Work or career reasons
2. Didn't like school or teachers
3. Was not interested in going (bored)
4. Not coping well at school or failed or failing subjects or too hard
5. School was not for me/ <FNAME> or not a good environment for learning
6. School did not offer vocational education and training (VET) options
7. School did not offer subject choices I/ <FNAME> wanted
8. I/ <FNAME> was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness
13. Disability or school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Wanted to study elsewhere or TAFE or different course
16. Moved away from area
17. Travel time (too long a commute)
18. No other reason^
19. Other (Please specify)
20. (Not sure) ^
21. (Prefer not to say) ^

*(ALL)

B6 What did you/ <FNAME> enjoy **most** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)

2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(ALL)

B3 What did you/ <FNAME> enjoy **least** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(IF B3 = 1)

B4 How much did this influence your / <FNAME>'s decision to leave school before finishing year 12?

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')

B7a According to our records you/<FNAME> undertook a VET course while at school. Your/<FNAME>'s VET course may have been a school based apprenticeship or traineeship.

Can you please confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses. IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY': ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7f What was the **main** reason you/<FNAME> did a VET course at school?

*IF MODE=2 DISPLAY: (READ OUT)

1. To do an apprenticeship or traineeship
2. Was interested in a career in this area

3. Liked the subject/teacher
4. It suited my/<FNAME>'s timetable
5. To contribute towards finishing my/<FNAME>'s HSC
6. To contribute to my/<FNAME>'s ATAR
7. Other subjects on offer didn't interest me/<FNAME>
8. My/<FNAME>'s teachers/parents told me/them to do it
9. Thought it would have a low workload/be easy
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7b Was the opportunity to do a VET course an important reason for staying at school for as long as you/<FNAME> did?

1. Yes
2. No
3. Other (Please specify)
4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B8 Could you please indicate if any of the following things might have made you want to **stay at school**.

*MODE=2, DISPLAY: Just tell me yes or no as I read them out...

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

PROGRAMMER NOTE: ROTATE STATEMENTS

1. More VET or vocational subjects in areas that interested you
2. A wider range of subjects offered at your school
3. If you could have studied part-time while working
4. More flexible timetabling of classes
5. More tutoring or mentoring offered to you by your school
6. More childcare facilities available at school
7. VET subjects that provided a work placement or industry experience
8. Being able to do an apprenticeship or traineeship at school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(RDUM=1 AND A6 ≠ 1 OR 2, INTERVIEWING NAMED RESPONDENT AND NOT ENROLLED TO STUDY OR CURRENTLY STUDYING)

B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? *IF MODE=2 DISPLAY Is it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Extremely likely

2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(B9=1 or 2, LIKELY TO START STUDY OR TRAINING)

B10 What level of study or qualification will that be?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. HSC (Higher School Certificate)
12. Other (Please specify)
13. (Not sure) (EXCLUSIVE)
14. (Prefer not to say) (EXCLUSIVE)

*(ALL)

B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Carpenter / joiner
2. Motor mechanic
3. Electrician
4. Plumber
5. Hairdresser
6. Chef
7. Beauty therapist
8. Early childhood teacher
9. Child carer
10. Defence force member – Other rank
11. Police
17. Registered nurse
18. Gardener
14. Other
12. (None)
15. (Not sure)
16. (Prefer not to say)

*(OTHER SPECIFY, B11=14)

B11a Can you please describe the title of the job you / <FNAME> expect/s to have when you /they are about 30 years old and the main tasks and duties you /<FNAME> would have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=1 DISPLAY: Please select all that apply

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. HSC (Higher School Certificate)
12. No qualification needed (SINGLE RESPONSE)
13. Other (Please specify)
14. (Not sure) (SINGLE RESPONSE)
15. (Prefer not to say) (SINGLE RESPONSE)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13 Do you think the courses **offered** at your / <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13a Do you think the courses you / <FNAME> **did** at school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B14 Could you please indicate if any of the following people have had much influence on your/<FNAME>'s intended career.

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

INTERVIEW NOTE: A 'transition advisor' is a teacher from the school who is trained to support students who may leave school early. They help to plan their transition from school.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

PROGRAMMER NOTE: ROTATE STATEMENTS, KEEP STATEMENT (E) LAST, STATEMENT (F) SECOND LAST

- a) Your/ <FNAME>'s mother
- b) Your/ <FNAME>'s father
- c) Particular teachers at your/ <FNAME>'s school
- d) Your/ <FNAME>'s school career advisers
- e) Your/ <FNAME>'s transition adviser
- f) Other relatives or adults e.g. family friend
- g) Your/ <FNAME>'s friends

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not applicable)
- 4. (Not sure)
- 5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B15 Now some questions about careers advice/counselling at school. Did you do any of the following activities through your school?

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

PROGRAMMER NOTE: ROTATE STATEMENTS
(STATEMENTS)

- a) Identified careers that match your interests and abilities
- b) Had a one-on-one talk with the school's career adviser
- c) Had a career and transition plan
- d) Had advice about which school courses would help you reach your goals
- e) Searched online for career options at school
- f) Attended a careers expo organised through your school
- g) Attended a university information session organised through your school
- h) Been on an organised visit to a university campus
- i) Attended an information session about TAFE study that was arranged by your school
- j) Been on an organised visit to a TAFE campus
- k) Attended a presentation by an employer organised through your school
- l) Undertook work experience organised through your school

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not applicable)

4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B16 Overall, how useful was the careers advice/counselling you received at school in helping you choose your current pathway? Was it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Not sure)
7. (Prefer not to say)

C. EMPLOYMENT

*MOVED QUESTION C1 AFTER A5

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)

C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(A5a=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)

C4 What is your/ <FNAME>'s **main** job?

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Sales assistant (general)
2. Checkout operator
3. Kitchen hand

4. Store person
5. Café worker
6. Waiter
7. Building and plumbing labourer
8. Bar attendants and Barista
9. Other job
10. (Not sure)
11. (Prefer not to say)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=1, DOING APPRENTICESHIP)

C5 In what field are you/ is <FNAME> doing your/ his/her apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Carpenters and joiner
2. Motor mechanic
3. Plumber
4. Electrician
5. Hairdresser
6. Chef
7. Metal fitter / turner / machinist
8. Structural steel and welding trades workers
9. Butchers and smallgoods makers
10. Cabinetmaker
11. Air conditioning and refrigeration mechanics
15. Bricklayers and stonemasons
16. Gardeners
12. Other
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, C5=12)

C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=2, DOING TRAINEESHIP)

C6 In what field are you/ is <FNAME> doing your/ his/her traineeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
4. Café Worker
6. Office administration (General clerk)
7. Retail operations (Sales assistant (general))
11. Farm, forestry and garden workers
12. Gardeners
13. Concreters

8. Other
9. (Not sure)
10. (Prefer not to say)

*(OTHER SPECIFY, C6=8)

C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C7 How much do you/ does <FNAME> like your/ his/her job?

INTERVIEWER NOTE: If you have more than one job, please answer in response to your main job

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(A5b=2, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s main activity?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child / children
4. Travel or holiday / gap year
5. Illness / unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. socialising, hobbies, playing sport or video games)
8. Doing nothing
9. Other (Please specify)
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

D. STUDY

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D1 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. Is that on a full-time or part-time basis?

Full time study is defined as doing 75% or more of the course's full time study load.

1. Full time
2. Part time
3. (Not sure)
4. (Prefer not to say)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D2 What level of study is it?

*IF MODE=2 DISPLAY: (DO NOT PROMPT FOR ABOVE-BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. (Not sure)
13. (Prefer not to say)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)

D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (Please specify)
7. (Not sure)
8. (Prefer not to say)

*(VET=VET AND B7a=1 AND A6=1 OR 2, DID VET IN SCHOOL AND ENROLLED IN FURTHER STUDY)

D2b Did you/ <FNAME> receive any credit, recognition of prior learning (RPL) or advanced standing in your/their current course for the VET competencies you/they completed at school?

INTERVIEWER NOTE: Credit or advanced standing may be granted by an educational institution if they consider your prior work experience, training or learning matches specific learning outcomes for a unit of your current course.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure) (AVOID)
4. (Prefer not to say) (AVOID)

*(D2b=2, DID NOT RECEIVE CREDIT/RPL FOR VET IN SCHOOL)

D2c Why did you/ <FNAME> not receive any credit/RPL for the VET competencies you/they completed in school?

*IF MODE=2 DISPLAY: I'll read out a short list of reasons, please select the one that most closely matches your situation

*IF MODE=2 DISPLAY: (READ OUT)

1. Application not approved/ not available for course
2. Not possible as courses are in different areas
3. Did not know it was possible
4. Did not apply for credit even though school VET was in the same area
5. Did not finish VET studies
6. (Not sure) (AVOID)
7. (Prefer not to say) (AVOID)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3a What type of education institution do you attend / will you be attending/ does <FNAME> attend/ will <FNAME> be attending?

1. TAFE or government vocational education and training (VET) provider
2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. (Not sure)
6. (Prefer not to say)

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / you will be attending/ <FNAME> attends/ <FNAME> will be attending?

(PROBE FOR NAME OF UNIVERSITY OR TAFE)

40. TAFE NSW (DISPLAY IF D3a=1)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. (Not sure)
38. (Prefer not to say)

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend/ does <FNAME> attend/ will <FNAME> be attending university?

*IF MODE=2 DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory

8. (My institution is not located in Australia)
9. (Not sure)
10. (Prefer not to say)

*(D3a=3, ATTENDING UNIVERSITY)

PRED4 Are you/is <FNAME> undertaking a double degree?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

IF PRED4=1: If you/<FNAME> are undertaking a double degree, please indicate your/their other field of education at the next question.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your/<FNAME>'s second degree?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)

10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

D4ac What area of study is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

D4bc Which area of study is the closest match for your/<FNAME>'s (IF PRED4=1, second degree; IF PRED4=2-4, degree)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*(B9=4, NO INTENTION TO UNDERTAKE FURTHER STUDY)

D5 What is the **main** reason why you are not studying or planning to undertake any further study at the moment?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

E. DEMOGRAPHICS

*(ALL)

PREE1 Now a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Not sure)
6. (Prefer not to say)

*(ALL)

E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Not sure)
5. (Prefer not to say)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)

E3 What language do you/ does <FNAME> speak at home?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: (DO NOT PROMPT)

*IF MODE=1, DISPLAY: Please select all that apply

*PROGRAMMER NOTE: AND SHOW PRE-CODES AND PUT IN ALPHABETICAL ORDER

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Please specify)
29. (Not sure)
30. (Prefer not to say)

*(ALL)

E4o The next few questions are about your / <FNAME>'s parents or guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

1. Continue

*(ALL)

E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your/ <FNAME>'s mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your/ <FNAME>'s father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

PREE11 Now a few quick questions about the home you / <FNAME> (were / was) living in during the last year (you / they) attended school

1. Continue

*(ALL)

E11 Thinking about the home you lived in when you left school....

Which of the following were in your/ <FNAME>'s home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

- a) A desk to study at
- b) A room of your/ <FNAME>'s own
- c) A quiet place to study
- d) High-speed internet (ADSL / ADLS2 / NBN)
- e) Classic literature (e.g. Shakespeare) (includes physical books only)
- f) A musical instrument of your / <FNAME>'s own (not including Recorders)
- g) A dictionary (includes physical books only)
- h) A dishwasher
- i) A new generation gaming console (Xbox One or PlayStation 4)
- j) iPad or other tablet device of your own / <FNAME>'s (excludes smart phones)
- k) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Not sure) (AVOID)

*(ALL)

E12 How many of these were at your/ <FNAME>'s home last year?

*IF MODE=2 DISPLAY: (DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more)

(STATEMENTS)

1. Mobile phones
2. Computers (desktop/laptop)
3. Rooms with a bath or shower (such as ensuites and bathrooms)

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more
5. (Not sure)

*(ALL)

E13 How many books were there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY:DO NOT READ OUT NUMBER OPTIONS.

1. Fewer than 25 books
2. Between 26 and 100 books
3. Between 101 and 500 books
4. More than 500 books
5. (Not sure)

*ALL

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent household or parent and step-parent household).

*IF MODE=1 DISPLAY: If time was split between parents, please think about the house where you spent the most time

*IF MODE=2 DISPLAY: (READ OUT)

(READ OUT)

10. Two parents or guardians
11. One parent or guardian
12. Other people I'm/they're not related to
10. Other people I am/they are related to
13. A partner (married / not married)
14. A partner and our/<FNAME>'s /their child or children
15. (Couch surfed with relatives / non-relatives)
16. Other (Please specify)
17. (Not sure)
18. (Prefer not to say)

F. REFERRAL DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5a = 2, AND A6 = 3, 5 OR 6)

F1 Part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, pass contact details on
2. No, do not pass contact details on

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <newtelnum>

Alternative number: <newaltnum>

Are these still correct?

3. Yes
4. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1b Are there other numbers or a mobile for the Transition to Work program to contact?

1. Yes (Please enter 10 digit number)
2. No

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1c So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1d Can we please have your email address?

3. Email address <TEXT BOX>
4. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1e The email address we have for you is:

<CEMAIL>

Is that still correct?

3. Yes
4. No (GO TO EDIT SCREEN)

*(NAMED RESPONDENT, RDUM=1)

F2 Thanks for that. Would it be ok if we or the NSW Department of Education contacted you again sometime in the future for a follow-up interview about your work and study experiences?

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

F3 The phone number(s) we have to reach you on are:

Best number: <cnwtelnum>
Alternative number: <cnwaltnum>

Are these still correct?

3. Yes
4. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4 Can we please get an alternative number or a mobile from you for future contact?

3. Alternative number: <10 digits>
4. Prefer not to provide alternative number

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F5a Can we please have your email address?

3. Email address <TEXT BOX>
4. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F5b The email address we have for you is:

<CEMAIL>

Is that still correct?

3. Yes
4. No (GO TO EDIT SCREEN)

*(ALL)
CLOSE

Thank you very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available on our website, www.srcentre.com.au if you require further information.

*(IF MODE=1) If you would like to view the results from the 2016 NSW student destinations survey please click [here](#).

*(IF MODE=2) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2) IF NECESSARY: If you're interested in looking at the results of this survey, a report on the NSW student destinations survey will be published on the Department's Centre for Education Statistics and Evaluation website early next year: www.cese.nsw.gov.au

*TERMINATION SCRIPT

TERM1 Thanks anyway, but for this survey we need to speak to people who left school last year before completing Year 12.

*IF MODE=1 DISPLAY: Please click 'Next' to be re-directed to our home page.

TERM2 Thanks for your time.

TERM3 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM4 You'll receive the email with the link to complete this survey shortly. If you haven't received it by tomorrow please contact the Social Research Centre on 1800 023 040 or at studentdestinations@srcentre.com.au

IF RESPONDENT DECEASED:

Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Virginia

PHONE: 02 9561 1147

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

*REASONS FOR REFUSAL

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Ten minutes is too long
11. Get too many calls for surveys / telemarketing
17. Objected to being called on mobile phone
18. Other (Specify)

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

*ALLTERM

	Detailed outcome	Summary outcome	AAPOR detailed outcome	AAPOR outcome code
Intro1=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
Intro1=9	Household Refusal	Refusal	Household level refusal	2.111
Intro1=5	Named respondent deceased	Screen out	Deceased respondent	2.31
Intro2=2	Named respondent refusal	Refusal	Known respondent refusal	2.112

Intro3=2	Proxy refused to provide information	Refusal	Refusal	2.11
Intro3=3	Proxy does not know enough to provide information	Screen out	Other	4.9
Intro3=6	Proxy away duration	Other contacts	Other, non-refusals	2.3
Intro4=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
S1=3	Mobile refused safety question	Refusal	Refusal	2.11
S2=3	Mobile refused alternative number	Refusal	Refusal	2.11
A3=4/5	Completed Year 12	Screen out	No eligible respondent	4.7
A3=3 OR A4=3	Doing IB	Screen out	No eligible respondent	4.7
A4=2	Returned to secondary schooling	Screen out	No eligible respondent	4.7
A4=4	Returned to secondary schooling - changed schools	Screen out	No eligible respondent	4.7
A4=5	Returned to secondary schooling – doing HSC in TAFE	Screen out	No eligible respondent	4.7
A3=2 AND A4=1	Did not leave school and did not return to school	Screen out	No eligible respondent	4.7
A3=DK OR REF	Leaving status unknown	Screen out	No eligible respondent	4.7
EC1=2	Wants to complete online	Other contacts	Other, non-refusals	2.3

NSW School Leaver Survey - Early Leavers
NSW Department of Education and NSW Skills Board
2017 - Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

Name	Values / Source
Sex	M=Male F=Female
VET	VET=VET
Given name	FNAME
Family name	SNAME
SECTOR	DEC = Government CEC = Catholic AIS = Independent
BATCH	*To be created when sample files received
SA4CLUSTER	CCH – Central Coast Hunter NENSW - North East NSW NWNSW - North West NSW SENSW - South East NSW SWNSW - South West NSW SI - Sydney-Inner SN - Sydney-North SNW - Sydney-North West SS - Sydney-South SSW - Sydney-South West SW - Sydney-West
MINAGE	1 = Under17 (Census) 2 = 17 or over (Sample)

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any bracketed response options to be set separately to 'valid responses' – as per standard template for MODE=1, ONLINE
- Brackets should only be shown in MODE=2, TELEPHONE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

B1QUOTA VARIABLES

B1QUOTA SECTOR FROM SAMPLE (for monitoring purposes in SUR only)

1.	AIS	-	CCH
2.	AIS	-	NENSW
3.	AIS	-	NWNSW
4.	AIS	-	SENSW
5.	AIS	-	SWNSW
6.	AIS	-	SI
7.	AIS	-	SN
8.	AIS	-	SNW
9.	AIS	-	SS
10.	AIS	-	SSW
11.	AIS	-	SW
12.	CEC	-	CCH
13.	CEC	-	NENSW
14.	CEC	-	NWNSW
15.	CEC	-	SENSW
16.	CEC	-	SWNSW
17.	CEC	-	SI
18.	CEC	-	SN
19.	CEC	-	SNW
20.	CEC	-	SS
21.	CEC	-	SSW
22.	CEC	-	SW
23.	DEC	-	CCH
24.	DEC	-	NENSW
25.	DEC	-	NWNSW
26.	DEC	-	SENSW
27.	DEC	-	SWNSW
28.	DEC	-	SI
29.	DEC	-	SN
30.	DEC	-	SNW
31.	DEC	-	SS
32.	DEC	-	SSW
33.	DEC	-	SW

B2QUOTA SECTOR SAMPLE (for monitoring purposes only)

7. DEC
8. CEC
9. AIS

B3QUOTA (for monitoring purposes only) (MINAGE)

5. Under17 census
6. 17 and over sample

ONLINE INTRODUCTION

*(MODE =1, ONLINE)

Hello and welcome to the NSW School Leaver Survey. This survey is being conducted by the Social Research Centre on behalf of the [NSW Department of Education](#).

We are interested to find out what you have been doing since leaving school, so the NSW Government can improve services for young people. Your participation is very important. The survey should take around 10 to 15 minutes to complete and there are no right or wrong answers.

By completing the survey, you will be entered into a prize draw to win **1 of 3 movie vouchers to the value of \$100**. If you complete the survey online before **4 September 2017**, you will be put into an additional prize draw to win **1 of 4 JB-Hifi vouchers valued at \$300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).
For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

Privacy | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

CATI INTRODUCTION

*(ALL)

INTRODUCTION

Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 to 15 minutes.

*(ALL)

INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. You may have recently received a letter or email inviting you to take part in an important survey we are conducting to help improve services for young people.

IF NAMED RESPONDENT: We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10 to 15 minutes. Is now a good time? I'll be as quick as I can.

IF NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

3. Continue (speaking with named respondent)
4. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)
8. Named respondent wants to complete online (GO TO EC1)
9. Wants prize draw info (GO TO PDINFO)
10. Wants a copy of the invitation via email (GO TO EC2)
11. Wants a copy of the invitation via post (GO TO POST1)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'

IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE GENDER FROM SAMPLE TO
SUBSTITUTE HIS / HIM / HE, HER / SHE

*PROGRAMMER NOTE: ASSIGN ALL MODE=1, ONLINE AS RDUM=1

*(RDUM=1, NAMED RESPONDENT)

Intro2 We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 10-15 minutes. Is now a good time? I'll be as quick as I can.

6. Continue
7. Respondent Refusal (GO TO RR1)
8. Wants further information about survey (GO TO AINFO)
9. Queried about how telephone number was obtained (GO TO ATELQ)
10. Wants prize draw info (GO TO PDINFO)

*(RDUM = 2, PROXY RESPONDENT)

Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy does not know enough to provide information (AVOID) (GO TO TERM2)
4. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(RDUM = 2, PROXY RESPONDENT)

QREL What is your relationship to <FNAME>?

9. Parent
10. Sibling
11. Aunt / uncle

12. Grandparent
13. Other relative
14. Housemate
15. Other (Specify _____)
16. Refused

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(INTRO1=8, REQUESTED LINK TO COMPLETE ONLINE)

*(MULTIPLES ACCEPTED)

EC1 No problem, I can send you an email with the link to the survey. Can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

5. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK] (GO TO TERM4)
6. Email address: [TEXT BOX FOR EMAIL] (GO TO TERM4)

[Programmer: Show TERM4 and flag as Transfer_To_Web]
[Programmer: Insert into V6 list: 414075]

*(INTRO1=10, REQUESTED COPY OF INVITATION VIA EMAIL)

*(MULTIPLES ACCEPTED)

EC2 So we can send through a copy of the invitation, can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

5. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK]
6. Email address: [TEXT BOX FOR EMAIL]

[Programmer: GO TO PIREQ]
[Programmer: Insert into V6 list: 413150]

PROGRAMMER NOTE: Researcher will provide email template – then requests are to be downloaded and automatically sent an email.

*(INTRO1=11, REQUESTED COPY OF INVITATION VIA POST)

*(MULTIPLES ACCEPTED)

POST1 So we can send through a copy of the invitation, can I please confirm your postal address?

Address: <c_addr1> <c_addr2> <c_suburb> <c_state> <c_postcode>
First name: <firstname>
Surname: <surname>

5. Postal address is correct
6. Collect postal address: [COLLECT NUMBER, STREET, SUBURB, POSTCODE, STATE]

*(INTRO1=9 OR 10, REQUESTED COPY OF PARTICIPANT INFORMATION SHEET)

PIREQ Thanks for that, we'll try calling again in a few days to confirm you have received the participant information sheet and to answer any further questions.

REAPPOINT EMAIL +2 BUSINESS DAYS / LETTER +5 BUSINESS DAYS

*(ALL)

PRESAFE DO NOT ASK
INTERVIEWER CHECK: Are you calling a mobile number?

3. Yes
4. No

*(PRESAFE=1)

S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(S1=2, NOT SAFE TO TAKE CALL)

S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?

1. This number (MAKE APPOINTMENT)
2. Home phone (MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)

INTRO4 Before we begin... I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

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

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(RDUM=1 AND (INTRO1=3 OR INTRO2=2 OR S1=3 OR S2=3), RESPONDENT REFUSAL)

NRF1 Just before I go, part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

You might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

Would you like us to pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area?

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1a Could I please confirm the best number for the Transition to Work Program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1b Are there other numbers or a mobile for the Transition to Work Program to contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1c And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS (GO TO TERM2)
2. No (GO TERM2)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1d So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)

ATELQ Your telephone number has been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

*(WANTS ADDITIONAL INFORMATION)

AINFO Further information can also be found on our website www.scentre.com.au/our-research/2017destinations

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
(02) 9561 1147.

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 19 October. The names and State of residence of all winners will be published in 'The Australian' on October 26. Winners will be able to nominate their preferred cinema to receive the \$100 voucher.

*(ALL)

S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

A. CURRENT STATUS

*(ALL)

A3 Our records show that you/ that <FNAME> left school last year before you/ <FNAME> completed Year 12. Is this correct?

*IF MODE=2 DISPLAY: IF NO PROBE TO FRAME

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below

8. Yes
9. No, I/<FNAME> did not leave school before completing Year 12
10. No, I am/<FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
11. No, I/<FNAME> completed Year 12 and was awarded a Higher School Certificate/HSC (GO TO TERM1)
12. No, I/<FNAME> completed Year 12 but was not awarded a Higher School Certificate/HSC (GO TO TERM1)
13. (Not sure) (GO TO TERM1)
14. (Prefer not to say) (GO TO TERM1)

*(ALL)

A4 Have you / Has <FNAME> returned to secondary school studies this year?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: PROBE FOR FURTHER DETAIL SHOULD RESPONDENT SAY 'YES', I.E. PROBE FOR CORRECT CODE 2-5. HOME SCHOOLING SHOULD BE CODED AS '4' AND 'HOME SCHOOLED' SPECIFIED.

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below.

*IF MODE=1 DISPLAY: If you have changed to home schooling please select option 4 and record 'home school'

8. No
9. Yes, I have returned to secondary school studies this year (GO TO TERM1)
10. Yes, I am/ <FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
11. Yes, but I have/ <FNAME> has changed schools this year (Please specify school name) (GO TO TERM1)
12. Yes, but I am / <FNAME> is now doing the HSC in TAFE (GO TO TERM1)
13. (Not sure)
14. (Prefer not to say)

*PROGRAMMER NOTE:

IF A3=2 AND A4=1, GO TO TERM 1

*(RDUM=1, NAMED RESPONDENT)

A8 All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

4. (NUMERIX BOX) (RANGE 0 – 10)
5. (Not sure)
6. (Prefer not to say)

*(ALL)

A5a Do you/ <FNAME> currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

9. Yes
10. No
11. (Not sure)
12. (Prefer not to say)

*(NOT WORKING, A5a = 2-4)

A5b Are you / Is <FNAME> currently looking for work?

9. Yes
10. No
11. (Not sure)
12. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/ <FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Not sure)
5. (Prefer not to say)

*(ALL)

A6 Are you/ Is <FNAME> currently studying or enrolled in further study including a traineeship or apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
5. (Not sure)
6. (Prefer not to say)

*(ALL)

A7 <<IF A6=1 OR 2 INSERT: Apart from the study you are / <FNAME> is currently enrolled in>> Have you/ Has <FNAME> **completed** any further study or training since leaving school?

INTERVIEWER NOTE: We are only looking for whether you have completed any further study or training, not including what you are currently enrolled in.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE.

1. Yes

2. No
3. (Not sure)
4. (Prefer not to say)

B. INFLUENCES & ASPIRATIONS

*(ALL)

B18 Did you / <FNAME> leave school before turning 17 years of age?

*IF MODE=2 DISPLAY: IF NECESSARY: Did you / they leave before your / their 17th birthday last year?

5. Yes
6. No
7. (Not sure)
8. (Prefer not to say)

*(B18=1, LEFT BEFORE 17)

B19 What did you / <FNAME> do immediately after leaving school?

*IF MODE=2 DISPLAY: (READ OUT)

7. Studied somewhere (TAFE / college / different course)
8. Started an apprenticeship or traineeship
9. Started fulltime paid work of at least 25 hrs per week
10. Something else (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(ALL)

B5 What year of school were you / <FNAME> in when you / they made the decision to leave school?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Below Year 7 / Always wanted to leave
2. Year 7
3. Year 8
4. Year 9
5. Year 10
6. Year 11
7. Year 12
8. Other (Please specify)
9. (Not sure)
10. (Prefer not to say)

*(ALL)

B1 What is the **main** reason why you/ <FNAME> left school early?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

21. Work or career reasons
22. Didn't like school or teachers
23. Was not interested in going (bored)
24. Not coping well at school or failed or failing subjects or too hard
25. School was not for me/ <FNAME> or not a good environment for learning
26. School did not offer vocational education and training (VET) options

27. School did not offer subject choices I/ <FNAME> wanted
28. I/ <FNAME> was bullied
29. Family commitments (not including pregnancy)
30. Pregnancy
31. Asked to leave (expelled) or got in trouble
32. Ill health or sickness
33. Disability or school couldn't cater for my/ <FNAME>'s disability
34. Financial hardship
35. Wanted to study elsewhere or TAFE or different course
36. Moved away from area
37. Travel time (too long a commute)
38. Other (Please specify)
39. (Not sure)
40. (Prefer not to say)

*(IF B1 ≠ 19 or 20 DID NOT ANSWER 'DON'T KNOW' TO MAIN REASON FOR LEAVING OR REFUSED SAME)

B2 Were there **other** reasons that influenced your/ <FNAME>'s decision to leave school early?

*IF MODE=1, DISPLAY: <Please select all that apply>

*IF MODE=2 DISPLAY: (RECORD ALL MENTIONS)

PROGRAMMER NOTE: (SAME ORDER AS B1 AND SUPPRESS B1 RESPONSE FROM LIST)

22. Work or career reasons
23. Didn't like school or teachers
24. Was not interested in going (bored)
25. Not coping well at school or failed or failing subjects or too hard
26. School was not for me/ <FNAME> or not a good environment for learning
27. School did not offer vocational education and training (VET) options
28. School did not offer subject choices I/ <FNAME> wanted
29. I/ <FNAME> was bullied
30. Family commitments (not including pregnancy)
31. Pregnancy
32. Asked to leave (expelled) or got in trouble
33. Ill health or sickness
34. Disability or school couldn't cater for my/ <FNAME>'s disability
35. Financial hardship
36. Wanted to study elsewhere or TAFE or different course
37. Moved away from area
38. Travel time (too long a commute)
39. No other reason^
40. Other (Please specify)
41. (Not sure) ^
42. (Prefer not to say) ^

*(ALL)

B6 What did you/ <FNAME> enjoy **most** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)

2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(ALL)

B3 What did you/ <FNAME> enjoy **least** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (RECORD FIRST MENTION - DO NOT PROMPT)

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(IF B3 = 1)

B4 How much did this influence your / <FNAME>'s decision to leave school before finishing year 12?

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(IF VET in SCHOOL – SAMPLE VARIABLE='VET')

B7a According to our records you/<FNAME> undertook a VET course while at school. Your/<FNAME>'s VET course may have been a school based apprenticeship or traineeship.

Can you please confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses. IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY': ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7f What was the **main** reason you/<FNAME> did a VET course at school?

*IF MODE=2 DISPLAY: (READ OUT)

1. To do an apprenticeship or traineeship
2. Was interested in a career in this area

3. Liked the subject/teacher
4. It suited my/<FNAME>'s timetable
5. To contribute towards finishing my/<FNAME>'s HSC
6. To contribute to my/<FNAME>'s ATAR
7. Other subjects on offer didn't interest me/<FNAME>
8. My/<FNAME>'s teachers/parents told me/them to do it
9. Thought it would have a low workload/be easy
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(DID VET COURSE, B7a=1)

B7b Was the opportunity to do a VET course an important reason for staying at school for as long as you/<FNAME> did?

1. Yes
2. No
3. Other (Please specify)
4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B8 Could you please indicate if any of the following things might have made you want to **stay at school**.

*MODE=2, DISPLAY: Just tell me yes or no as I read them out...

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

PROGRAMMER NOTE: ROTATE STATEMENTS

1. More VET or vocational subjects in areas that interested you
2. A wider range of subjects offered at your school
3. If you could have studied part-time while working
4. More flexible timetabling of classes
5. More tutoring or mentoring offered to you by your school
6. More childcare facilities available at school
7. VET subjects that provided a work placement or industry experience
8. Being able to do an apprenticeship or traineeship at school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(RDUM=1 AND A6 ≠ 1 OR 2, INTERVIEWING NAMED RESPONDENT AND NOT ENROLLED TO STUDY OR CURRENTLY STUDYING)

B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? *IF MODE=2 DISPLAY Is it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Extremely likely

2. Somewhat likely
3. Not very likely
4. Not at all likely
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(B9=1 or 2, LIKELY TO START STUDY OR TRAINING)

B10 What level of study or qualification will that be?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-BACHELOR LEVEL

15. Postgraduate level (PhD, Masters)
16. Graduate Diploma / Graduate Certificate
17. Bachelor degree
18. Advanced Diploma / Associate Degree / Diploma
19. Certificate IV
20. Certificate III
21. Certificate II
22. Certificate I
23. Apprenticeship
24. Traineeship
25. HSC (Higher School Certificate)
26. Other (Please specify)
27. (Not sure) (EXCLUSIVE)
28. (Prefer not to say) (EXCLUSIVE)

*(ALL)

B11 What kind of career or job do you/ does <FNAME> expect to have when you are / he/she is about 30 years old?

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Carpenter / joiner
2. Motor mechanic
3. Electrician
4. Plumber
5. Hairdresser
6. Chef
7. Beauty therapist
8. Early childhood teacher
9. Child carer
10. Defence force member – Other rank
11. Police
17. Registered nurse
18. Gardener
14. Other
12. (None)
15. (Not sure)
16. (Prefer not to say)

*(OTHER SPECIFY, B11=14)

B11a Can you please describe the title of the job you / <FNAME> expect/s to have when you /they are about 30 years old and the main tasks and duties you /<FNAME> would have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B12 What level of qualification or education do you/ does <FNAME> need to have for this type of work?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=1 DISPLAY: Please select all that apply

16. Postgraduate level (PhD, Masters)
17. Graduate Diploma / Graduate Certificate
18. Bachelor degree
19. Advanced Diploma / Associate Degree / Diploma
20. Certificate IV
21. Certificate III
22. Certificate II
23. Certificate I
24. Apprenticeship
25. Traineeship
26. HSC (Higher School Certificate)
27. No qualification needed (SINGLE RESPONSE)
28. Other (Please specify)
29. (Not sure) (SINGLE RESPONSE)
30. (Prefer not to say) (SINGLE RESPONSE)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13 Do you think the courses **offered** at your / <FNAME>'s school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B13a Do you think the courses you / <FNAME> **did** at school prepared you/ him/her well for your/ his/her future career path?

INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(IF B11 = 1-11,17-18 OR B11a=1. GAVE CAREER EXPECTATIONS AT B11 OR B11a)

B14 Could you please indicate if any of the following people have had much influence on your/<FNAME>'s intended career.

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

INTERVIEW NOTE: A 'transition advisor' is a teacher from the school who is trained to support students who may leave school early. They help to plan their transition from school.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

PROGRAMMER NOTE: ROTATE STATEMENTS, KEEP STATEMENT (E) LAST, STATEMENT (F) SECOND LAST

- a) Your/ <FNAME>'s mother
- b) Your/ <FNAME>'s father
- c) Particular teachers at your/ <FNAME>'s school
- d) Your/ <FNAME>'s school career advisers
- e) Your/ <FNAME>'s transition adviser
- f) Other relatives or adults e.g. family friend
- g) Your/ <FNAME>'s friends

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not applicable)
- 4. (Not sure)
- 5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B15 Now some questions about careers advice/counselling at school. Did you do any of the following activities through your school?

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

PROGRAMMER NOTE: ROTATE STATEMENTS
(STATEMENTS)

- m) Identified careers that match your interests and abilities
- n) Had a one-on-one talk with the school's career adviser
- o) Had a career and transition plan
- p) Had advice about which school courses would help you reach your goals
- q) Searched online for career options at school
- r) Attended a careers expo organised through your school
- s) Attended a university information session organised through your school
- t) Been on an organised visit to a university campus
- u) Attended an information session about TAFE study that was arranged by your school
- v) Been on an organised visit to a TAFE campus
- w) Attended a presentation by an employer organised through your school
- x) Undertook work experience organised through your school

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not applicable)

4. (Not sure)
5. (Prefer not to say)

*(RDUM = 1, NAMED RESPONDENT)

B16 Overall, how useful was the careers advice/counselling you received at school in helping you choose your current pathway? Was it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. (Not sure)
7. (Prefer not to say)

C. EMPLOYMENT

*MOVED QUESTION C1 AFTER A5

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)

C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(A5a=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)

C4 What is your/ <FNAME>'s **main** job?

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Sales assistant (general)
2. Checkout operator
3. Kitchen hand

4. Store person
5. Café worker
6. Waiter
7. Building and plumbing labourer
8. Bar attendants and Barista
9. Other job
10. (Not sure)
11. (Prefer not to say)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=1, DOING APPRENTICESHIP)

C5 In what field are you/ is <FNAME> doing your/ his/her apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Carpenters and joiner
2. Motor mechanic
3. Plumber
4. Electrician
5. Hairdresser
6. Chef
7. Metal fitter / turner / machinist
8. Structural steel and welding trades workers
9. Butchers and smallgoods makers
10. Cabinetmaker
11. Air conditioning and refrigeration mechanics
15. Bricklayers and stonemasons
16. Gardeners
12. Other
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, C5=12)

C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=2, DOING TRAINEESHIP)

C6 In what field are you/ is <FNAME> doing your/ his/her traineeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
4. Café Worker
6. Office administration (General clerk)
7. Retail operations (Sales assistant (general))
11. Farm, forestry and garden workers
12. Gardeners
13. Concreters

8. Other
9. (Not sure)
10. (Prefer not to say)

*(OTHER SPECIFY, C6=8)

C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C7 How much do you/ does <FNAME> like your/ his/her job?

INTERVIEWER NOTE: If you have more than one job, please answer in response to your main job

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(A5b=2, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s main activity?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child / children
4. Travel or holiday / gap year
5. Illness / unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. socialising, hobbies, playing sport or video games)
8. Doing nothing
9. Other (Please specify)
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

D. STUDY

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D1 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. Is that on a full-time or part-time basis?

Full time study is defined as doing 75% or more of the course's full time study load.

5. Full time
6. Part time
7. (Not sure)
8. (Prefer not to say)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D2 What level of study is it?

*IF MODE=2 DISPLAY: (DO NOT PROMPT FOR ABOVE-BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. (Not sure)
13. (Prefer not to say)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)

D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (Please specify)
7. (Not sure)
8. (Prefer not to say)

*(VET=VET AND B7a=1 AND A6=1 OR 2, DID VET IN SCHOOL AND ENROLLED IN FURTHER STUDY)

D2b Did you/ <FNAME> receive any credit, recognition of prior learning (RPL) or advanced standing in your/their current course for the VET competencies you/they completed at school?

INTERVIEWER NOTE: Credit or advanced standing may be granted by an educational institution if they consider your prior work experience, training or learning matches specific learning outcomes for a unit of your current course.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

5. Yes
6. No
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(D2b=2, DID NOT RECEIVE CREDIT/RPL FOR VET IN SCHOOL)

D2c Why did you/<FNAME> not receive any credit/RPL for the VET competencies you/they completed in school?

*IF MODE=2 DISPLAY: I'll read out a short list of reasons, please select the one that most closely matches your situation

*IF MODE=2 DISPLAY: (READ OUT)

8. Application not approved/ not available for course
9. Not possible as courses are in different areas
10. Did not know it was possible
11. Did not apply for credit even though school VET was in the same area
12. Did not finish VET studies
13. (Not sure) (AVOID)
14. (Prefer not to say) (AVOID)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3a What type of education institution do you attend / will you be attending/ does <FNAME> attend/ will <FNAME> be attending?

7. TAFE or government vocational education and training (VET) provider
8. Private training college or Adult & Community Education provider
9. University
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / you will be attending/ <FNAME> attends/ <FNAME> will be attending?

(PROBE FOR NAME OF UNIVERSITY OR TAFE)

40. TAFE NSW (DISPLAY IF D3a=1)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. (Not sure)
38. (Prefer not to say)

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend/ does <FNAME> attend/ will <FNAME> be attending university?

*IF MODE=2 DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

11. Victoria
12. Queensland
13. South Australia
14. Western Australia
15. Australian Capital Territory
16. Tasmania
17. Northern Territory

18. (My institution is not located in Australia)
19. (Not sure)
20. (Prefer not to say)

*(D3a=3, ATTENDING UNIVERSITY)

PRED4 Are you/is <FNAME> undertaking a double degree?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

IF PRED4=1: If you/<FNAME> are undertaking a double degree, please indicate your/their other field of education at the next question.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your/<FNAME>'s second degree?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)

10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

D4ac What area of study is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

D4bc Which area of study is the closest match for your/<FNAME>'s (IF PRED4=1, second degree; IF PRED4=2-4, degree)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*(B9=4, NO INTENTION TO UNDERTAKE FURTHER STUDY)

D5 What is the **main** reason why you are not studying or planning to undertake any further study at the moment?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

E. DEMOGRAPHICS

*(ALL)

PREE1 Now a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Not sure)
6. (Prefer not to say)

*(ALL)

E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Not sure)
5. (Prefer not to say)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)
E3 What language do you/ does <FNAME> speak at home?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: (DO NOT PROMPT)

*IF MODE=1, DISPLAY: Please select all that apply

*PROGRAMMER NOTE: AND SHOW PRE-CODES AND PUT IN ALPHABETICAL ORDER

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Please specify)
29. (Not sure)
30. (Prefer not to say)

*(ALL)

E4o The next few questions are about your / <FNAME>'s parents or guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

1. Continue

*(ALL)

E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your/ <FNAME>'s mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

8. Currently employed
9. Retired
10. Unemployed / Unable to work due to illness/injury/disability
11. Home duties
12. Never had a job
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your/ <FNAME>'s father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

8. Currently employed
9. Retired
10. Unemployed / Unable to work due to illness/injury/disability
11. Home duties
12. Never had a job
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

PREE11 Now a few quick questions about the home you / <FNAME> (were / was) living in during the last year (you / they) attended school

1. Continue

*(ALL)

E11 Thinking about the home you lived in when you left school....

Which of the following were in your/ <FNAME>'s home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

- e) A desk to study at
- f) A room of your/ <FNAME>'s own
- g) A quiet place to study
- h) High-speed internet (ADSL / ADLS2 / NBN)
- g) Classic literature (e.g. Shakespeare) (includes physical books only)
- h) A musical instrument of your / <FNAME>'s own (not including Recorders)
- j) A dictionary (includes physical books only)
- k) A dishwasher
- l) A new generation gaming console (Xbox One or PlayStation 4)
- l) iPad or other tablet device of your own / <FNAME>'s (excludes smart phones)
- m) Espresso machine

(RESPONSE FRAME)

- 1. Yes
- 2. No
- 3. (Not sure) (AVOID)

*(ALL)

E12 How many of these were at your/ <FNAME>'s home last year?

*IF MODE=2 DISPLAY: (DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more)

(STATEMENTS)

- 2. Mobile phones
- 3. Computers (desktop/laptop)
- 4. Rooms with a bath or shower (such as ensuites and bathrooms)

(RESPONSE FRAME)

- 1. None
- 2. One
- 3. Two
- 4. Three or more
- 5. (Not sure)

*(ALL)

E13 How many books were there in your/ <FNAME>'s home? There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: DO NOT READ OUT NUMBER OPTIONS.

1. Fewer than 25 books
2. Between 26 and 100 books
3. Between 101 and 500 books
4. More than 500 books
5. (Not sure)

*ALL

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent household or parent and step-parent household).

*IF MODE=1 DISPLAY: If time was split between parents, please think about the house where you spent the most time

*IF MODE=2 DISPLAY: (READ OUT)

(READ OUT)

19. Two parents or guardians
20. One parent or guardian
21. Other people I'm/they're not related to
10. Other people I am/they are related to
22. A partner (married / not married)
23. A partner and our/<FNAME>'s /their child or children
24. (Couch surfed with relatives / non-relatives)
25. Other (Please specify)
26. (Not sure)
27. (Prefer not to say)

F. REFERRAL DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5a = 2, AND A6 = 3, 5 OR 6)

F1 Part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, pass contact details on
2. No, do not pass contact details on

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>

Alternative number: <cnewaltnum>

Are these still correct?

5. Yes
6. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1b Are there other numbers or a mobile for the Transition to Work program to contact?

1. Yes (Please enter 10 digit number)
2. No

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1c So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1d Can we please have your email address?

5. Email address <TEXT BOX>
6. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1e The email address we have for you is:

<CEMAIL>

Is that still correct?

5. Yes
6. No (GO TO EDIT SCREEN)

*(NAMED RESPONDENT, RDUM=1)

F2 Thanks for that. Would it be ok if we or the NSW Department of Education contacted you again sometime in the future for a follow-up interview about your work and study experiences?

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

F3 The phone number(s) we have to reach you on are:

Best number: <cnwtelnum>
Alternative number: <cnwvaltnum>

Are these still correct?

5. Yes
6. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4 Can we please get an alternative number or a mobile from you for future contact?

5. Alternative number: <10 digits>
6. Prefer not to provide alternative number

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F5a Can we please have your email address?

5. Email address <TEXT BOX>
6. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F5b The email address we have for you is:

<CEMAIL>

Is that still correct?

5. Yes
6. No (GO TO EDIT SCREEN)

*(ALL)
CLOSE

Thank you very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available on our website, www.srcentre.com.au if you require further information.

*(IF MODE=1) If you would like to view the results from the 2016 NSW student destinations survey please click [here](#).

*(IF MODE=2) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2) IF NECESSARY: If you're interested in looking at the results of this survey, a report on the NSW student destinations survey will be published on the Department's Centre for Education Statistics and Evaluation website early next year: www.cese.nsw.gov.au

***TERMINATION SCRIPT**

TERM1 Thanks anyway, but for this survey we need to speak to people who left school last year before completing Year 12.

*IF MODE=1 DISPLAY: Please click 'Next' to be re-directed to our home page.

TERM2 Thanks for your time.

TERM3 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM4 You'll receive the email with the link to complete this survey shortly. If you haven't received it by tomorrow please contact the Social Research Centre on 1800 023 040 or at studentdestinations@srcentre.com.au

IF RESPONDENT DECEASED:

Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Virginia

PHONE: 02 9561 1147

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

***REASONS FOR REFUSAL**

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Ten minutes is too long
11. Get too many calls for surveys / telemarketing
17. Objected to being called on mobile phone
18. Other (Specify)

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

***ALLTERM**

	Detailed outcome	Summary outcome	AAPOR detailed outcome	AAPOR outcome code
Intro1=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
Intro1=9	Household Refusal	Refusal	Household level refusal	2.111
Intro1=5	Named respondent deceased	Screen out	Deceased respondent	2.31
Intro2=2	Named respondent refusal	Refusal	Known respondent refusal	2.112
Intro3=2	Proxy refused to provide information	Refusal	Refusal	2.11

Intro3=3	Proxy does not know enough to provide information	Screen out	Other	4.9
Intro3=6	Proxy away duration	Other contacts	Other, non-refusals	2.3
Intro4=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
S1=3	Mobile refused safety question	Refusal	Refusal	2.11
S2=3	Mobile refused alternative number	Refusal	Refusal	2.11
A3=4/5	Completed Year 12	Screen out	No eligible respondent	4.7
A3=3 OR A4=3	Doing IB	Screen out	No eligible respondent	4.7
A4=2	Returned to secondary schooling	Screen out	No eligible respondent	4.7
A4=4	Returned to secondary schooling - changed schools	Screen out	No eligible respondent	4.7
A4=5	Returned to secondary schooling – doing HSC in TAFE	Screen out	No eligible respondent	4.7
A3=2 AND A4=1	Did not leave school and did not return to school	Screen out	No eligible respondent	4.7
A3=DK OR REF	Leaving status unknown	Screen out	No eligible respondent	4.7
EC1=2	Wants to complete online	Other contacts	Other, non-refusals	2.3

**NSW School Leaver Survey - Early leavers & Year 12 completers longitudinal cohorts
NSW Department of Education and NSW Skills Board
2017 – Questionnaire**

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SURNAME FROM SAMPLE

SAMPLE VARIABLES

VAR Name	VAR label	Full description
UID	Unique ID	
COHORT	1= EL 2= Y12	Early Leaver or Year 12 completer
SECTOR	Sector	Government (DEC) Catholic (CEC) Other independent (AIS)
FNAME	First name	First name
SURNAME	Surname	Surname
EMAIL		Confirmed email
CNEWTELNUM		Confirmed primary number
CNEWALTNUM		Confirmed secondary number
SEX	M, F	Male, Female
CADDR1		Confirmed Postal address
CSUBURB		Confirmed Postal address
CSTATE		Confirmed Postal address
CPCODE		Confirmed Postal address
Username		Username for online login
MATHDUM	Maths level	Level of maths for filtering
STUDYSTAT	1= Studying 2= Enrolled 3= No	Study status 2014
INTDATE	Interview date 2016	Interview date 2016
EMAILLINK	Link to survey	Link to online survey
VETSURVEY	VET status in-survey	In survey VET status

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any invalid responses – Not sure, Not applicable, Prefer not to say to be set separately to 'valid responses – as per standard template for MODE=1, ONLINE

- Brackets around Not sure and Prefer not to say should be shown in MODE=2, TELEPHONE, no brackets to be shown around these codes for MODE=1, ONLINE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

WELCOME SCREEN

WELCOME Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <GIVENNAME> <SNAME>?

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are following up on an email and letter recently sent to <GIVENNAME>. Last year they said it would be ok if we contacted them again in the future for a follow-up survey regarding their current work and study situation.

CATI INTRODUCTION

*(MODE=2, TELEPHONE AND AMFLG=0)

PREANS Are you leaving an answering machine message?

1. Yes
2. No

*(PREANS=1, LEAVING MESSAGE)

ANSM1 **LEAVE FOLLOWING MESSAGE**

Good morning/afternoon/evening <GIVENNAME> I'm calling from the Social Research Centre for a short five minute survey to follow up the one you completed last year for the NSW Department of Education. We'll call back in the next week or so. If you would like to request a specific time you can call our hotline on 1800 023 040. Thank you.

1. Left answering machine message

LEFTAM INTERVIEWER NOTE: Make appointment for 2 days +/- 2 hours within standard evening and weekend calling times and record LEFT AM in comments

*PROGRAMMER NOTE: IF ANSM1=1 FLAG RECORD WITH AMFLG=1.

*(ALL)

Intro2 REINTRODUCE IF NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <GIVENNAME> <SURNAME>?

Last year you participated in a survey for the NSW Department of Education, answering some questions about what you've been doing since leaving school. At that time you said it would be ok if we contacted you again in the future for a follow-up survey. We'd like to ask you some more questions about your current study and work situation – it will only take about 5 minutes.

If you complete the survey you will be entered into a prize draw to win one of five \$100 movie vouchers.

INTERVIEWER NOTE: IF QR REFUSES, ATTEMPT TO CONVERT BY GIVING THEM DETAILS TO COMPLETE ONLINE

IF NECESSARY: You may have received a letter and / or email about this recently.

1. Continue
2. Wants to self-complete online
3. Household Refusal (GO TO RR1)
4. Respondent Refusal (GO TO RR1)
5. Wants copy of invitation before proceeding (GO TO RECON)
6. Wants information on how details were obtained (GO TO AINFO)
7. Wants prize draw info (GO TO PDINFO)
8. Denies interview 2016 (GO TO TERM1)

*(WANTS FURTHER INFORMATION ABOUT SURVEY)

AINFO When we spoke with you last year we confirmed this number as a good number to contact you on. (SNAP BACK)

1. (Snap back to INTRO2)

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 5 October. The names and State of residence of all winners will be published in 'The Australian' on October 12. Winners will be able to nominate their preferred cinema to receive the \$100 voucher.

*(INTRO2=2, WANTS TO COMPLETE ONLINE)

ONLINE I can provide you with the login details over the phone or send you an email with a link.

*PROGRAMMER NOTE:

USERNAME: <<USERNAME>>

LINK: <<EMAILLINK>>

1. Would like email – enter email address (GO TO TERM3)
2. Provided details over the phone (GO TO TERM3)
3. Back to Intro2

[Programmer: Show TERM3 and flag as Transfer_To_Web]

[Programmer: Insert into V6 list: 414072]

*(INTRO2=1, NAMED RESPONDENT)

PRESAFE

INTERVIEWER: Are you calling a mobile number?

1. Yes
2. No (GO TO PMON)

*(PRESAFE=1, CALLING A MOBILE NUMBER)

SAFE1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take the call
2. Not safe to take the call
3. Refused (RR1)

*(WANTS COPY OF INVITATION, Intro2 = 5)

RECON We can send that to an email address.

*(IF <CEMAIL> is empty)

i. Can I please have your email address?

*(IF <CEMAIL> exists)

ii. The email address we have for you is <CEMAIL>

1. Specify email
2. <CEMAIL> is correct (ONLY DISPLAY IF CEMAIL EXISTS)
3. (No email/Refused)

[Programmer: GO TO RECON2]
[Programmer: Insert into V6 list: 413196]

*(WANTS LETTER VIA EMAIL, RECON = 1 OR 2)

RECON2 You should receive it in the next day or so. Can I arrange a time to call you back?

1. Arrange Callback (STOP INTERVIEW, ARRANGE CALLBACK)

*(WOULD NOT PROVIDE EMAIL, RECON=3)

RECON3 Unfortunately we need an email address to send the invitation, would you be happy to continue anyway?

1. Yes
2. Respondent refusal (GO TO RR1)

*(ALL)

Intro3 Before we begin, I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

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

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(INTRO2=1, NAMED RESPONDENT)

PMON This call may be monitored or recorded for quality assurance purposes. Is that OK?

1. Yes
2. No

ONLINE LANDING PAGE

Hello and welcome to the 2017 NSW student destinations survey. This survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education.

Your participation is very important and will help us better understand the career and study aspirations of young people across New South Wales. The results of the survey will also be used to improve services for young people in NSW.

Please enter your username below, and click 'Next' to begin
[LOGIN]

EL AND Y12 LANDING PAGE

*DISPLAY FOR SELF COMPLETE ONLY

Welcome <FNAME>,

This year's survey will ask about your current study and work situation, and should only take about 5 minutes of your time. There are no right or wrong answers.

By completing the survey, you will be entered into a prize draw to win **1 of 5 movie vouchers to the value of \$100**. If you complete the survey online before **4 September 2017**, you will be put into an additional prize draw to win **1 of 8 JB-Hifi vouchers valued at \$300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).

For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

START SURVEY

More information

You have received an invitation to this survey because you took part in a survey last year about the types of things you were doing when you finished school and what might have influenced your decisions about your future. As part of the survey, you agreed to let us recontact you again.

Our Privacy Policy is available on our [website](#), if you require more information. Details of the terms and conditions for the prize draw can be found [here](#).

[Privacy](#) | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

*TIMESTAMP 1

STUDY

*(ALL)

A8 To start, just a general question about your current situation.

All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

1. (NUMERIX BOX) (RANGE 0 – 10)
2. Not sure

3. Prefer not to say

*(ALL)

A6 Are you currently studying or enrolled in some type of study (including as part of a traineeship or apprenticeship)? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled, but not yet started
3. No
4. Not sure
5. Prefer not to say

*(STUDYING IN 2017 AND STUDIED LAST YEAR, A6 = 1-2 & STUDYSTAT= 1 or 2)

L1 Are you (A6 = 1: currently studying | A6 = 2: enrolled) in the same course as last time we interviewed you on <INTDATE>?

1. Yes
2. No
3. I wasn't enrolled / studying when last interviewed
4. Not sure
5. Prefer not to say

*(NOT STUDYING SAME COURSE AS LAST YEAR, STUDYSTAT= 1 or 2 AND A6 = 3, 4 OR 5; OR L1 = 2)

L2 Did you complete last year's course?

1. Yes
2. No (I withdrew from the course)
3. Not sure
4. Prefer not to say

*(WITHDREW FROM COURSE, L2=2)

L3 What was the **main** reason you withdrew from last year's course? (SINGLE RESPONSE)

*IF MODE=1, DISPLAY: Please select one only

1. Wanted to work more / needed to work more for financial reasons
2. Course was too expensive
3. Lost interest in doing that course / studying
4. Decided to enrol in a different course
5. Problems with transport or access
6. Health or personal problems
7. Other reason (Please specify)
8. Not sure
9. Prefer not to say

*(HAS FINISHED COURSE FROM 2014, L2=1)

L4 On a scale of 1 to 10, where 1 means "not at all useful" and 10 means "extremely useful", how useful do you think this course was in preparing you for future employment? (SINGLE RESPONSE)

1. (NUMERIX BOX) (RANGE 1 – 10)

2. Not sure
3. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D1 Are you studying or enrolled to study on a full-time or part-time basis? (SINGLE RESPONSE)

Full time study is defined as doing 75% or more of the course's full time study load.

1. Full time
2. Part time
3. Not sure
4. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

L5 Are you studying or enrolled to study as part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D2 What level of qualification or education are you studying or enrolled in? (SINGLE RESPONSE)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Other level of study (Please specify)
10. Not sure
11. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D3a What type of education institution are you attending or will attend?

1. TAFE or government vocational education and training (VET) provider
2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. Not sure
6. Prefer not to say

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / will be attending?

IF MODE=2, DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. TAFE NSW (DISPLAY IF D3A=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3A=3)
17. Macquarie University (DISPLAY IF D3A=3)
18. Southern Cross University (SCU) (DISPLAY IF D3A=3)
19. The University of Sydney (DISPLAY IF D3A=3)

20. University of New England (UNE) (DISPLAY IF D3A=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3A=3)
22. University of Newcastle (DISPLAY IF D3A=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3A=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3A=3)
25. Western Sydney University (UWS) (DISPLAY IF D3A=3)
26. University of Wollongong (UOW) (DISPLAY IF D3A=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3A=3)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3A=1)
39. University outside of NSW (DISPLAY IF D3A=3)
36. Other (Please specify)
37. Not sure
38. Prefer not to say

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend university?

*IF MODE=2, DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory
8. (My institution is not located in Australia)
9. Not sure
10. Prefer not to say

*(ATTENDING UNIVERSITY, D3a=3)

PRED4 Are you undertaking a double degree? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)? (SINGLE RESPONSE)

*DISPLAY IF PRED4=1: If you are undertaking a double degree, please indicate your other field of education at the next question.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)

12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your second degree? (SINGLE RESPONSE)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(IF VET IN PREVIOUS SURVEY, VETSURVEY=1)

B7f According to our records you undertook a VET course while at school. Your VET course may have been a school based apprenticeship or traineeship.

What was the main reason you did a VET course at school?

*IF MODE=2 DISPLAY: (READ OUT)

1. To do an apprenticeship or traineeship
2. Was interested in a career in this area
3. Liked the subject/teacher
4. It suited my timetable
5. To contribute towards finishing my HSC
6. To contribute to my ATAR
7. Other subjects on offer didn't interest me
8. My teachers/parents told me to do it
9. Thought it would have a low workload/be easy
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(NOT ENROLLED TO STUDY OR CURRENTLY STUDYING, A6=3,4 OR 5)

B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? *IF MODE=2 DISPLAY: Is it...

(SINGLE RESPONSE)

1. Extremely likely
2. Somewhat likely
3. Not very likely

4. Not at all likely
5. Not sure
6. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)

L8 Do you think this study or training would be part of an apprenticeship or traineeship?
(SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)

B10 What level of study or qualification are you likely to start in the next two years?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-
BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. HSC (Higher School Certificate)
10. Other level of study
11. Not sure
12. Prefer not to say

*(NO INTENTION TO UNDERTAKE FURTHER STUDY, B9=4)

D5 What is the **main** reason why you are not studying or planning to undertake any further study at the moment?

1. There would have been too much financial pressure on my family
2. I wanted to start earning my own money
3. I would have had to travel too much
4. I would have had to move away
5. The courses I was interested in were not available locally
6. I never planned or intended to study
7. I don't like studying
8. I wanted to start my career right away
9. I wanted to take a gap year
10. I didn't get an ATAR
11. My ATAR wasn't high enough
12. I didn't know what I wanted to do
13. I'm planning on studying later
14. I'm waiting for my course to start
15. I began a course but I didn't like it
16. I was unable to study due to health issues
17. I'm planning on joining the armed forces
18. I have no time to study
19. Other reason
20. Not sure

21. Prefer not to say

*TIMESTAMP 2

EMPLOYMENT

*(ALL)

A5a Do you currently have a paid job? (SINGLE RESPONSE)

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

13. Yes
14. No
15. Not sure
16. Prefer not to say

*(NOT WORKING, A5a = 2-4)

A5b Are you currently looking for work? (SINGLE RESPONSE)

13. Yes
14. No
15. Not sure
16. Prefer not to say

*(LOOKING FOR WORK, A5b = 1)

L9 Are you mainly looking for full-time, part-time or casual work? (SINGLE RESPONSE)

1. Full-time
2. Part-time
3. Casual
4. Not sure
5. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C1 Is your paid job part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, apprenticeship
2. Yes, traineeship
3. No
4. Not sure
17. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C2 How many hours on average a week do you work in your job? (SINGLE RESPONSE)

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. Not sure
3. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C3 Would you prefer to be working more hours? (SINGLE RESPONSE)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(CURRENTLY WORKING, BUT NOT APPRENTICESHIP OR TRAINEESHIP, A5a=1 AND C1=3-5)
C4 What is your **main** job? (SINGLE RESPONSE)

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Sales assistant
2. Checkout operator
3. Kitchen hand
4. Store person
5. Café worker
6. Waiter
7. Building and plumbing labourer
8. Bar attendant and Barista
12. Private tutors and Teachers
9. Other job
10. Not sure
11. Prefer not to say

*(OTHER JOB, C4=9)

C4Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(DOING APPRENTICESHIP, C1=1)

C5 In what field are you doing your apprenticeship? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST
*IF MODE=2 DISPLAY: (DO NOT READ OUT)

- 1 Air conditioning and refrigeration mechanic
- 2 Bricklayer and stonemason
- 3 Cabinetmaker
- 4 Carpenter and joiner
- 5 Chef
- 6 Electrician
- 7 Hairdresser
- 8 Metal fitter / turner / machinist
- 9 Motor mechanic
- 10 Plumber
- 11 Structural steel and welding trades worker
16. Gardeners
13. Other
14. Not sure
15. Prefer not to say

*(OTHER JOB, C5=13)

C5Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(DOING TRAINEESHIP, C1=2)

C6 In what field are you doing your traineeship? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
2. Bar attendants and Barista
3. Café worker
4. Secretaries
2. Waiter
3. Office administration (General clerk)
4. Retail operation (Sales assistant (general))
5. Accountants
6. Other
7. (Not sure)
8. (Prefer not to say)

*(OTHER JOB, C6=8)

C6Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C7 How much do you like your **main** job? (SINGLE RESPONSE)

INTERVIEWER NOTE: If you have more than one job, please answer in response to your main job

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. Not sure
6. Prefer not to say

*(NO JOB AND NOT LOOKING FOR WORK, A5b=2, 3 or 4)

C8 You said earlier that you do not currently have a paid job and that you are not looking for work. What would you say is your **main** activity? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child/children

4. Travel or holiday / gap year
5. Ill/unable to work
6. Pregnant / preparing for birth
7. Study / training
8. Doing nothing
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. Socialising, Hobbies, Playing sport or video games)
9. Other
10. Not sure
11. Prefer not to say

*TIMESTAMP 3

ASPIRATIONS

*(ALL)

B11 What kind of career or job do you expect to have when you are about 30 years old?
(SINGLE RESPONSE)

1. Beauty therapist (COHORT = 1, EL)
2. Carpenter / joiner (COHORT = 1, EL)
3. Chef (COHORT = 1, EL)
4. Child carer (COHORT = 1, EL)
5. Early childhood teacher (COHORT = 1, EL)
6. Electrician (COHORT = 1, EL)
7. Hairdresser (COHORT = 1, EL)
8. Motor mechanic (COHORT = 1, EL)
9. Plumber (COHORT = 1, EL)
10. Police (COHORT = 1, EL)
11. Structural steel and welding trades worker (COHORT = 1, EL)
27. Registered nurse (COHORT=1, EL)
12. Primary school teacher (COHORT = 2, Y12)
13. Lawyer / Barrister (COHORT = 2, Y12)
14. Secondary school teacher (COHORT = 2, Y12)
15. Police (COHORT = 2, Y12)
16. Registered nurse (COHORT = 2, Y12)
17. Accountant (COHORT = 2, Y12)
18. General practitioner / Resident medical officer (COHORT = 2, Y12)
19. Physiotherapist (COHORT = 2, Y12)
20. Psychologist (COHORT = 2, Y12)
21. Journalist and Other writer (COHORT = 2, Y12)
22. Graphic and Web designer / Illustrator (COHORT = 2, Y12)
23. Other
24. (None)
25. Not sure
26. Prefer not to say

*(B11= OTHER CAREER, B11 = 23)

B11a Can you please describe the title of the job you expect to have when you are about 30 years old and the main tasks and duties you would have in that role. (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(PROVIDES A CAREER ASPIRATION, B11 = 1-22 OR B11=23 AND B11a=1)

B12 What level of qualification or education would you need to have for this type of work?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=1 DISPLAY: Please select all that apply

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. HSC (Higher School Certificate)
10. Other level of study
11. (No qualification needed) (EXCLUSIVE)
12. Not sure (EXCLUSIVE)
13. Prefer not to say (EXCLUSIVE)

*(PROVIDES A CAREER ASPIRATION, B11 = 1-22 OR B11=23 AND B11a=1)

B13 Would you need to do an apprenticeship or traineeship to achieve your career or job goals?

1. Yes, Apprenticeship
2. Yes, Traineeship
3. No, neither Apprenticeship or Traineeship
4. Not sure
5. Prefer not to say

*(ALL)

B14 Do you think the courses offered at your school prepared you for your expected career path?
INTERVIEWER NOTE: By "courses" we mean "classes" or "subjects"

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2,
TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(ALL)

B15 Thinking back to when you were at school, how useful overall was the careers advice/counselling you received at school in helping you choose your current pathway? Was it...

*IF MODE=2 DISPLAY: (READ OUT)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. Not sure
7. Prefer not to say

*(EARLY LEAVER SAMPLE MEMBERS, COHORT = 1)

BX18 Did you leave school before turning 17 years of age?

1. Yes
2. No

3. (Not sure)
4. (Prefer not to say)

*(BX18=1, LEFT BEFORE 17)

BX19 What did you do immediately after leaving school?

1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Please specify)
5. Not sure
6. Prefer not to say

*(MATHDUM=1 OR 2, VAILD MATH RESPONSE). IF MATHDUM=1, “not doing a maths unit” / IF MATHDUM=2, “math unit or level”)

BX3 Looking back now on your choice of <maths unit or level / not doing a maths unit> in HSC, would you have...

(SINGLE RESPONSE)

*PROGRAMMER NOTE:

*DISPLAY 1 – 4 IF MATH UNIT (MATHDUM=2)

*DISPLAY 5 & 6 IF NO MATH UNIT (MATHDUM=1)

1. Selected the same math unit(s)
2. Selected a more challenging math unit
3. Selected an easier math unit
4. Would not have selected a math unit for my HSC at all
5. Selected a maths unit
6. Still not selected a maths unit for my HSC
7. Not sure
8. Prefer not to say

*(IF BX3=2, WOULD HAVE SELECTED A MORE CHALLENGING MATH UNIT)

BX4.i Why would you have selected a different maths course for your HSC?

4. Specify [TEXT BOX]
5. Not sure
6. Prefer not to say

*(IF BX3=3, WOULD HAVE SELECTED AN EASIER MATH UNIT)

BX4.ii Why would you have selected a different maths course for your HSC?

4. Specify [TEXT BOX]
5. Not sure
6. Prefer not to say

*(IF BX3=5, WOULD HAVE SELECTED A MATH UNIT)

BX4.iii Why would you have selected a maths course for your HSC?

4. Specify [TEXT BOX]
5. Not sure
6. Prefer not to say

*(IF BX3=4, WOULD NOT HAVE SELECTED A MATH UNIT)

BX4 iv Why would you not have selected a maths course for your HSC?

(MULTIPLE RESPONSE)

4. Specify [TEXT BOX]

5. Not sure
6. Prefer not to say

*TIMESTAMP 4

REFERRAL DETAILS

*(NOT EMPLOYED AND NOT IN STUDY, A5a = 2, AND A6 = 3, 4 OR 5)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment after leaving school.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, continue
2. No, would not like my details passed on.

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)

F1ai. The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

7. Yes
8. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, cnewaltnum = Blank)

F1aii. Can I please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1e So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1c Can we please have your email address?

7. Email address <TEXT BOX>
8. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1d The email address we have for you is:

<CEMAIL>

Is that still correct?

7. Yes
8. No (GO TO EDIT SCREEN)

RECONTACT DETAILS

*(ALL)

F2 Thank you for taking the time to answer those questions.

The Social Research Centre and the NSW Department of Education would like to run this survey again next year. Would it be ok if we contacted you again in about a year's time for a short follow-up survey about your work and study experiences?

Your details will only be kept for the purposes of inviting you to take part in a future survey for the student destinations survey.

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F3a Can we please have your email address?

7. Email address <TEXT BOX>
8. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F3b The email address we have for you is:

<CEMAIL>

Is that still correct?

7. Yes
8. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4. The phone number(s) we have to reach you on are:

Best number: <cnwtelnum>
Alternative number: <cnwaltnum>

Are these still correct?

7. Yes
8. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, cnwaltnum = Blank)

F4a. Can we please get an alternative number or a mobile from you for future contact?

7. Alternative number: <10 digits>
8. Prefer not to provide alternative number

*PROGRAMMER NOTE: ONLY DISPLAY IF MODE = 1 (ONLINE SELF COMPLETE)

*(F2=1, AGREED TO BE RECONTACTED)

F5 And can you please confirm your postal address? This information would only be used to notify you of when the next round of interviewing would be happening.

Address 1: <CADDR1>

Suburb: <CSUBURB>

State: <CSTATE>

Postcode: <CPCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)
3. (Prefer not to confirm postal address)

*(ALL)

CLOSE Thank you again very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our website, www.srcentre.com.au if you require further information.

If you have any questions or comments about the survey, you can call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

*(IF MODE=1) If you would like to view the results from the 2016 NSW student destinations survey please click [here](#).

*(IF MODE=2, CATI) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2, CATI) IF NECESSARY: If you would like to view the results from the 2016 NSW student destinations survey visit www.cese.nsw.gov.au and look under Publications

*TIMESTAMP 5

TERMINATION SCRIPT

TERM1 Thanks for your time.

TERM2 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM3 Thank you so much for being willing to take part in the survey.

REASONS FOR REFUSAL

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

Code #	Label
1	No comment / just hung up
2	Too busy
3	Not interested
4	Too personal / intrusive
5	Don't like subject matter
6	Don't believe surveys are confidential / privacy concerns
7	Don't trust surveys / government
8	Never do surveys

- 9 Survey is too long
- 10 Get too many calls for surveys / telemarketing
- 97 Other (SPECIFY)
- 11 Objected to being called on mobile phone

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

- 1. Definitely don't call back
- 2. Possible conversion

*ALLTERM

CODE	Detailed outcome	Summary outcome
Intro2=3	Household Refusal	Refusal
Intro2=4	Respondent Refusal	Refusal
Intro2=8	Denies interview in 2016	Refusal
Intro3=2	Respondent Refusal	Refusal
ONLINE=1 OR 2	Wants to complete online	Other contacts
SAFE1=3	Refused safety question	Refusal
RECON3=2	Respondent Refusal	Refusal

NSW School Leaver Survey - Year 10 longitudinal cohort
NSW Department of Education and NSW Skills Board
2017 – Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

VAR Name	VAR label	Full description
UID	Unique ID	
COHORT	3=Y10	Year 10
SECTOR	Sector	Government (DEC) Catholic (CEC) Other independent (AIS)
FNAME	First name	First name
SURNAME	Surname	Surname
CEMAIL	email	email
CNEWTELNUM	telnum	primary number
CNEWALTNUM	altnum	secondary number
SEX	M, F	male, female
VET	VET	Vocational Education and Training
CADDR1	Address 1	Postal address
CSUBURB	Suburb	Postal address
CSTATE	State	Postal address
CPCODE	Postcode	Postal address
PLEAVING	1= Likely to leave early 2= Likely to finish Y12	Study status 2014
USERNAME	Username	Online login
INTDATE	Interview date 2016	Interview date 2016
EMAILLINK	Link to survey	Link to online survey
B7a	Undertaking VET in 2016	Undertaking VET in 2016 – for filtering

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any invalid responses – Not sure, Not applicable, Prefer not to say to be set separately to 'valid responses – as per standard template for MODE=1, ONLINE
- Brackets around Not sure and Prefer not to say should be shown in MODE=2, TELEPHONE, no brackets to be shown around these codes for MODE=1, ONLINE

- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

WELCOME SCREEN

WELCOME Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <GIVENNAME> <SURNAME>?

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are following up on an email and letter recently sent to < GIVENNAME >. Last year they said it would be ok if we contacted them again in the future for a follow-up survey regarding their current work and study situation.

CATI INTRODUCTION

*(ANSWERING MACHINE SCRIPT – FOR BOTH LANDLINE AND MOBILE SAMPLE)

ANSM1. Good morning/afternoon/evening <GIVENNAME> I'm calling from the Social Research Centre for a 10 to 15 minute survey to follow up the one you completed last year for the NSW Department of Education. We'll call back in the next week or so. If you would like to request a specific time you can call our hotline on 1800 023 040. Thank you.

*(ALL)

Intro2 REINTRODUCE IF NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <GIVENNAME> <SURNAME>?

Last year you participated in a survey for the NSW Department of Education, answering some questions about what you want to do when you finish school. At that time you said it would be ok if we contacted you again in the future for a follow-up survey. We'd like to ask you some more questions about your current study and work situation – it will only take 10 to 15 minutes.

If you complete the survey you will be entered into a prize draw to win one of three \$100 movie vouchers.

INTERVIEWER NOTE: IF QR REFUSES, ATTEMPT TO CONVERT BY GIVING THEM DETAILS TO COMPLETE ONLINE

IF NECESSARY: You may have received a letter and / or email about this recently.

1. Continue
2. Wants to self-complete online
3. Household Refusal (GO TO RR1)
4. Respondent Refusal (GO TO RR1)
5. Wants copy of invitation before proceeding (GO TO RECON)
6. Wants information on how details were obtained (GO TO AINFO)
7. Wants prize draw info (GO TO PDINFO)
8. Denies interview 2016 (GO TO TERM1)

*(WANTS FURTHER INFO ABOUT SURVEY)

AINFO When we spoke with you last year we confirmed this number as a good number to contact you on. (SNAP BACK)

1. (Snap back to INTRO2)

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter) on 5 October. The names and State of residence of all winners will be published in 'The Australian' on October 12. Winners will be able to nominate their preferred cinema to receive the \$100 voucher.

*(INTRO2=2, WANTS TO COMPLETE ONLINE)

ONLINE I can provide you with the login details over the phone or send you an email with a link.

*PROGRAMMER NOTE:

USERNAME: <<USERNAME>>

LINK: <<EMAILLINK>>

1. Would like email – enter email address (GO TO TERM3)
2. Provided details over the phone (GO TO TERM3)
3. Back to Intro1 or Intro2

[Programmer: Show TERM3 and flag as Transfer_To_Web]

[Programmer: Insert into V6 list: 414073]

*(INTRO2=1, NAMED RESPONDENT)

PRESAFE

INTERVIEWER: Are you calling a mobile number?

1. Yes
2. No (GO TO PMON)

*(PRESAFE=1, CALLING A MOBILE NUMBER)

SAFE1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take the call
2. Not safe to take the call
3. Refused (RR1)

*(WANTS COPY OF INVITATION, Intro2 = 5)

RECON We can send that to an email address.

*(IF <CEMAIL> is empty)

i. Can I please have your email address?

*(IF <CEMAIL> exists)

ii. The email address we have for you is <CEMAIL>

1. Specify email
2. <CEMAIL> is correct (ONLY DISPLAY IF CEMAIL EXISTS)
3. (No email/Refused)

[Programmer: GO TO RECON2]

[Programmer: Insert into V6 list: 413915]

*(WANTS INVITATION VIA EMAIL, RECON = 1 OR 2)

RECON2 You should receive it in the next day or so. Can I arrange a time to call you back?

1. Arrange Callback (STOP INTERVIEW, ARRANGE CALLBACK)

*(WOULD NOT PROVIDE EMAIL, RECON=3)

RECON3 Unfortunately we need an email address to send the invitation, would you be happy to continue anyway?

1. Yes
2. Respondent refusal (GO TO RR1)

*(ALL)

Intro3 Before we begin, I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

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

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(INTRO2=1, NAMED RESPONDENT)

PMON This call may be monitored or recorded for quality assurance purposes. Is that OK?

1. Monitor
2. Do not monitor

ONLINE LANDING PAGE

Hello and welcome to the 2017 NSW student destinations survey. This survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education.

Your participation is very important and will help us better understand the career and study aspirations of young people across New South Wales. The results of the survey will also be used to improve services for young people in NSW.

[LOGIN]

Y10 LANDING PAGE

*DISPLAY FOR SELF COMPLETE ONLY

Welcome <FNAME>,

This year's survey will ask about your current situation and your future, and should only take 10 to 15 minutes of your time. There are no right or wrong answers.

By completing the survey, you will be entered into a prize draw to win **1 of 3 movie vouchers to the value of \$100**. If you complete the survey online before **4 September 2017** you will be put into an additional prize draw to win **1 of 3 JB-Hifi vouchers valued at \$300**.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).
For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

START SURVEY

More information

You have received an invitation to this survey because you took part in a survey last year about the types of things you want to do when you finish school and what might have influenced your decisions about your future. As part of the survey, you agreed to let us recontact you again.

Our Privacy Policy is available on our [website](#), if you require more information. Details of the terms and conditions for the prize draw can be found [here](#).

[Privacy](#) | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

*TIMESTAMP1

CURRENT SCHOOLING / STUDY

*(ALL)

A8 To start, just a general question about your current situation.

All things considered, how satisfied are you with your life as a whole these days? Please use a scale from 0-10, where 0 is completely dissatisfied and 10 is completely satisfied.

4. (NUMERIC BOX) (RANGE 0 – 10)
5. Not sure
6. Prefer not to say

*(ALL)

L17 Which of the following best describes your current situation in relation to high school?

1. Still at school
2. Left school before completing Year 12
3. Completed Year 12
4. Not sure
5. Prefer not to say

*(LEFT SCHOOL BEFORE COMPLETING YEAR 12, L17=2)

BX18 Did you leave school before turning 17 years of age?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(LEFT BEFORE 17, BX18=1)

BX19 What did you do immediately after leaving school?

1. Studied somewhere (TAFE / college / different course)
2. Started an apprenticeship or traineeship
3. Started fulltime paid work of at least 25 hrs per week
4. Something else (Please specify)
5. Not sure
6. Prefer not to say

*(LEFT SCHOOL BEFORE COMPLETING YEAR 12, L17=2)

L2a What is the **main** reason why you left school early?

*IF MODE=1 DISPLAY: Please select only one

*IF MODE=2 DISPLAY: (DO NOT READ OUT) (SINGLE RESPONSE)

1. Work or career reasons
2. Didn't like the school or teachers
3. Not interested in going (bored)
4. Not coping well at school or failed or failing subjects or too hard
5. School was not for me or not a good environment for learning
6. School did not offer vocational education and training (VET) options
7. School did not offer the subject choices I wanted
8. I was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness
13. Disability or school couldn't cater for my disability
14. Financial hardship
15. Wanted to study elsewhere or TAFE or a different course
16. Moved away from area
17. Travel time (too long a commute)
18. Other reason (Please specify)
19. Not sure (EXCLUSIVE)
20. Prefer not to say (EXCLUSIVE)

*(IF L2a ≠ 19 or 20 DID NOT ANSWER 'DON'T KNOW' TO MAIN REASON)

L2b Were there **other** reasons that influenced your decision to leave school early?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

(SAME ORDER AS L2a AND SUPPRESS L2a RESPONSE FROM LIST)

1. Work or career reasons
2. Didn't like the school or teachers
3. Not interested in going (bored)
4. Not coping well at school or failed or failing subjects or too hard
5. School was not for me or not a good environment for learning
6. School did not offer vocational education and training (VET) options
7. School did not offer the subject choices I wanted
8. I was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness

13. Disability or school couldn't cater for my disability
14. Financial hardship
15. Wanted to study elsewhere or TAFE or a different course
16. Moved away from area
17. Travel time (too long a commute)
18. Other reason (Please specify)
19. Not sure (EXCLUSIVE)
20. Prefer not to say (EXCLUSIVE)

*(ALL)

B6 What did you enjoy **most** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*DISPLAY IF MODE=2: INTERVIEWER NOTE: THIS COULD BE ANYTHING AT ALL

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(L17=3 AND B6 = 1, COMPLETED Y12 AND GAVE ENJOYED MOST ABOUT SCHOOL)

Y10B2 How much did this influence your decision to stay at school and finish Year 12?

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. Not sure (AVOID)
6. Prefer not to say

*(ALL)

B3 What did you enjoy **least** about school?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

*(L17=2 AND B3 = 1, LEFT SCHOOL EARLY AND GAVE ENJOYED LEAST ABOUT SCHOOL)

Y10B4 How much did this influence your decision to leave school before finishing year 12?

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. A fair bit
3. A little bit
4. Not at all
5. (Not sure) (AVOID)
6. (Prefer not to say)

*(STILL AT SCHOOL, L17=1)

Y10A1 Just to confirm, what grade are you in this year?

1. Year 10
2. Year 11
3. Year 12
4. Other (Please specify)
5. Prefer not say

*(STILL AT SCHOOL, L17=1)

Y10A2. When do you expect to leave school?

1. At the end of Year 10 (*DISPLAY ONLY IF Y10A1=1, CURRENTLY IN Y10)
2. During / at end of Year 11 (*DISPLAY ONLY IF Y10A1≠3, CURRENTLY IN Y12)
3. During Year 12
4. After completing Year 12
5. Not sure
6. Prefer not to say

*(UNDERTAKING VET IN 2016, B7a=1)

B7d Last year you mentioned that you were undertaking a Vocational Education and Training (VET) course at school. Did you complete the course?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(NOT UNDERTAKING VET IN 2016, B7a=2,3,4)

B7e Last year you mentioned you were not undertaking a Vocational Education and Training (VET) course at school.

Did you start a course at school after you were interviewed in 2016?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(UNDERTAKING VET IN 2016, B7a=1)

B7f What was the main reason you did a VET course at school?

*IF MODE=2 DISPLAY: (READ OUT)

1. To do an apprenticeship or traineeship
2. Was interested in a career in this area
3. Liked the subject/teacher
4. It suited my timetable
5. To contribute towards finishing my HSC
6. To contribute to my ATAR
7. Other subjects on offer didn't interest me
8. My teachers/parents told me to do it
9. Thought it would have a low workload/be easy
10. Other (Please specify)
11. (Not sure)
12. (Prefer not to say)

*(UNDERTOOK VET AT SCHOOL AND COMPLETED YEAR 12, B7a=1 AND L17=3)

B7b Was the opportunity to do a VET course an important reason for you staying at school until the end of year 12?

1. Yes
2. No
3. Other (Please specify)
4. Not sure
5. Prefer not to say

*(UNDERTOOK VET AT SCHOOL AND COMPLETED YEAR 12, B7a=1 AND L17=3)

B7c Was your VET course related to the job you wanted to have when you left school?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(LEFT SCHOOL BEFORE COMPLETING YEAR 12, L17=2)

B8 Could you please indicate if any of the following things might have made you want to **stay at school**.

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out...

INTERVIEWER NOTE: VET means 'vocational education and training' courses.

IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' AND 'IF NECESSARY' ONLY FOR MODE=2, TELEPHONE

PROGRAMMER NOTE: ROTATE STATEMENTS

1. More VET or vocational subjects in areas that interested you
2. A wider range of subjects offered at your school
3. If you could have studied part-time while working
4. More flexible timetabling of classes
5. More tutoring or mentoring offered to you by your school
6. More childcare facilities available at school
7. VET subjects that provided a work placement or industry experience
8. Being able to do an apprenticeship or traineeship at school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*TIMESTAMP2

NON-SCHOOL STUDY

*(L17=2,3,4 OR 5, NOT IN SCHOOL)

A6 Are you currently studying or enrolled in some type of study (including as part of a traineeship or apprenticeship)? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled, but not yet started
3. No
4. Not sure
5. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D1 Are you studying or enrolled to study on a full-time or part-time basis? (SINGLE RESPONSE)

Full time study is defined as doing 75% or more of a course's full time study load.

1. Full time
2. Part time
3. Not sure
4. Prefer not to say

*(A6 = 1 OR 2, CURRENTLY STUDYING OR ENROLLED TO STUDY)

LX5 Are you studying or enrolled to study as part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(A6 = 1 OR 2, CURRENTLY STUDYING OR ENROLLED TO STUDY)

D2 What level of qualification or education are you studying or enrolled in? (SINGLE RESPONSE)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Other level of study (Please specify)
10. Not sure
11. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D3a What type of education institution are you attending or will attend? (SINGLE RESPONSE)

1. TAFE or government vocational education and training (VET) provider
2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. Not sure
6. Prefer not to say

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / will be attending?

IF MODE =2, DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. TAFE NSW (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. Not sure
38. Prefer not to say

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend University?

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory
8. (My institution is not located in Australia)
9. Not sure
10. Prefer not to say

*(ATTENDING UNIVERSITY, D3a=3)

PRED4 Are you undertaking a double degree? (SINGLE RESPONSE)

5. Yes
6. No
7. Not sure
8. Prefer not to say

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)? (SINGLE RESPONSE)

*DISPLAY IF PRED4=1: If you are undertaking a double degree, please indicate your other field of education at the next question.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)

9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your second degree? (SINGLE RESPONSE)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*TIMESTAMP3

*(NOT ENROLLED TO STUDY OR CURRENTLY STUDYING, A6=3,4 OR 5)

B9 How likely is it that you will start some study or training in the next two years that would lead to a qualification? (SINGLE RESPONSE)

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
5. Not sure
6. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)

L8 Do you think this study or training would be part of an apprenticeship or traineeship? (SINGLE RESPONSE)

1. Yes, an apprenticeship
2. Yes, a traineeship
3. No
4. Not sure
5. Prefer not to say

*(LIKELY TO START STUDY OR TRAINING, B9=1 or 2)

B10 What level of study or qualification are you likely to start in the next two years?

*IF MODE=1 DISPLAY: Please select all that apply

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: DO NOT PROMPT FOR ABOVE-
BACHELOR LEVEL

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. HSC (Higher School Certificate)
10. Other level of study (Please specify)
11. Not sure
12. Prefer not to say

*(NO INTENTION TO UNDERTAKE FURTHER STUDY, B9=4)

D5 What is the **main** reason why you are not studying or planning to undertake any further study at the moment?

INTERVIEWER NOTE: Please describe in as much detail as you can.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2,
TELEPHONE

1. (FULL TEXT BOX)
2. (Nothing)
3. (Not sure)
4. (Prefer not to say)

CAREER ASPIRATIONS

*(ALL)

B11 What kind of career or job do you expect to have when you are about 30 years old?
(SINGLE RESPONSE)

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Primary school teacher
2. Registered nurse
3. Lawyer / Barrister
4. Secondary school teacher
5. Psychologist
6. Police
7. General practitioners / Resident medical officer
8. Accountant
9. Social worker
10. Physiotherapist
11. Electrician
14. Other
12. (None)
15. (Not sure)
16. (Prefer not to say)

*(OTHER JOB, B11=14)

B11a Can you please describe the title of the job you expect to have when you are about 30 years old and the main tasks and duties you would have in that role.

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(PROVIDES A CAREER ASPIRATION, B11 = 1-11 OR B11=14 AND B11a=1)

B12 What level of qualification or education do you need to have for this type of work?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=1 DISPLAY: Please select all that apply

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. HSC (Higher School Certificate)
10. Other level of study
11. (No qualification needed) (EXCLUSIVE)
12. Not sure (EXCLUSIVE)
13. Prefer not to say (EXCLUSIVE)

*(PROVIDES A CAREER ASPIRATION, B11 = 1-12 OR B11=14 AND B11a=1)

L5 Would you need to do an apprenticeship or traineeship to achieve your career or job goals?
(SINGLE RESPONSE)

1. Yes, Apprenticeship
2. Yes, Traineeship
3. No, neither Apprenticeship or Traineeship
4. Not sure
5. Prefer not to say

*(PROVIDES A CAREER ASPIRATION, B11 = 1-12 OR B11=14 AND B11a=1)

Y10B7 Do you think the courses **offered** at your school have prepared you for your future career path?

INTERVIEWER NOTE: By “courses” we mean “classes” or “subjects”

*PROGRAMMER NOTE: DISPLAY TEXT ‘INTERVIEWER NOTE:’ ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(PROVIDES A CAREER ASPIRATION, B11 = 1-12 OR B11a=1)

B14 Could you please indicate if any of the following people have had much influence on your intended career.

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

INTERVIEW NOTE: A 'transition advisor' is a teacher from the school who is trained to support students who may leave school early. They help to plan their transition from school.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

PROGRAMMER NOTE: ROTATE STATEMENTS

- a) Your mother
- b) Your father
- c) Particular teachers at your school
- d) School career advisers
- e) Transition adviser
- f) Other relatives or adults e.g. family friend
- g) Friends

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. Not sure
5. Prefer not to say

*(ALL)

B15

Now some questions about careers advice/counselling at school. Did you do any of the following activities through your school?

*IF MODE=2 DISPLAY: Just tell me yes or no as I read them out

PROGRAMMER NOTE: ROTATE STATEMENTS

(STATEMENTS)

- a) Identified careers that match your interests and abilities
- b) Had a one-on-one talk with the school's career adviser
- c) Developed a career and transition plan
- d) Had advice about which school courses would help you reach your goals
- e) Searched online at school for career options
- f) Attended a careers expo organised through your school
- g) Attended a university information session organised through your school
- h) Been on an organised visit to a university campus
- i) Attended an information session about TAFE study that was arranged by your school
- j) Been on an organised visit to a TAFE campus
- k) Attended a presentation by an employer organised through your school
- l) Undertook work experience organised through your school

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(ALL)

B16

Overall, how useful was the careers advice/counselling you received at school in helping you choose your current pathway? Was it...

*IF MODE=2 DISPLAY: (READ OUT)

(SINGLE RESPONSE)

1. Very useful
2. Somewhat useful
3. Not very useful
4. Not at all useful
5. (Didn't receive any advice or guidance)
6. Not sure
7. Prefer not to say

*(ALL)

Y10B9 To what extent do you agree or disagree with the following statements about careers advice/counselling at your school?

- a) My school has helped me decide what to do when I leave school.
- b) My school has helped me choose the best subjects for my future.
- c) My school has helped me decide whether I want to go to university or do VET when I finish school.

(RESPONSE FRAME)

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly disagree
5. Not sure
6. Prefer not to say

*(ALL)

B17 What was the highest level of maths you did for your Higher School Certificate (HSC)?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: IF QR SAYS "MATHEMATICS" PROBE TO CODE FRAME

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: IF QR SAYS "GENERAL MATHS" PROBE TO CODES 1 OR 2

*IF MODE=2 DISPLAY: INTERVIEWER PROMPT: For example, did you study general maths or 2-unit maths?

10. Mathematics General 1 (Might be called Applied Maths. Unlike Mathematics General 2, there is no exam)
11. Mathematics General 2 (Might be called General Maths. Has exam)
12. Mathematics (Likely to be called '2-unit'. Might be called Advanced)
13. Mathematics Extension 1 (Likely to be called '3-unit'. Students doing this subject must also do Mathematics (i.e. 2-unit))
14. Mathematics Extension 2 (Likely to be called '4-unit'. Students doing this subject must also do Mathematics Extension 1)
15. Mathematics Life Skills *IF MODE=2 (Generally undertaken by those with special needs)
16. I did not do maths for the HSC
17. (Not sure)
18. (Prefer not to say)

*(PROVIDED HIGHEST LEVEL OF MATHS THAT WASN'T LIFESKILLS, B17= 1 – 5)

B18 Looking back to when you chose your maths level for year 11 and 12, did you choose a maths that you thought would be... (SINGLE RESPONSE)

6. Easy for you
7. About right for you

8. Hard for you
9. Not sure
10. Prefer not to say

*(B17=1-5, SPECIFIED LEVEL OF MATHS STUDIED)

B19 Which of the following influenced your decision to choose this level of maths?

*IF MODE=2 DISPLAY: (READ OUT)

(STATEMENTS) *PROGRAMMER NOTE: ROTATE STATEMENTS A THRU D, KEEP J STATIC (FIFTH) AND THEN ROTATE E THRU I

- a. Advice from parents
- b. Advice from teachers
- c. Advice from friends
- d. Advice from careers advisor
- j. Advice from other family members
- e. I thought it would help to get a higher ATAR
- f. It was a pre-requisite for a university course I was interested in
- g. There was less homework than the level above
- h. There were no other options at my school
- i. I thought it would improve my employment prospects

(RESPONSE FRAME)

1. Yes
2. No
3. Not sure
4. Prefer not to say

MATHDUM=1 IF (B17 =7 (NO MATH UNITS)

MATHDUM=2 IF (B17 =1 -5) (MATH UNITS)

MATHDUM=3 IF (B17 = 6, 8 OR 9) (LS MATHS / UNSURE / PREFER NOT TO SAY)

*MATHDUM=1 OR 2, VALID RESPONSE AT B17

*TEXT SUB: IF MATHDUM=1 "not doing a maths unit" / IF MATHDUM=2 "maths unit of level"

BX3 Looking back now on your choice of <maths unit or level / not doing a maths unit> in HSC, would you have...

(SINGLE RESPONSE)

*PROGRAMMER NOTE:

*DISPLAY 1 – 4 IF MATH UNIT (MATHDUM=2)

*DISPLAY 5 & 6 IF NO MATH UNIT (MATHDUM=1)

1. Selected the same math unit(s)
2. Selected a more challenging math unit
3. Selected an easier math unit
4. Would not have selected a math unit for my HSC at all
5. Selected a maths unit
6. Still not selected a maths unit for my HSC
7. Not sure
8. Prefer not to say

*(IF BX3=2, WOULD HAVE SELECTED A MORE CHALLENGING MATH UNIT)

BX4.i Why would you have selected a different maths course for your HSC?

7. Specify [TEXT BOX]
8. Not sure
9. Prefer not to say

*(IF BX3=3, WOULD HAVE SELECTED AN EASIER MATH UNIT)

BX4.ii Why would you have selected a different maths course for your HSC?

7. Specify [TEXT BOX]
8. Not sure
9. Prefer not to say

*(IF BX3=5, WOULD HAVE SELECTED A MATH UNIT)

BX4.iii Why would you have selected a maths course for your HSC?

7. Specify [TEXT BOX]
8. Not sure
9. Prefer not to say

*(IF BX3=4, WOULD NOT HAVE SELECTED A MATH UNIT)

BX4.iv Why would you not have selected a maths course for your HSC?

(MULTIPLE RESPONSE)

7. Specify [TEXT BOX]
8. Not sure
9. Prefer not to say

*TIMESTAMP4

EMPLOYMENT

*(ALL)

A5a Do you currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(NOT WORKING, A5a = 2-4)

A5b Are you currently looking for work?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(LOOKING FOR WORK, A5b = 1)

L9 Are you mainly looking for full-time, part-time or casual work? (SINGLE RESPONSE)

1. Full-time
2. Part-time
3. Casual
4. Not sure
9. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C1 Is your paid job part of an apprenticeship or traineeship?

1. Yes, apprenticeship
2. Yes, traineeship
3. No
4. Not sure
5. Prefer not to say

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 How many hours on average a week do you work in this job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

4. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C3 Would you prefer to be working more hours?

1. Yes
2. No
3. Not sure
4. Prefer not to say

*(CURRENTLY WORKING, BUT NOT APPRENTICESHIP OR TRAINEESHIP, A5a=1 AND C1=3-5)

C4 What is your **main** job? (SINGLE RESPONSE)

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Bar attendant / barista
2. Café worker
3. Checkout operator
4. Kitchen hand
5. Sales assistant (general)
6. Store person
7. Waiter
8. Private tutors and teachers
9. Other job
10. (Not sure)
11. (Prefer not to say)

*(OTHER JOB, C4=9)

C4Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. Not sure
3. Prefer not to say

*(DOING APPRENTICESHIP, C1=1)

C5 In what field are you doing your apprenticeship? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

- 12 Air conditioning and refrigeration mechanic
- 13 Bricklayer and stonemason
- 14 Cabinetmaker
- 15 Carpenter and joiner
- 16 Chef
- 17 Electrician
- 18 Hairdresser
- 19 Metal fitter / turner / machinist
- 20 Motor mechanic
- 21 Plumber
- 22 Structural steel and welding trades worker
- 16. Gardener
- 13. Other
- 14. Not sure
- 15. Prefer not to say

*(OTHER JOB, C5=13)

C5Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

- 1. (FULL TEXT BOX)
- 2. Not sure
- 3. Prefer not to say

*(DOING TRAINEESHIP, C1=2)

C6 In what field are you doing your traineeship? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

- 1. Childcare
- 3. Bar attendant and Barista
- 4. Café worker
- 5. Waiter
- 6. Office administration (General clerk)
- 7. Retail operations (Sales assistant (general))
- 8. Other job
- 9. Not sure
- 10. Prefer not to say

*(OTHER JOB, C6=8)

C6Other Can you please describe the title of your job and the main tasks and duties you have in that role? (SINGLE RESPONSE)

- 1. (FULL TEXT BOX)
- 2. Not sure
- 3. Prefer not to say

*(CURRENTLY HAVE A PAID JOB, A5a=1)

C7 How much do you like your **main** job? (SINGLE RESPONSE)

INTERVIEWER NOTE: If you have more than one job, please answer in response to your main job

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

*IF MODE=2 DISPLAY: (READ OUT)

1. A lot
2. Somewhat
3. Not very much
4. Not at all
5. Not sure
6. Prefer not to say

*(NO JOB AND NOT LOOKING FOR WORK, A5b=2, 3 or 4)

C8 You said earlier that you do not currently have a paid job and that you are not looking for work. What would you say is your **main** activity? (SINGLE RESPONSE)

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child/children
4. Travel or holiday / gap year
5. Ill/unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. Socialising, Hobbies, Playing sport or video games)
8. Doing nothing
9. Other
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

*TIMESTAMP5

DEMOGRAPHIC INFORMATION

*(ALL)

PREE1 Now a few questions about you and your family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E4o To start, some questions about your parents and guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)
For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

*(ALL)

E4 What was the highest year of SCHOOL your mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your mother (or female caregiver) has completed, if any? IF MODE =2, DISPLAY: (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

15. Currently employed
16. Retired
17. Unemployed / Unable to work due to illness/injury/disability
18. Home duties
19. Never had a job
20. (Not sure)
21. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

(SINGLE RESPONSE)

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

(SINGLE RESPONSE)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE =2, DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

8. Currently employed
9. Retired
10. Unemployed / Unable to work due to illness/injury/disability
11. Home duties
12. Never had a job
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your father's (or male caregiver's) job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)

2. (Not sure)
3. (Prefer not to say)

*(ALL)

PREE11 Now a few quick questions about the home you were living in during the last year you attended school

1. Continue

*(ALL)

E11 Thinking about the home you lived in when you left school....

Which of the following were in your home during that time, please indicate 'yes' or 'no' for each item.

INTERVIEWER NOTE: By 'home', we mean your home at the time of school

INTERVIEWER NOTE: If time was split between parents, please think about the house where you spent the most time

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

(STATEMENTS)

- e) A desk to study at
- f) A room of your own
- g) A quiet place to study
- h) High-speed internet (ADSL / ADLS2 / NBN)
- g) Classic literature (e.g. Shakespeare) (includes physical books only)
- h) A musical instrument of your own (not including Recorders)
- j) A dictionary (includes physical books only)
- k) A dishwasher
- l) A new generation gaming console (Xbox One or PlayStation 4)
- l) iPad or other tablet device of your own (excludes smart phones)
- m) Espresso machine

(RESPONSE FRAME)

1. Yes
2. No
3. (Not sure) (AVOID)

*(ALL)

E12 How many of these were at your home last year?

*IF MODE =2, DISPLAY: DO NOT READ OUT NUMBER OPTIONS. Code to - None, One, Two, Three or more

(STATEMENTS)

2. Mobile phones
3. Computers (desktop/laptop)
4. Rooms with a bath or shower (such as ensuites and bathrooms)

(RESPONSE FRAME)

1. None
2. One
3. Two
4. Three or more

5. (Not sure)

REFERRAL QUESTIONS AND CONTACT DETAILS

*(NOT EMPLOYED AND NOT IN STUDY, A5a = 2 AND A6 = 3, 4 OR 5)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment after leaving school.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, continue
2. No, would not like my details passed on.

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)

F1ai. The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, cnewaltnum = Blank)

F1aii. Can I please get an alternative numbers or a mobile from you for future contact?

3. Alternative number: <10 digits>
4. Prefer not to provide alternative number

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1e So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1c Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1d The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(ALL)

F2 Thank you for taking the time to answer those questions.

The Social Research Centre and the NSW Department of Education would like to run this survey again next year. Would it be ok if we contacted you again in about a year's time for a short follow-up survey about your study and work experiences?

Your details will only be kept for the purposes of inviting you to take part in a future survey for the student destinations survey.

1. Yes
2. No

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F3a Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F3b The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4. The phone number(s) we have to reach you on are:

Best number: <cnewtelnum>
Alternative number: <cnewaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NO ALT NUMBER, cnewaltnum = Blank)

F4a. Can we please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*PROGRAMMER NOTE: ONLY DISPLAY IF MODE = 1 (ONLINE SELF COMPLETE)

*(F2=1, AGREED TO BE RECONTACTED)

F5 And can you please confirm your postal address? This information would only be used to notify you of when the next round of interviewing would be happening.

Address 1: <CADDR1>

Suburb: <CSUBURB>
State: <CSTATE>
Postcode: <CPCODE>

1. Details correct
2. Detail incorrect (GO TO EDIT SCREEN)
3. (Prefer not to confirm postal address)

*(ALL)

CLOSE Thank you again very much for your time and assistance, your response to the survey has now been registered and you have been entered into the prize draw.

This research is carried out in compliance with the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available via our website, www.srcentre.com.au if you require further information.

If you have any questions or comments about the survey, you can call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

*(IF MODE=ONLINE) If you would like to view the results from the 2016 NSW student destinations survey please click [here](#).

*(IF MODE=2, CATI) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2, CATI) IF NECESSARY: If you would like to view the results from the 2016 NSW student destinations survey visit www.cese.nsw.gov.au and look under Publications

*TIMESTAMP6

TERMINATION SCRIPT

TERM1 Thanks for your time.

TERM2 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM3 Thank you so much for being willing to take part in the survey.

*REASONS FOR REFUSAL

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

Code #	Label
1	No comment / just hung up
2	Too busy
3	Not interested
4	Too personal / intrusive
5	Don't like subject matter
6	Don't believe surveys are confidential / privacy concerns
7	Don't trust surveys / government
8	Never do surveys
9	Survey is too long
10	Get too many calls for surveys / telemarketing
97	Other (SPECIFY)

11 Objected to being called on mobile phone

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

***ALLTERM**

CODE	Detailed outcome	Summary outcome
Intro2=3	Household Refusal	Refusal
Intro2=4	Respondent Refusal	Refusal
Intro2=8	Denies interview in 2016	Refusal
Intro3=2	Respondent Refusal	Refusal
ONLINE=1 OR 2	Wants to complete online	Other contacts
SAFE1=3	Refused safety question	Refusal
RECON3=2	Respondent Refusal	Refusal

