

# NSW Secondary Students' Post-School Destinations and Expectations

## 2017 Technical Report

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# List of abbreviations and terms

ABS – Australian Bureau of Statistics

ANZSCO – Australian and New Zealand Standard Classification of Occupations

ASCED – Australian Standard Classification of Education

ASGS – Australian Statistical Geography Standard

AUSEI06 - Australian Socioeconomic Index 2006

ARIA – Accessibility / Remoteness Index of Australia

BOSTES – Board of Studies, Teaching and Educational Standards NSW

CATI – Computer-Assisted Telephone Interview CC – Connected Communities

DEEWR - Department of Education, Employment and Workplace Relations

DoE – NSW Department of Education / Government school

HSC – Higher School Certificate

ISCEA – Index of Community Socio-Educational Advantage

ISO – International Organization for Standardization

LGA – Local Government Area

LL – Landline

LS – Life Skills course

MCEEDYA – Ministerial Council on Education, Early Childhood Development and Youth Affairs

NESA – NSW Education Standards Authority

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

OECD - Organisation for Economic Co-operation and Development

PAL – Primary approach letter

PAREDOC – Parental education and occupation index

PISA – Programme for International Student Assessment

SA4 – Statistical Area Level 4

School leaver survey – refers to the longitudinal survey administered to respondents who were early school leavers and Year 12 completers that participated in the cross-sectional survey in 2014 and 2016

SEIFA – Socio-Economic Indexes for Areas

SES – Socio-Economic Status

TAFE – Technical and Further Education

VET – Vocational Education and Training

RoSA – Record of School Achievement



# 1. Introduction

## 1.1. Project background

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

The survey seeks to build on previous research and provides critical information on education pathways, attainments and destinations of young people in NSW, as well as on the factors which drive their engagement, retention, educational achievements and pathway choices. The survey will allow the Department to more adequately monitor post-school pathways and will inform policy settings and planning for NSW to achieve youth participation and attainment targets, and address the NSW Auditor General's recommendations relating to the impact of the raised school leaving age policy.

The former Board of Vocational Education and Training (now the NSW Skills Board) has previously commissioned research to track and monitor the post-school destinations of NSW students and the importance of vocational education and training (VET) in schools participation.

These have included the:

- 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).

## 1.2. Research objectives

The overarching research objectives of the 2017 NSW Secondary Students' Post-School Destination Survey were to identify trends in, and correlates of, post-school education, training and employment destinations in NSW. The more specific research objectives to be explored through the survey were to:

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

## 1.3. Survey 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 a telephone follow-up. Secondly, additional longitudinal cohorts were introduced, and follow-up interviews were conducted with the 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 years 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.

### 1.3.1. Cross-sectional

The sampling frame for the cross-sectional components (early school leavers and Year 12 completers) of the survey was the database managed by the NSW Education Standards Authority (NESA) (formerly known as the Board of Studies, Teaching and Educational Standards NSW, BOSTES) for the purpose of managing the Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentialing programs. All sampled former students were sent a letter by NESA before the start of data collection advising them of the research and providing the opportunity to opt out.

The cross-sectional component used a mixed-mode methodology of online self-complete before commencing Computer-Assisted Telephone Interview (CATI) follow-up for those who had not completed online. Participants were initially notified of the research by an invitation letter and email where a valid address was provided (see Appendices 2 and 3 for copies of these communications), as well as via an SMS that contained a unique link to complete the survey online (see Appendices 13 and 14). The Social Research Centre used an external contractor for printing and dispatching the letters (Valiant Press).

Telephone interviews were conducted via proxy with a parent or guardian in cases where a student was not contactable or away for the duration of the fieldwork period (e.g. overseas). Table 1 summarises the key project statistics for each cohort.

**Table 1 Key project statistics for cross-sectional surveys**

Key project statistics	Year 12 completers		Early school leavers	
	Non-Aboriginal / non-CC	Aboriginal / CC	Non-Aboriginal / non-CC	Aboriginal / CC
Total sample selected	5,953	2,215	11,699	2,468
Opt outs (NESA)	295	83	563	113
Total sample provided	5,658	2,132	11,136	2,355
Total sample not initiated	229	69	971	90
Excluded (opt outs)	54	41	280	82
Excluded (longitudinal)	170	24	30	3
Excluded (no original contact info)	5	4	26	5
Excluded (no contact info after cleaning)	0	0	12	0
Reserve sample not loaded	0	0	623	0
Total sample initiated	5,429	2,063	10,165	2,265
TOTAL Interviews completed	2,638	891	2,956	510
Online complete	1,130	287	696	62
CATI complete	1,508	604	2,260	448
Total sample initiated for CATI <sup>^</sup>	4,346	1,785	9,196	2,144
Average interview length (min)	14.6	14.1	16.4	15.5
Fieldwork start date	21st August	21st August	21st August	21st August
Fieldwork finish date	15th October	15th October	15th October	15th October
Sample Yield (overall) %	48.6	43.2	29.1	22.5

<sup>^</sup> This includes all sample members with valid phone contact details who did not complete online prior to the commencement of telephone follow up. Please note that online fieldwork continued to run in conjunction with CATI interviewing.

### 1.3.2. Longitudinal

The sample frame for the longitudinal component was comprised of Year 10 students first interviewed in 2014, students who were early school leavers or Year 12 completers in 2013 (first interviewed in 2014) and students who were early school leavers or Year 12 completers in 2015 (first interviewed in 2016). Where participants were first interviewed in 2014 they had completed a follow-up interview in 2015 and 2016. Only participants who provided consent in 2016 to be re-contacted for future research were followed-up in 2017. The early school leaver and Year 12 completer longitudinal survey is hereafter referred to as the school leaver survey.

The longitudinal component used a mixed-mode methodology of online self-complete before commencing CATI follow-up interviews for those who had not completed online. Participants were initially notified of the research by an invitation email and / or letter where a valid address was provided (see Appendices 4 and 5), as well as via an SMS that contained a unique link to complete the survey online (see Appendices 15 and 16). The Social Research Centre used an external contractor for printing and dispatching the letters (Valiant Press).

The 2017 questionnaire for the school leaver survey remained mostly unchanged, except for a few additions and adaptations to adjust to the respondent's circumstances one year on from the previous interview (see Section 3 for details). The questionnaire used for former Year 10 students was updated to ensure that the most relevant information was captured, as these participants were expected to now be either early school leavers or Year 12 completers. Table 2 summarises the key project statistics for each of the longitudinal components.

**Table 2 Key project statistics for longitudinal cohorts**

Key project statistics	Year 12 completers		Early school leavers		Year 10 students
	2014 Cohort	2016 Cohort	2014 Cohort	2016 Cohort	
Total sample provided	1,246	2,834	1,396	3,088	1,406
TOTAL Interviews completed	899	1,793	821	1,549	984
Online complete	472	824	232	417	489
CATI complete	427	969	589	1132	495
Total sample initiated for CATI <sup>^</sup>	819	2,068	1,164	2,733	967
Average interview length (mins)	7.2	7.2	7.2	7.2	14.4
Fieldwork start date	21st August	21st August	21st August	21st August	21st August
Fieldwork finish date	15th October	15th October	15th October	15th October	15th October
Sample Yield (overall) %	72.2	63.3	58.8	50.2	70.0

<sup>^</sup>This includes all sample members with valid phone contact details who did not complete the survey online prior to the commencement of telephone follow up. Please note that online fieldwork continued to run in conjunction with CATI interviewing.

## 1.4. 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.

## 1.5. About this report

This report summarises the data collection and methodological aspects of the 2017 NSW Secondary Students' Post-School Destinations Survey conducted by the Social Research Centre (SRC) on behalf of the DoE and the Department of Industry.

The report seeks to consolidate and summarise project information and assorted reports generated throughout the survey period; provide analysis relating to sample characteristics and utilisation; and consolidate issues for consideration relating to the improvement of the questionnaire methodology for future surveys.

## 2. Methodology

### 2.1. Sample design and selection

The sample frames for the cross-sectional survey with Year 12 completers and early school leavers were students registered with NESAs. NESAs collect information required for registering and managing secondary school students' enrolments leading to the awards of the RoSA and the HSC. Information about students were provided directly by schools using an online portal, eBOS-Schools Online. Schools upload data files of student details and course enrolments, and School Principals are required to certify their accuracy.

All changes to student details, course enrolments and school-based assessments are made directly by schools, and can be updated throughout the year. It is a requirement that a Confirmation of Entry is printed and signed by every student. Students can advise their school if any of their details are incorrect or incomplete and the school is responsible for updating the information.

The longitudinal sample was comprised of two cohorts. The first included early school leavers and Year 12 completers in 2013, or Year 10 students in 2014 who agreed to follow-up at the end of the 2016 longitudinal survey. The second included early school leavers and Year 12 completers who had completed a cross-sectional survey in 2016 and agreed to recontact.

The following sections outline the sample design and selection process implemented for each component of the survey.

#### 2.1.1. 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 in the population frame, of school completers not previously selected.

For the mainstream Year 12 school completer survey (non-Aboriginal and Torres Strait Islander or 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 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<sup>1</sup> 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 (2215 ATSI/CC and 56,199 non-ATSI / non-CC). 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

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1 Australia Bureau of Statistics. SEIFA 2011. <http://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001/>

variables. The method applied was balanced stratification (Tillé, 2006; Tillé and Matei, 2016) implemented in R (R Core Team, 2017).

### Key assumptions of non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer sampling

The key assumptions underpinning the selection of school completers were:

- 2,518 completed interviews are required;
- a stratified sample of students from schools to be selected, balanced on student age, gender, VET and LS status, and SEIFA score;
- the focus is on obtaining good precision at the sector and region level;
- 10% of selected students will opt out of the survey;
- 55% of selected students will complete an interview;
- selections to be boosted by 20% as a contingency;
- the total required sample size is 5,953; and
- selection probabilities for LS students were boosted so at least 100 such students were represented in the sample. This ensured estimates for LS students at the total state level would have a precision comparable to stratum-level estimates.

#### *Eligibility for selection, by sector and phone availability*

Table 3 summarises the total population eligible for selection across each sector. Sample members of the Government sector without a phone number were eligible for selection as additional contact information could be sourced from Departmental enrolment data.

**Table 3** Eligible records summary for Year 12 completers (non-Aboriginal and Torres Strait Islander / non-CC)

Sector	Phone	Excluded	Not selected	Selected	Overall
Independent	0	Y	2477	0	2477
	1	N	6252	1906	8158
Catholic	0	Y	3536	0	3536
	1	N	11491	1989	13480
Government	0	N	0	0	0
	1	N	32503	2058	34561
Overall			56259	5953	62212

#### *Population by sector and region*

Table 4 and Table 5 (overleaf) show the population and sample size for each of the 33 strata for the survey of Year 12 completers, along with the target and actual number of interviews achieved.



**Table 4 Summary of total, eligible and selected students by stratum for Year 12 completers (non-Aboriginal and Torres Strait Islander / non-CC)**

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
<b>Independent</b>						
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
<b>Catholic</b>						
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
<b>Government</b>						
Central Coast Hunter	4535	4535	189	80	70	11.6
North East NSW	2633	2633	187	79	87	10.3
North West NSW	1151	1151	180	76	81	10.5
South East NSW	2961	2961	187	79	79	10.9
South West NSW	2102	2102	184	78	95	9.8
Sydney-Inner	2743	2743	187	79	106	9.3
Sydney-North	4061	4061	189	80	93	10.0
Sydney-North West	3195	3195	187	79	80	10.8
Sydney-South	3836	3836	189	80	94	10.0
Sydney-South West	4075	4075	190	80	98	9.8
Sydney-West	3269	3269	189	80	89	10.2
<b>Total</b>	<b>62212</b>	<b>56199</b>	<b>5953</b>	<b>2517</b>	<b>2638</b>	<b>1.9</b>

**Table 5 Summary of total, eligible and selected students by stratum for Year 12 completers (Aboriginal and Torres Strait Islander / CC)**

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
<b>Independent</b>						
Central Coast Hunter	15	13	13	6	5	37.0
North East NSW	26	16	16	7	7	32.3
North West NSW	14	7	7	3	2	66.6
South East NSW	7	7	7	3	3	46.2
South West NSW	10	9	9	4	3	49.9
Sydney-Inner	9	8	8	4	3	49.0
Sydney-North	9	4	4	2	0	-
Sydney-North West	7	5	5	2	3	46.2
Sydney-South	3	3	3	1	1	98.0
Sydney-South West	2	0	0	0	0	-
Sydney-West	7	5	5	2	2	63.3
<b>Catholic</b>						
Central Coast Hunter	48	42	42	19	23	14.9
North East NSW	25	20	20	9	8	29.2
North West NSW	18	10	10	4	5	38.3
Expected South East NSW	20	16	16	7	5	38.9
South West NSW	22	15	15	7	9	25.7
Sydney-Inner	34	28	28	13	12	23.1
Sydney-North	21	11	11	5	6	34.6
Sydney-North West	19	11	11	5	5	38.7
Sydney-South	11	8	8	4	4	41.0
Sydney-South West	30	26	26	12	10	25.7
Sydney-West	20	14	14	6	5	38.9
<b>Government</b>						
Central Coast Hunter	309	307	307	138	139	6.2
North East NSW	404	403	403	181	167	5.8
North West NSW	379	377	377	170	136	6.7
South East NSW	196	194	194	87	77	8.7
South West NSW	213	208	208	94	77	8.9
Sydney-Inner	46	46	46	21	16	20.0
Sydney-North	23	23	23	10	8	28.6
Sydney-North West	129	125	125	56	51	10.7
Sydney-South	45	44	44	20	21	15.8
Sydney-South West	121	114	114	51	43	12.0
Sydney-West	101	96	96	43	35	13.5
<b>Total</b>	<b>2343</b>	<b>2215</b>	<b>2215</b>	<b>996</b>	<b>891</b>	<b>2.6</b>

### 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=2,468) 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 remaining<sup>2</sup> school leavers who did not meet the minimum school leaving age of 17 years and over (n=7,023); 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 therefore possible that not all students identified were early school leavers. For example, there could have been students who had moved to a school outside NSW or who were still at school in NSW but were following an alternative curriculum.

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 available student characteristics – gender, age, SEIFA Index of Relative Socio-Economic Disadvantage (Australian Bureau of Statistics, 2013) for student postal address, together with indicators of participation in VET and LS courses and their final year of schooling.

Regardless of phone status, all Government school students were eligible for selection. Independent or Catholic school students must have been flagged as having non-missing telephone information to be eligible for selection. With these criteria a total of 19,315 students were eligible for selection (sum of eligible records from Table 7, Table 8 and Table 9). The sample was chosen to yield 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 Statistical Software (R Core Team, 2017).

#### *Key assumptions of non-Aboriginal and Torres Strait Islander people / non-CC early school leaver sampling*

The following assumptions relate to the sampled population of students aged 17 years and over in the non-Aboriginal and Torres Strait Islander / non-CC component of early school leavers. The assumptions made included:

- 1,079 completed interviews are required
- a stratified sample of students from schools to be selected, balanced on student age, gender, VET and LS status, SEIFA score and final year of schooling;
- the focus is on obtaining good precision at the sector and region level;
- 10% of selected students will opt out of the survey;
- 30% of selected students will complete an interview;
- selections to be boosted by 20% as a contingency;
- the total required sample size is 4,676.

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<sup>2</sup> If a student was eligible for both the Aboriginal and Torres Strait Islander / Connected Communities group and the Under 17 group, they were prioritised to the Aboriginal and Torres Strait Islander / Connected Communities group for selection.

### *Eligibility for selection, by sector and phone availability*

As all students identified as being aged under 17 years were part of an attempted census, Table 6 shows the selection process for the early school leavers aged 17 years and over. The sample eligible for selection across two sectors (Independent and Catholic sectors) was based on phone eligibility. Those without a phone in the Government sector were eligible for follow-up as further information would be sought from DoE to append phone numbers where possible. The proportion of sample members without a phone number was highest for the Government sector at 61.6% compared to the Catholic and Independent school sectors (47.3% and 44.4% respectively).

**Table 6** Eligible records summary for early school leavers (aged 17 years and over)

Sector	Phone	Excluded	Not selected	Selected	Overall
Independent	0	Y	452	0	452
	1	N	0	451	451
Catholic	0	Y	738	0	738
	1	N	0	773	773
Government	0	N	0	0	0
	1	N	5148	3452	8600
Overall			6338	4676	11014

### *Population by sector and region*

The following three tables (Table 7, Table 8, Table 9) present the population and sample size for each of the 33 strata for the survey of early school leavers, along with the target and actual number of interviews achieved. Table 7 and Table 8 present this data for the non-Aboriginal and Torres Strait Islander / non-CC cohort, split by students aged 17 years and over and those under 17 years. Table 9 presents data for the Aboriginal and Torres Strait Islander / CC cohort. The eligibility criteria reduced the number of students available for selection in some Independent and Catholic strata. For these strata, it was not possible to meet the margin of error criterion.

**Table 7 Summary of total, eligible and selected students by stratum for early school leavers aged 17 years and over**

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
<b>Independent</b>						
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
<b>Catholic</b>						
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
<b>Government</b>						
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
<b>Total</b>	<b>11014</b>	<b>9824</b>	<b>4676</b>	<b>1080</b>	<b>1079</b>	<b>2.8</b>

**Table 8 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 (%)
<b>Independent</b>						
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
<b>Catholic</b>						
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
<b>Government</b>						
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
<b>Total</b>	<b>8589</b>	<b>7023</b>	<b>7023</b>	<b>2108</b>	<b>1877</b>	<b>2.0</b>

**Table 9 Summary of total eligible and selected students by stratum for Aboriginal and Torres Strait Islander / CC early school leavers**

Stratum	Population	Eligible	Selected	Expected respondents	Actual respondents	Margin of error (%)
<b>Independent</b>						
Central Coast Hunter	28	19	19	4	2	68.0
North East NSW	42	10	10	2	1	98.0
North West NSW	46	9	9	2	3	55.3
South East NSW	12	4	4	1	1	98.0
South West NSW	4	1	1	0	0	-
Sydney-Inner	14	3	3	1	0	-
Sydney-North	1	0	0	0	0	-
Sydney-North West	6	3	3	1	1	98.0
Sydney-South	0	0	0	0	0	-
Sydney-South West	10	0	0	0	0	-
Sydney-West	7	1	1	0	0	-
<b>Catholic</b>						
Central Coast Hunter	17	10	10	2	0	-
North East NSW	10	5	5	1	0	-
North West NSW	10	1	1	0	0	-
South East NSW	17	6	6	1	3	52.9
South West NSW	13	9	9	2	3	51.6
Sydney-Inner	6	1	1	0	1	98.0
Sydney-North	2	0	0	0	0	-
Sydney-North West	5	1	1	0	1	98.0
Sydney-South	3	0	0	0	0	-
Sydney-South West	9	3	3	1	0	-
Sydney-West	8	0	0	0	0	-
<b>Government</b>						
Central Coast Hunter	443	441	441	93	107	8.3
North East NSW	434	434	434	91	79	10.0
North West NSW	503	502	502	105	94	9.1
South East NSW	259	258	258	54	62	10.9
South West NSW	291	290	290	61	65	10.7
Sydney-Inner	71	71	71	15	10	28.9
Sydney-North	13	13	13	3	1	98.0
Sydney-North West	118	118	118	25	23	18.4
Sydney-South	31	31	31	7	10	25.9
Sydney-South West	107	104	104	22	19	20.5
Sydney-West	123	120	120	25	24	18.0
<b>Total</b>	<b>2663</b>	<b>2468</b>	<b>2468</b>	<b>519</b>	<b>510</b>	<b>3.9</b>

### 2.1.2. Longitudinal

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).

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.



## 2.2. Sample preparation

The following sections detail the procedures required for preparing the sample for the survey launch of all components of the 2017 survey.

### 2.2.1. Cross-sectional

The sample provided by NESAs to the Social Research Centre underwent a verification procedure to identify records that had invalid contact information. NESAs provided DoE with a list of those selected Government schools to append further contact information.

Not all sample records were able to be updated (i.e. provide a valid contact phone number). All sample records that were not updated were then included in the response maximisation process using Sensis Macromatch (details discussed in section 2.5.6) which is undertaken after the first two weeks of CATI fieldwork operations.

Standard sample verification and preparation procedures were applied to prepare the lists for data collection. These included backfilling Subscriber Toll Dialling (STD) codes, removing extraneous characters from telephone numbers, checking for 10-digit telephone number strings, checking for correctly formatted email addresses and undertaking address / locality / postcode / state verification as required.

Table 10 summarises the number of participants that qualified for email or SMS approach as they had an email address or personal mobile phone number registered with DoE.

To validate the email addresses and to reduce the likelihood of email bounce backs, the Social Research Centre reviewed the domain name of the email addresses provided to check standard conventions were present for the most common domain names.

**Table 10 Cross-sectional cohorts sample summary – qualification for email or SMS approach**

Cross-sectional Component	n	%
Year 12 completers Non-Aboriginal / non-CC	5,429	100.0
with email address	2,241	41.3
with mobile phone	513	9.4
Year 12 completers Aboriginal/CC	2,063	100.0
with email address	646	31.3
with mobile phone	412	20.0
Early school leavers Non-Aboriginal / non-CC	10,165	100.0
with email address	1,811	17.8
with mobile phone	2,209	21.7
Early school leavers Aboriginal/CC	2,265	100.0
with email address	232	10.2
with mobile phone	563	24.9
<b>Total sample</b>	<b>19,922</b>	<b>100.0</b>
Total sample with email address	4,930	24.7
Total sample with mobile phone	3,697	18.6

### 2.2.2. Longitudinal

The sample preparation for the longitudinal component required standardised cleaning of email addresses, postal addresses and telephone contact numbers. The telephone and email address contact information was confirmed at the end of the 2016 longitudinal and cross-sectional surveys when the participant consented to being recontacted for future research.

As with the cross-sectional cohorts, the Social Research Centre reviewed the domain name of the email addresses to reduce the likelihood of email bounce backs.

Table 11 summarises the number of participants that provided an email and mobile phone number upon completion of the 2016 survey.

**Table 11 Longitudinal cohorts sample summary**

Longitudinal Component	n	%
Year 12 completers (2014 cohort)	1,246	100.0
with email address	1,238	99.4
with mobile phone	1,187	95.3
Year 12 completers (2016 cohort)	2,834	100.0
with email address	2,392	84.4
with mobile phone	2340	82.6
Early school leavers (2014 cohort)	1,396	100.0
with email address	1,312	94.0
with mobile phone	1,258	90.1
Early school leavers (2016 cohort)	3,088	100.0
with email address	2,302	74.5
with mobile phone	2,367	76.7
Year 10 students	1,406	100.0
with email address	1,389	98.8
with mobile phone	1,195	85.0
Total sample	9,970	100.0
Total sample with email address	8,633	86.6
Total sample with mobile phone	8,347	83.7

## 2.3. Primary approach letter

For the cross-sectional component (early school leavers and Year 12 completers) a primary approach letter (PAL) was sent to all students prior to fieldwork. The PAL addressed to students from Government schools was co-signed by NESAs and DoE. The PAL addressed to students from Independent or Catholic schools contained the NESAs signature only. The letter was to invite students to participate in the survey – making reference to the study and the opt-out process.

Where a valid postal address was found, participants of the cross-sectional surveys were also sent an invitation letter to encourage participation in the survey. The letter described the importance of the study, provided their online survey login and details about the prize draw. Year 12 completers (who had not yet undertaken the survey online) were also sent a reminder letter.

Where a valid postal address was found, participants of the longitudinal surveys were also sent an invitation letter to encourage participation in the survey. The letter acknowledged their previous years' participation and described the importance of the study, provided their online survey login and details about the prize draw.

The Social Research Centre coordinated the delivery of the invitation letter to participants of the cross-sectional and longitudinal surveys using an external contractor (Valiant Press) to print and dispatch the letters. (Refer to Appendix 1 for the PAL and invitation letters).

## 2.4. Email Invitation

### 2.4.1. Cross-sectional

Participants in the cross-sectional component who had provided an email address to NESAs were sent an email on 21 August 2017, with the same content as the hard copy letter, inviting them to complete the survey. A copy of the email invitations used for the cross-sectional cohorts can be found in Appendices 2 and 3.

Of the Year 12 completer cohort, 38.5% (n=2,887) of the selected sample had a valid email address, with 41.3% of the non-Aboriginal and Torres Strait Islander / non-CC cohort providing a valid email address compared to 31.3% for the Aboriginal and Torres Strait Islander / CC cohort. Of those that provided an email address 3.8% (n=111) were not able to be delivered. The non-Aboriginal and Torres Strait Islander / non-CC and Aboriginal and Torres Strait Islander / CC cohorts were comparable here, with 3.8% and 4.0% respectively not able to be delivered (see Table 12 overleaf).

**Table 12 Email activity summary for Year 12 completer cross-sectional cohorts**

Email activity	Year 12 completer	
	Non-Aboriginal / non-CC	Aboriginal / CC
Base (n)	5,429	2,063
Sample with an email address	2,241	646
Undelivered	85	26
Total email population (excl. undelivered)	2,156	620
<b>Emails sent</b>		
Invitation (21 August, 2017)	2,156	620
Reminder 1 (25 August, 2017)	1,868	548
Reminder 2 (28 August, 2017)	1,729	518
Reminder 3 (31 August, 2017)	1,631	493
Reminder 4 (11 September, 2017)	1,543	475
Reminder 5 (14 September, 2017)	1,457	454
Reminder 6 (26 September, 2017)	1,167	381
Reminder 7 (5 October, 2017)	893	275
Reminder 8 (11 October, 2017)	772	242

For the early school leaver cohort, 16.4% (n=2,043) of respondents had a valid email address, with 17.8% of the non-Aboriginal and Torres Strait Islander / non-CC cohort providing a valid email address compared to 10.2% for the Aboriginal and Torres Strait Islander / CC cohort. Of those, 8.2% overall (n=168, 'bounced' email) were not able to be delivered, comprising 7.6% of the non-Aboriginal and Torres Strait Islander / non-CC cohort compared to 12.9% of the Aboriginal and Torres Strait Islander / CC cohort (see Table 13).

**Table 13 Email activity summary for early school leaver cross-sectional cohorts**

Email activity	Early school leavers	
	Non-Aboriginal / non-CC	Aboriginal / CC
Base (n)	10,165	2,265
Sample with an email address	1,811	232
Undelivered	138	30
Total email population (excl. undelivered)	1,673	202
<b>Emails sent</b>		
Invitation (21 August, 2017)	1,673	202
Reminder 1 (24 August, 2017)	1,516	189
Reminder 2 (28 August, 2017)	1,413	179
Reminder 3 (31 August, 2017)	1,354	173
Reminder 4 (14 September, 2017)	1,025	142
Reminder 5 (26 September, 2017)	810	115
Reminder 6 (5 October, 2017)	749	104
Reminder 7 (11 October, 2017)	722	99

## 2.4.2. Longitudinal

Participants in the longitudinal component who provided an email address in 2016 were sent an email on 21 August 2017, with the same content as the hard copy letter inviting them to complete the survey. A copy of the email invitations used for the longitudinal cohorts can be found in Appendices 3 and 4.

Just over eight in ten (84.6%) respondents of the school leaver survey provided an email address at the end of the 2016 interview. Of those, 9.8% (n=712) were not able to be delivered.

In looking at the cohorts within the school leaver survey, 94.0% (n=1,312) of the 2014 early school leaver cohort supplied an email address, compared with 74.5% (n=2,302) of the 2016 early school

leaver cohort. Discrepancies also existed between the 2014 and 2016 cohorts for the Year 12 completers, with 99.4% (n=1,238) of the 2014 Year 12 completer cohort providing an email address, compared to 84.4% (n=2,392) of the 2016 cohort.

Of those email addresses, more than twice the amount of early school leaver addresses (for both cohorts) were undelivered compared to the Year 12 completer 2014 cohort (11.2% and 11.6% respectively, compared to 5.7%). The proportion of undelivered addresses for the 2016 Year 12 completer cohort was more comparable to the early school leaver cohorts (9.5%) (see Table 14).

Of the Year 10 student cohort, 98.8% (n=1,389) provided an email address and of those 10.7% were not able to be delivered (n=149).

**Table 14 Email activity summary for longitudinal cohorts**

Longitudinal Email Activity	Year 12 completers		Early school leavers		Year 10 students
	2014 Cohort	2016 Cohort	2014 Cohort	2016 Cohort	
Base (n)	1,246	2,834	1,396	3,088	1,406
Sample with an email address	1238	2392	1312	2302	1389
Undelivered	71	227	147	267	149
Total email population (excl. undelivered)	1167	2165	1165	2035	1240
<b>Emails sent</b>					
Invitation (21 August, 2017)	1167	2165	1165	2035	1240
Reminder 1 (24 August, 2017)	1017	1944	1109	1950	1091
Reminder 2 (28 August, 2017)	940	1823	1072	1885	1007
Reminder 3 (31 August, 2017)	870	1705	1040	1822	948
Reminder 4 (14 September, 2017)	403	824	552	1069	492
Reminder 5 (26 September, 2017)	239	555	339	784	314
Reminder 6 (29 September, 2017)	224	524	331	735	288
Reminder 7 (5 October, 2017)	212	504	319	701	262
Reminder 8 (11 October, 2017)	201	481	301	678	237

Once a respondent completed the survey or opted out of the survey they were no longer included in any further communication regarding the project.

### 2.4.3. Considerations for future email reminder activity

As the sophistication associated with 'mail filtering' continues to grow, it will also be important to continue to investigate and implement strategies to maximise the likelihood of email communications reaching the sample member's main inbox, rather than being classified as 'spam', 'social', 'promotional' or other alternate inboxes where it is unlikely to be read. This would include strategies such as maintaining up to date email lists to minimise the proportion of bounced emails sent; removing permanently bounced emails and continuing to test email content spam ratings.

## 2.5. Procedures to maximise response

The following section outlines the procedures undertaken to maximise responses.

### 2.5.1. Reminder activity

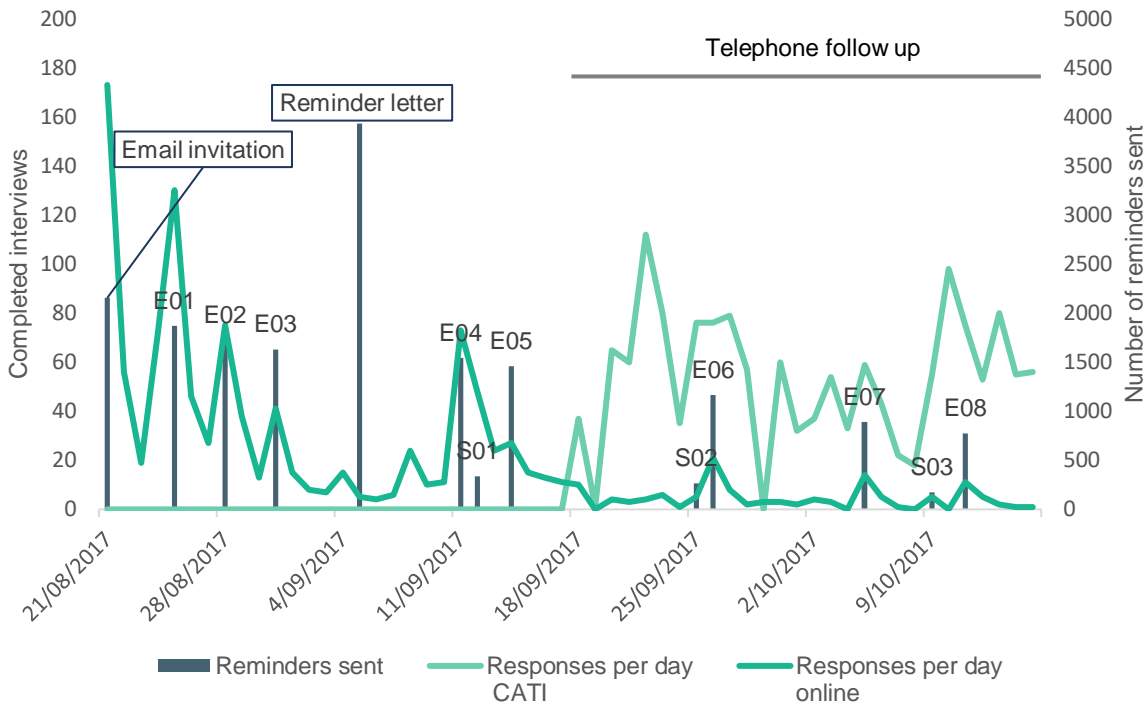
#### Cross-sectional cohorts

To increase the proportion completing the survey online, those with a valid email address were sent up to eight reminder emails. Those with a mobile phone received up to three SMS reminders which were sent prior to CATI follow-up if no response had been received in that time.

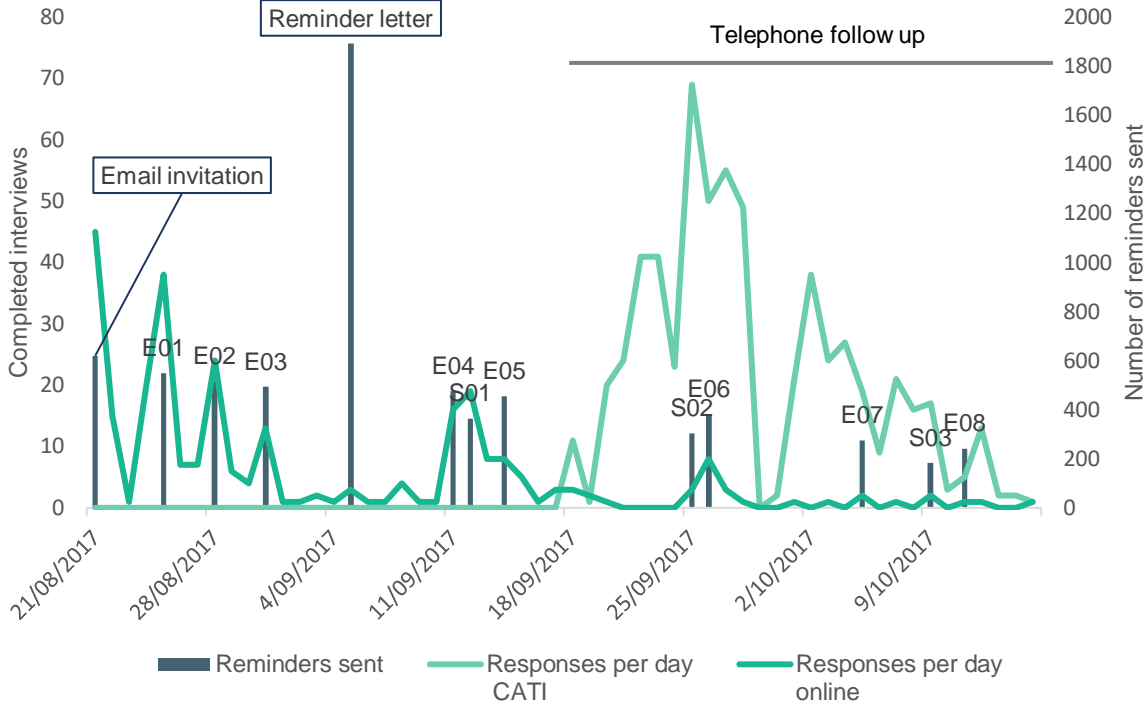
The non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer cohort was the most compliant, with 38.1% of respondents self-completing online prior to CATI follow up, compared to 28.7% of the Aboriginal and Torres Strait Islander / CC Year 12 completer cohort. Despite the difference in compliance, the two Year 12 cohorts showed a similar pattern of response behaviour (see Figure 1 and Figure 2). Both cohorts were highly responsive to the initial email invitation and the first email reminder. Email reminders appeared to lose effectiveness by about the sixth reminder, though this still proved more effective than the fifth reminder email.

For both Year 12 cohorts, SMS reminders appear to have been less effective at generating online responses than email reminders. As with the early school leaver cohorts, the third SMS reminder failed to prompt many online completes (see Figure 1 and Figure 2).

**Figure 1** Reminder activity summary for non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer cross-sectional cohort



**Figure 2** Reminder activity summary for Aboriginal and Torres Strait Islander / CC Year 12 completer cross-sectional cohort

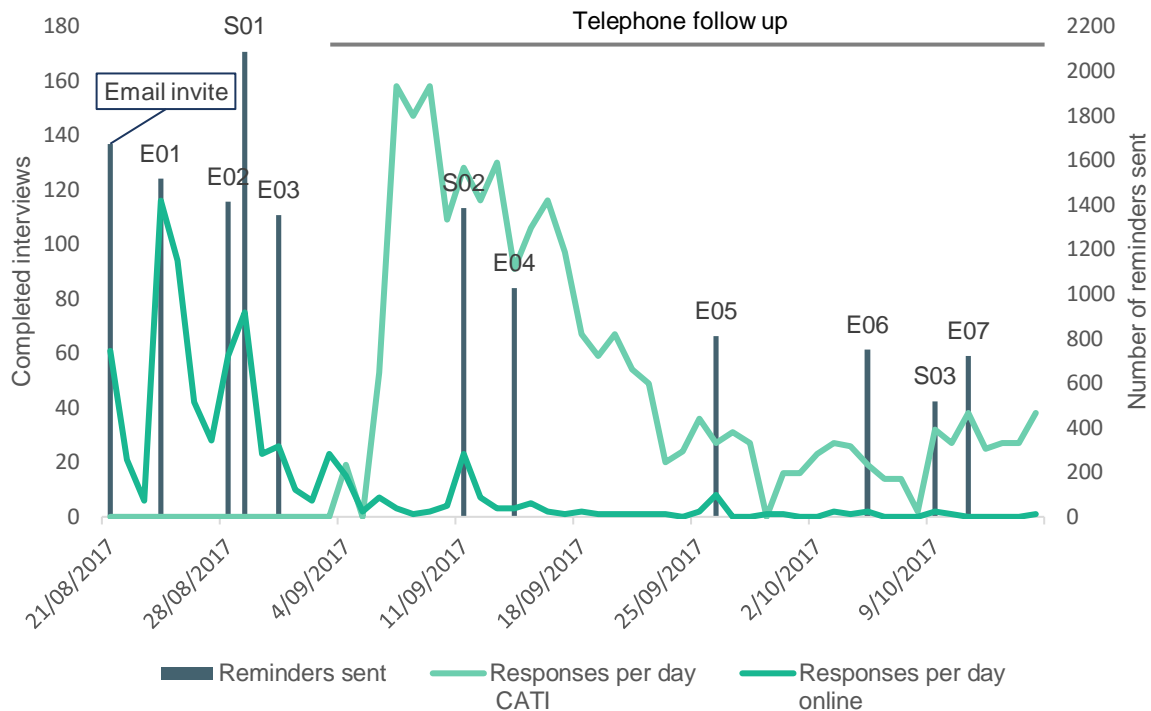


The early school leaver cross-sectional respondents had a very low uptake of online self-completes, with only 18.6% completing the survey online prior to CATI follow up, compared with 35.8% of the Year 12 completer cohort. Engagement was particularly low for Aboriginal and Torres Strait Islander / CC early school leaver respondents, with only 11.0% of respondents self-completing prior to CATI follow up, compared with 20.0% of non-Aboriginal and Torres Strait Islander / non-CC respondents. It is evident from these results that CATI follow up was essential for these respondents to ensure targets were met.

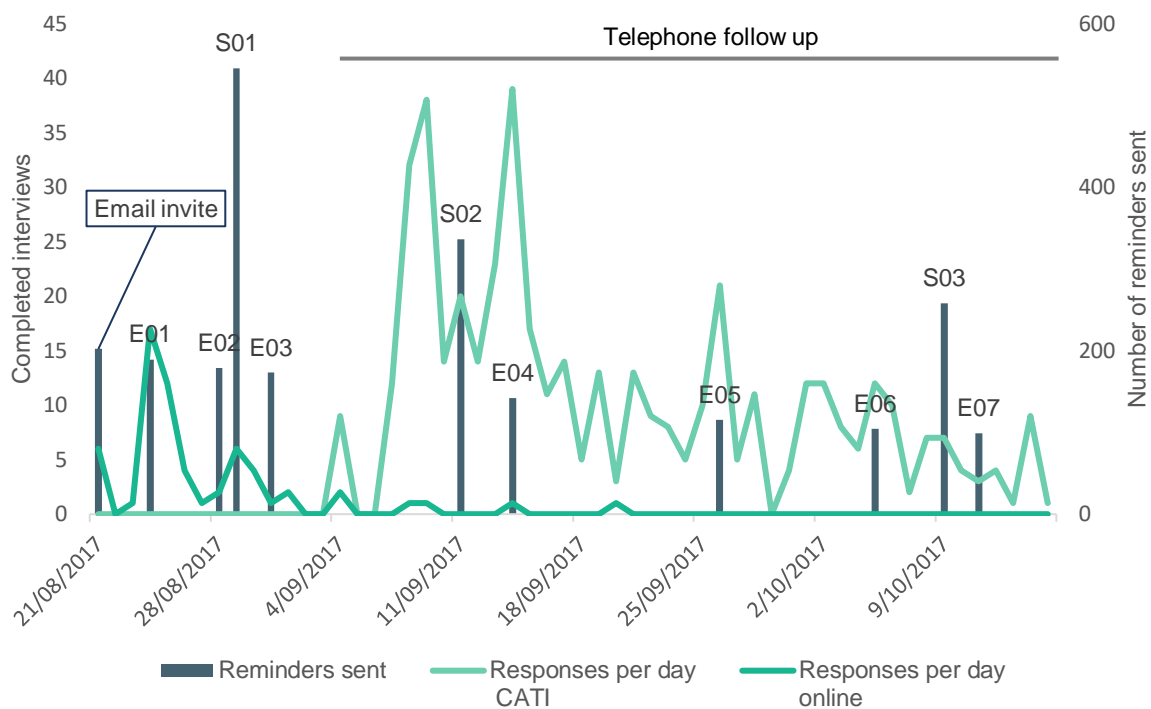
Furthermore, 88.6% of Aboriginal and Torres Strait Islander / CC respondents required a second reminder, compared with 84.5% of non-Aboriginal and Torres Strait Islander / non-CC early school leavers. Engagement was slightly higher across the Year 12 completer cohort with 80.2% of non-Aboriginal and Torres Strait Islander / non-CC and 83.5% of Aboriginal and Torres Strait Islander / CC Year 12 completers requiring a second reminder.

Response activity was comparable for both Aboriginal and Torres Strait Islander / CC and non-Aboriginal and Torres Strait Islander / non-CC respondents, with the first email reminder appearing to be the most effective. Email reminder activity also appeared to lose its effectiveness for both Aboriginal and Torres Strait Islander / CC and non-Aboriginal and Torres Strait Islander / non-CC respondents by the third reminder. Only the first two SMS reminders appear to have been effective in prompting online completes (see Figure 3 and Figure 4, overleaf).

**Figure 3** Reminder activity summary for non-Aboriginal and Torres Strait Islander / non-CC early school leaver cross-sectional cohort



**Figure 4** Reminder activity summary for Aboriginal and Torres Strait Islander / CC early school leaver cross-sectional cohort



**Longitudinal cohorts**

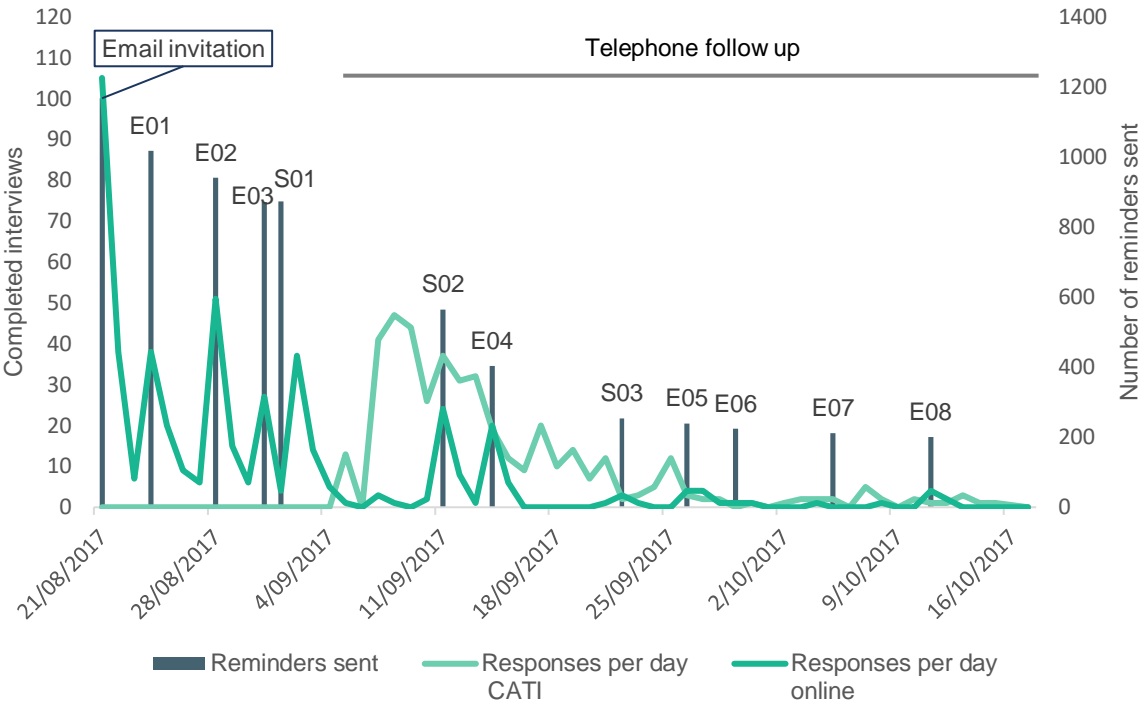
The Year 12 completer (longitudinal) cohort showed stronger engagement with online self-complete materials with four in ten of the 2014 and 2016 cohorts (42.5% and 38.1% respectively) having completed the survey before CATI follow-up, whereas less than one quarter (21.0%) of the early school leavers took part prior to CATI follow-up. As can be seen in Figure 5 and Figure 6, engagement with reminder activity from the two cohorts was comparable across fieldwork, with the



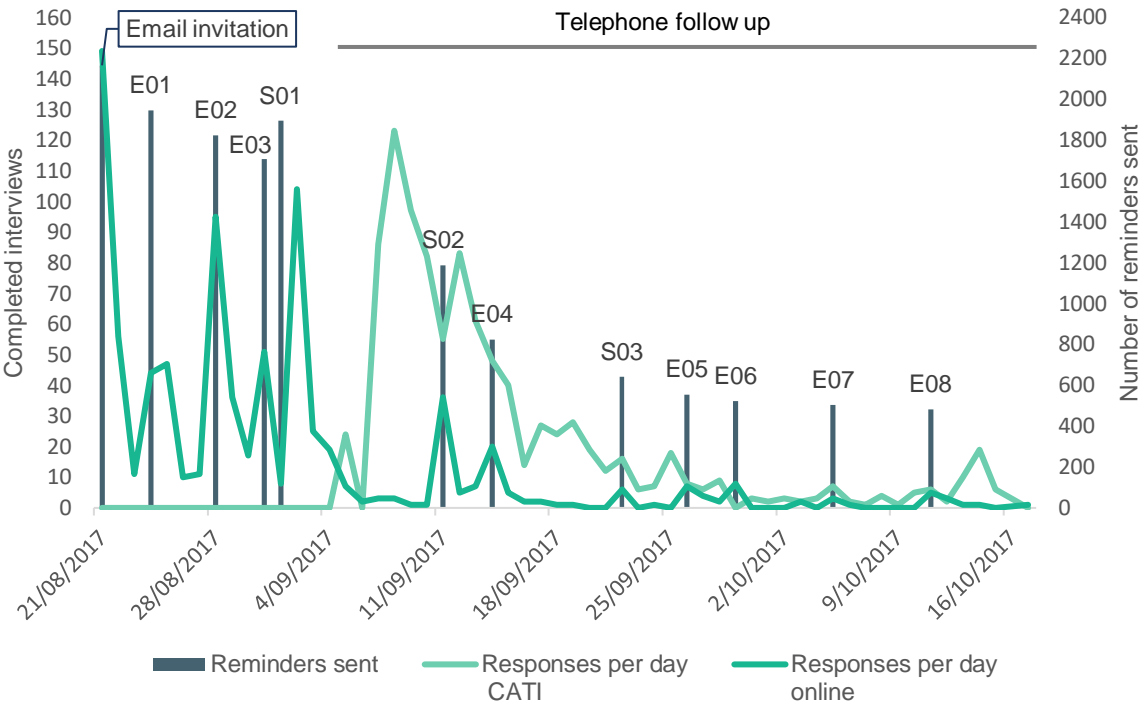
2014 cohort proving marginally more responsive. The majority (84.2%) of the 2016 cohort required a second email reminder to undertake the study as compared to 80.5% of the 2014 cohort.

As with the other longitudinal cohorts, SMS reminders appear to be marginally more effective than email reminders in garnering online completes. Again, as per the other longitudinal cohorts, email reminders appear to lose their effectiveness by the fifth reminder. The first email reminder also remained less effective than the second (Figure 5 and Figure 6).

**Figure 5 Reminder activity summary for Year 12 completer longitudinal 2014 cohort**

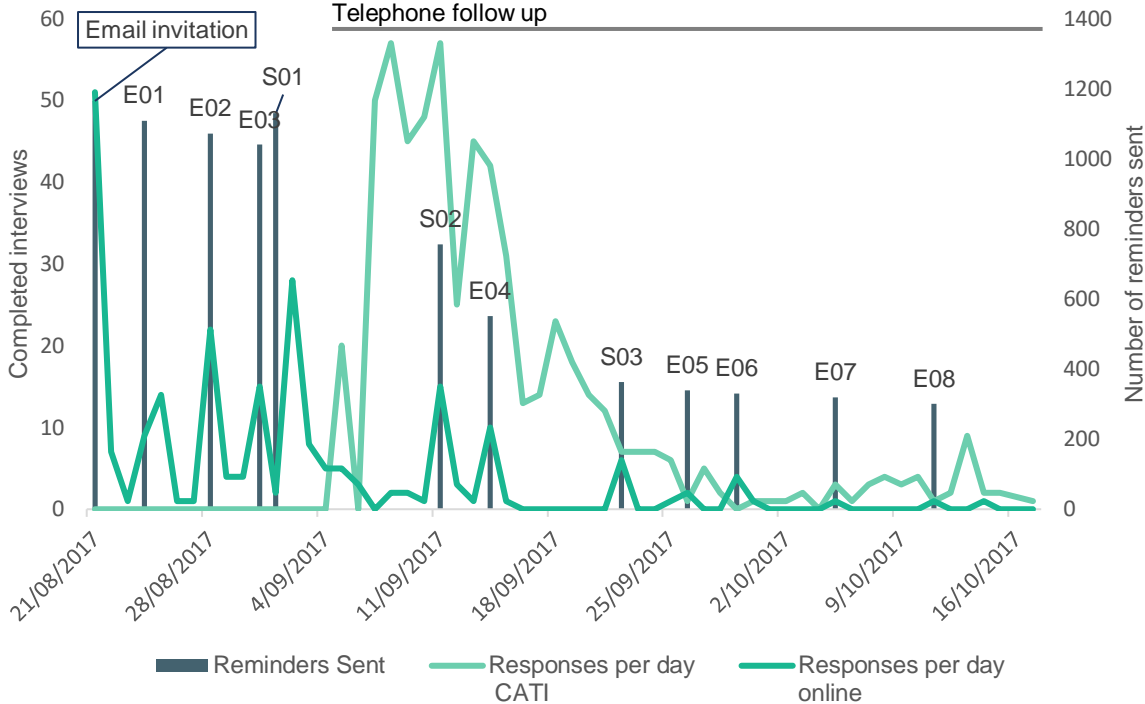


**Figure 6 Reminder activity summary for Year 12 completer longitudinal 2016 cohort**

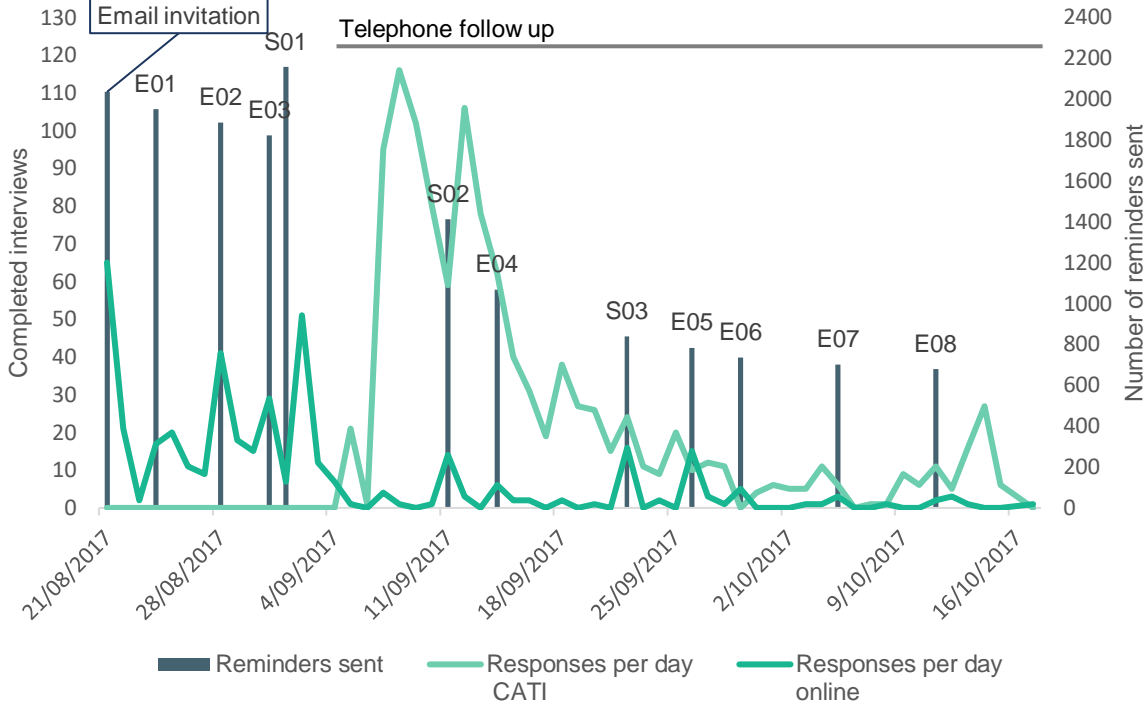


CATI follow-up with the early school leaver (longitudinal) cohorts was essential, as only one in five (21.0%) of both the 2014 and 2016 cohorts completed the survey prior to CATI follow-up. As shown in Figure 7 and Figure 8, SMS reminders had a larger impact on the number of online self-completes compared to email reminders. Response behaviour to reminder activity for each cohort was comparable across the fieldwork period (see Figure 7 and Figure 8 overleaf). As with the Year 10 cohort, the first email reminder was also less effective than subsequent reminder activity.

**Figure 7 Reminder activity summary for early school leaver longitudinal 2014 cohort**



**Figure 8 Reminder activity summary for early school leaver longitudinal 2016 cohort**

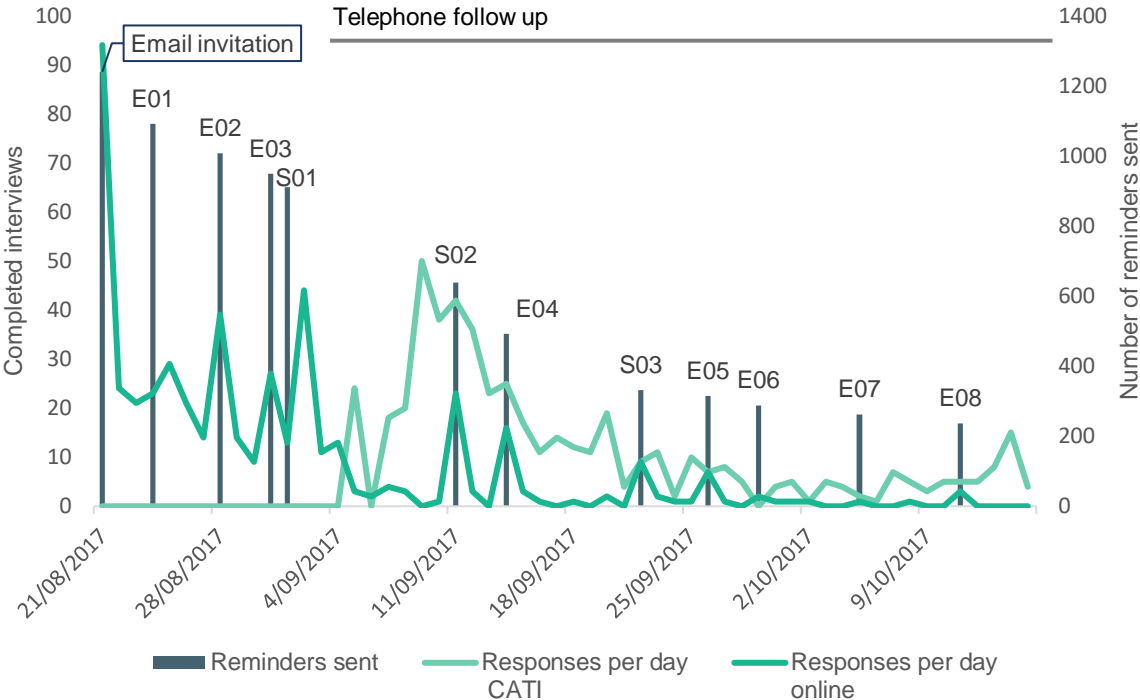


As shown in Figure 9, the Year 10 student cohort appeared to be the most responsive to the SMS reminders, with the second SMS reminder provoking the largest number of online self-completes.

Email reminders appeared to be reasonably effective at garnering online self-completes, except for the first email reminder, which did not provoke as many online completes as the second reminder. Email reminders appeared to lose their effectiveness by the fifth reminder, where online responses almost cease entirely. The Year 10 respondents were one of the most compliant cohorts, with 40.2% of the total completes achieved prior to CATI follow-up.

In terms of response behaviour, the Year 10 cohort was comparable to the Year 12 longitudinal cohort, with 81.2% of participants requiring a second email reminder versus 80.5% (2014 cohort) and 84.2% (2016 cohort), but outperformed the early school leaver longitudinal cohorts where 92.0% (2014 cohort) and 92.6% (2016 cohort) required a second email reminder.

**Figure 9 Reminder activity summary for Year 10 student longitudinal cohort**



**2.5.2. Website information**

Both the PAL and email contained a unique survey link and a generic web address where respondents could enter their username and password to access the survey. Separate websites were set up for the cross-sectional and longitudinal surveys.

These pages also contained information about the study so respondents could view additional bona fides. The cross-sectional page received 1,538 unique views and of those more than two thirds (n=1,113) went on to complete the survey through this login page. The longitudinal survey page received 745 unique views and of those two thirds (n=480) went on to complete the survey through this login page.

It should be noted that views to this page could also be attributed to participants copying and pasting their unique login incorrectly (for example missing the last few digits) or just viewing the landing page before continuing via their unique link in their primary approach material.

**2.5.3. Call procedures**

The call procedures implemented for the telephone-interviewing phase included:

- having an extended call cycle beyond the standard six call attempts in cases where previous calls indicate a survey is achievable;

- in order to yield maximum response, it was necessary to control the “spread of call attempts” such that, subject to other outcomes being achieved, contact attempts are spread over weekday evenings (6.30 pm to 8.30 pm), weekday late afternoons / early evenings (4.30 pm to 6.30 pm), Saturdays and Sundays (11 am to 5 pm) and weekdays between 9:00 am and 4.30 pm (typically reserved for appointment management); and
- appointments were set for any time the call centre is operational (weekdays 9.00 am to 8.30 pm; weekends 11.00 am to 5.00 pm).

There was no interviewing in languages other than English and no messages were left on answering machines except when honouring an appointment arranged with the named respondent.

#### 2.5.4. SMS reminders

An SMS was sent to participants of the cross-sectional and longitudinal surveys to advise the number would be called in the coming days. A unique login (via a bitlink) was also provided so they could access the survey directly from their mobile device. The first reminder was sent at least 24 hours before the sample was scheduled to be initiated in CATI.

A further two reminder messages encouraging participation were also sent throughout the course of CATI fieldwork. A summary of the mobile population is shown in Table 15.

**Table 15 SMS reminder summary**

SMS reminder summary	Final sample	Sample with a mobile sent a text message		Completed survey via sms link
	n	n	%	n
<b>Cross-sectional</b>				
Year 12 completers (non-Aboriginal / non-CC)	5,429	335	6.2	28
Year 12 completers (Aboriginal/CC)	2,063	364	17.6	16
Early school leavers (non-Aboriginal / non-CC)	10,165	2,086	20.5	77
Early school leavers (Aboriginal/CC)	2,265	545	24.1	7
<b>Longitudinal</b>				
School leavers				
Year 12 completers (2014 cohort)	1,246	873	70.1	76
Year 12 completers (2016 cohort)	2,834	1,893	66.8	164
Early school leavers (2014 cohort)	1,396	1,130	80.9	62
Early school leavers (2016 cohort)	3,088	2,156	69.8	94
Year 10 students	1,406	910	64.7	87

A copy of the final messages used can be found in Appendix 13 through 16.

#### 2.5.5. Incentive strategy

The incentive strategy consisted of a tiered prize draw with the major prize eligible only for participants who completed the survey online prior to telephone follow-up. The minor prize was available to all students who completed the survey (via online or CATI telephone follow-up) before the close of fieldwork.

The intention of the tiered prize draw was to encourage online participation before fieldwork began on the telephone follow-up.

The major prize for each of the cross-sectional surveys was one of four \$300 JB Hi-Fi vouchers, and the minor prize was one of three \$100 movie vouchers. The major prize for the longitudinal Year 10 student survey was one of four \$300 JB Hi-Fi vouchers and the minor prize was one of four \$100

movie vouchers. For the longitudinal school leaver survey, the major prize was one of eight \$300 JB Hi-Fi vouchers and the minor prize was one of five \$100 movie vouchers.

### 2.5.6. Sensis Data Macromatch service

The Sensis Macromatch service was used to attempt to backfill phone numbers where they were not included in the sample record, or to attempt to locate a new number in instances where all contact numbers provided were not usable. This included records with no valid phone number, a number that was disconnected, led to a fax line or had a block on incoming calls, as well as numbers that had been identified as a wrong number (person not known) or a non-residential number.

Of the total cross-sectional sample, 8.2% (n=1,642) were provided to Sensis Data Macromatch in an attempt to update the contact details of respondents with unusable contact details. Of those sent for further matching, 13.8% (n=227) returned with a new number. A total of 29 surveys were achieved by using the new number provided across the cross-sectional cohorts.

### 2.5.7. Refusal Conversion

Refusal conversion is the process of identifying respondents coded as a 'soft refusal' upon first contact and re-serving them at a later date, in an attempt to convert the initial soft refusal to a completed interview. Only three types of 'soft refusals' will be re-served: no comment / hung up, not interested or too busy. A total of 1521 records were flagged for further follow-up through refusal conversion across all components. Of those selected for refusal conversion, almost one in five (18.5%) were converted into an interview. Table 16 provides a summary of the refusal conversion by each cohort.

**Table 16 Refusal conversion summary by cohort**

Survey Component		Initiated for refusal conversion (n)	Converted to completed interview	% of refusal conversion records
Cross-sectional	<b>Overall refusal conversion</b>	<b>1521</b>	<b>281</b>	<b>18.5</b>
	Year 12 completers (non-Aboriginal / non-CC)	154	32	20.8
	Year 12 completers (Aboriginal/CC)	87	12	13.8
	Early school leavers (non-Aboriginal / non-CC)	373	65	17.4
	Early school leavers (Aboriginal/CC)	63	9	14.3
Longitudinal	School leavers			
	Year 12 completers (2014 cohort)	23	4	17.4
	Year 12 completers (2016 cohort)	185	46	24.9
	Early school leavers (2014 cohort)	89	17	19.1
	Early school leavers (2016 cohort)	401	67	16.7
	Year 10 Students	146	29	19.9

### 2.5.8. QR code usage

A QR code was included in the invitation letters. A QR code is a machine-readable code (similar to a barcode) that can be used for storing a URL web address, and in this case, direct login details to complete the survey. The code can be scanned using a smart phone device. Out of those who completed the survey, 125 individuals accessed the survey by scanning the code. This equates to around 1 per cent of the achieved interviews, compared to 5 per cent in the previous year, suggesting a decrease in the efficacy of this method of survey engagement.

### 2.5.9. 1800 and email helpdesk

The 1800 helpdesk was operational during the course of the survey to give all students sampled for the survey the opportunity to seek clarification or ask for assistance regarding any survey matters. A project-specific email address was also created for participants of the longitudinal components. The helpdesk was operational during business hours from one day after the lodgement of the primary approach letters, until the end of the fieldwork period.

If for some reason calls were not answered in real time (all operators currently busy, call received outside hours of operation), callers were routed to a messaging service and calls were returned within 24 hours. The helpdesk operators were fully briefed on survey background and procedures to answer a variety of queries.

As shown in Table 17, 67.3% of all contacts with the helpdesk (either by phone or email) were to schedule an appointment to complete an interview. One fifth (19.6%) of all contacts were to opt out of the survey and only 2 per cent were out of scope. The helpdesk operators handled 562 contacts (via calls and emails) throughout the fieldwork period of the entire survey from 21 August until 15 October 2017.

Of the total contacts received by the helpdesk team, nearly three quarters (74.7%) were from the cross-sectional non-Aboriginal and Torres Strait Islander / non-CC component, with 53.7% from the early school leaver cohort and 21.0% from the Year 12 completer cohort. Table 17 is a summary of all helpdesk contacts received across all Student Destinations projects.

**Table 17 Total helpdesk contacts summary**

Helpdesk - Reason for contact	n	%
<b>Base (n) helpdesk contacts</b>	<b>562</b>	<b>100.0</b>
Appointment Request	378	67.3
Refusal	110	19.6
General enquiry	15	2.7
Other out of scope	12	2.1
Change of details	10	1.8
Wrong Number / QR unknown	9	1.6
Online support (incl. request to complete online)	7	1.2
Other contact (fieldwork closed, over quota etc.)	6	1.1
Completed prior	6	1.1
Complaint (minor)	4	0.7
LOTE (No follow up)	2	0.4
Legitimacy concern	1	0.2
Away duration	1	0.2
Respondent too sick / unable to do survey	1	0.2

### 2.5.10. Changing outgoing telephone number

To try and further increase the likelihood of students answering their phones, the outgoing telephone number was changed from an '03' to an '02' number. It was felt that residents of NSW would be more receptive to receiving a call from an 02 number.

## 3. Questionnaire development and testing

### 3.1. Questionnaire design

The 2017 NSW Secondary Students' Post-School Destinations Survey consisted of four questionnaires across seven cohorts. The following section describes the questionnaire design process and outcome for all instruments.

#### 3.1.1. Cross-sectional

Questionnaires for the 2017 cross-sectional surveys were kept mostly consistent with the 2016 survey with some modifications.

Key considerations into revising the instrument for 2017 included:

- operationalising the language of the questionnaire to ensure it was suitable for completion via telephone or as an online self-complete;
- simplifying the language where possible to improve comprehension;
- revising the interviewer notes to aid in clarifying respondent queries;
- reviewing the interviewer debrief notes from the previous year;
- updating occupation code frames to reflect the most frequently used by each cohort using 2016 data; and
- updating the Year 10 longitudinal questionnaire in line with cross-sectional surveys (as students were now expected to be school leavers).

The broad topic areas covered in the early school leaver and Year 12 completer surveys are outlined in Table 18 (overleaf). The questionnaire for each cohort was largely the same, with only minor variations to account for issues relating to a particular group.

**Table 18 Questionnaire content summary for cross-sectional surveys**

Topic	Cross-sectional	
	Year 12 completers	Early school leavers
Life satisfaction	Y	Y
Minimum school leaving age	-	Y
Confirmation of early school leaver status	-	Y
ATAR ranking	Y	-
Job status	Y	Y
Apprentice/trainee/further study status	Y	Y
Main reason for leaving study / planning to leave study	-	Y
Made decision to leave school	-	Y
Expect to finish Year 12	Y	-
Expectation of leaving school	-	-
School items enjoyed least / most	Y	Y
Influence on decision to leave / stay at school	Y	Y
VET influence on staying at school	Y	Y
Reasons which may have led to staying at school	-	Y
Further study likelihood/ qualification expectation	Y	Y
Career expectation at 30 years old	Y	Y
Usefulness of career guidance	Y	Y
Hours worked at job/ job description	Y	Y
Area of apprenticeship/ traineeship	Y	Y
VET credit status	Y	Y
Education institution attending	Y	Y
Field of education	Y	Y
Maths attainment level	Y	-
Parental education-occupation	Y	Y
Reasons for not undertaking further study	Y	Y
Home-possession type items (SES alternative)	Y	Y
Transition to Work referral	Y	Y
Recontact	Y	Y

### 3.1.2. Longitudinal

The early school leaver and Year 12 completer longitudinal questionnaires were updated to reflect some of the changes in the cross-sectional surveys but for the most part remained largely unchanged from 2016. As respondents in the Year 10 longitudinal cohort could be expected to have either left school or completed Year 12, the Year 10 longitudinal questionnaire was updated to be more in line with the Year 12 cross-sectional survey.

The central focus of the questionnaires was to map the post-school destination of the survey participants one year on from their first follow-up interview. Each year consideration is given to the application of the mixed-mode methodology in administering the survey, including;

- operationalising the language used to improve the functionality of the questionnaire as a self-complete;
- re-designing complex CATI administered questions without compromising data quality; and
- structuring the school leaver survey to address the different characteristics of the early school leaver, Year 12 completer and Year 10 student groups.



Table 19 summarises the topic areas included in the longitudinal component across all three cohorts.

**Table 19 Questionnaire content summary for longitudinal cohorts**

Topic	Longitudinal		
	Year 12 completers	Early school leavers	Year 10 students
Life satisfaction	Y	Y	Y
Confirmation of early school leaver status	-	Y	Y
ATAR ranking	-	-	-
Job status	Y	Y	Y
Apprentice/trainee/further study status	Y	Y	Y
Main reason for leaving study / planning to leave study	Y	Y	-
Made decision to leave school	-	-	-
Expect to finish Year 12	-	-	Y
Expectation of leaving school	-	-	Y
School items enjoyed least / most	-	-	Y
Influence on decision to leave / stay at school	-	-	Y
VET influence on staying at school	-	-	Y
Reasons for staying at school to complete Year 12/ which may have led to staying at school	-	-	Y
Further study likelihood/ qualification expectation	Y	Y	Y
Career expectation at 30 years old	Y	Y	Y
Minimum school leaving age	-	Y	Y
Usefulness of career guidance	Y	Y	Y
Hours worked at job/ job description	Y	Y	Y
Area of apprenticeship/ traineeship	Y	Y	Y
VET credit status	-	-	Y
Education institution attending	Y	Y	Y
Field of education	Y	Y	Y
Maths attainment level	Y	-	Y
Reasons for not undertaking further study	Y	Y	Y
Parental education-occupation	-	-	Y
Home-possession type items (SES alternative)	-	-	Y
Transition to Work referral	Y	Y	Y
Recontact	Y	Y	Y

Final questionnaires for all components can be found in Appendices 17 - 20.

## 3.2. Operational testing

Comprehensive testing was carried out by the Social Research Centre project management team to ensure the survey instruments were working correctly.

Standard CATI and online operational testing procedures were applied to ensure the script truly reflected the agreed questionnaire. These included:

- rigorous checking of the questionnaire in 'practice mode' by the Social Research Centre project management and supervisory team, including checks of the on screen 'presentation' of questions and response frames; and
- randomly allocating dummy data to each field in the questionnaire and examining the resultant frequency counts to check the structural integrity of the script.

There was no capacity to 'soft launch' the longitudinal or cross-sectional surveys, however a review of the data from the first few days in field was carried out to ensure both surveys were functioning as scripted.

## 3.3. Interviewer training and briefing

All interviewers selected to work on the surveys attended comprehensive briefing sessions delivered by the Social Research Centre project management team.

Separate briefings were held for the two cross-sectional components, and a third briefing was held for the longitudinal component: the cross-sectional early school leaver briefing was conducted on 4 September 2017; the longitudinal briefings were held on 5 September 2017 and the cross-sectional Year 12 completers briefing was held on 18 September 2017.

All interviewers who worked on the longitudinal components were briefed across both the Year 10 student survey and the school leaver survey.

The briefings covered:

- survey context and background;
- survey procedures (sample management protocols, response maximisation procedures);
- privacy and confidentiality issues;
- a detailed examination of the survey questionnaire, with a focus on ensuring the uniform interpretation of questions and response frames, and addressing item-specific data quality issues;
- comprehensive training module on ANZSCO (occupation) and ASCED (field of education) coding;
- targeted refusal aversion techniques; and
- strategies to maintain co-operation (i.e. minimise mid-survey terminations).

Table 20 in Section 3.4 summarises the number of interviewers briefed on each study.

### 3.4. Fieldwork quality control procedures

The in-field quality monitoring techniques applied to the surveys were consistent with existing ISO 20252 procedures, and included:

- monitoring (by remote listening) of each interviewer within their first three shifts, whereby the supervisor listened in to at least 75% of the survey and provided comprehensive feedback on data quality issues and respondent liaison technique;
- field team debriefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to data quality, consistency of survey administration or respondent liaison techniques;
- examination of verbatim responses to 'other specify';
- monitoring of sample yield by interviewer; and
- a debrief held after the first day in field and at the end of the survey.

There were no issues arising from validation by remote monitoring. Table 20 shows the total number of validations completed for each cohort. As per the ISO 20252 standard, 5% of all telephone surveys completed must be validated. All cohorts met the minimum ISO requirements.

**Table 20** Validation by remote monitoring

Validations	Cross-sectional cohorts		Longitudinal cohorts	
	Year 12 completers	Early school leavers	School leavers	Year 10 students
Interviewers briefed on study	35	49	39	18
Surveys completed (CATI)	2,112	2,708	3,117	495
Validations completed	128	203	174	27
Validations completed (%)	6.1	7.5	5.6	5.5

## 4. Response Analysis

### 4.1. Call outcomes

The following section presents the final call outcome data for each cohort. For the purposes of this report, the response rate, AAPOR Cooperation rate 1 (see Pennay et al. 2016) is defined as follows:

$$\text{Response Rate} = (\text{number of interviews}) \div (\text{number of interviews} + \text{refusals}).$$

Reference to sample yield refers to the total number of sample records approached for interview divided by the number of interviews achieved.

#### 4.1.1. Cross-sectional

##### Year 12 completers

Table 21 presents the final call result by cohort for all eligible Year 12 completer cross-sectional sample. Of the 7,492 respondents invited to take part in the survey, interviews were achieved with 3,529 (47.1%) as either a CATI complete or online self-complete.

As with the early school leaver cohorts, the average number of calls made to achieve an interview (2.9) for both Year 12 completer cohorts decreased compared to last year. There was a slight difference between the cohorts however, with the non-Aboriginal and Torres Strait Islander / non-CC cohort requiring an average of 2.6 calls to achieve an interview, compared to 3.5 calls required for the Aboriginal and Torres Strait Islander / CC cohort.

The average number of calls per sample initiated (4.1) decreased slightly in comparison to last year (5.2). However, this decrease was largely with the non-Aboriginal and Torres Strait Islander / non-CC cohort which achieved an average of 3.6 calls per sample record (down from 5.6 in 2016). The average number of calls per sample initiated for the Aboriginal and Torres Strait Islander / CC cohort remained higher at 5.4 and comparable to 2016 (5.6).

Call outcomes are relatively consistent between the two cohorts, though slightly higher for the Aboriginal and Torres Strait Islander / CC cohort for non-contacts, refusals, unresolved contacts and unusable sample.

As with the early school leaver cohorts, non-contacts increased in 2017. Just under half (42.2%) of non-Aboriginal and Torres Strait Islander / non-CC sample records resulted in a non-contact, compared to 30.3% in 2016. The rate of non-contact for Aboriginal and Torres Strait Islander / CC cohort was similar at 44.6% and also greatly increased from 2016 (32.4%).

The overall response rate for the non-Aboriginal and Torres Strait Islander / non-CC cohort was 92.0% with the Aboriginal and Torres Strait Islander / CC cohort achieving a similar response rate of 90.5%. The difference in both the quality of sample (rate of unusable sample and non-contacts) and participation rate highlights some of the unique barriers and challenges in engaging the early school leaver cohort compared to the Year 12 completers.

**Table 21 Final call outcomes for Year 12 completers**

Final Call Outcomes	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total records	5,429	100.0	2,063	100.0
<b>Total complete</b>	<b>2638</b>	<b>48.6</b>	<b>891</b>	<b>43.2</b>
Online Complete	1130	42.8	287	32.2
CATI Complete	1508	57.2	604	67.8
<b>Non-contact</b>	<b>2289</b>	<b>42.2</b>	<b>921</b>	<b>44.6</b>
Answering machine	1040	19.2	445	21.6
No answer	1212	22.3	466	22.6
Engaged	37	0.7	10	0.5
<b>Other contacts</b>	<b>49</b>	<b>0.9</b>	<b>10</b>	<b>0.5</b>
Proxy does not know enough to provide information	5	0.1	3	0.1
Too old/frail/ill-health	9	0.2	3	0.1
LOTE-NO follow up	8	0.1	na	na
Claims to have completed survey	10	0.2	2	0.1
Named respondent deceased / location unknown	na	na	na	na
Away for duration	1	<0.1	na	na
Proxy away duration	14	0.3	1	<0.1
Not completed Year 12 last year	2	<0.1	1	<0.1
<b>Refusal</b>	<b>229</b>	<b>4.2</b>	<b>94</b>	<b>4.6</b>
Respondent refusal	97	1.8	20	1.0
Respondent refusal (via email)	50	0.9	12	0.6
Household refusal	32	0.6	36	1.7
Proxy refused to provide information	5	0.1	3	0.1
Midway termination	19	0.3	14	0.7
Remove number from list	10	0.2	1	<0.1
(ICS USE ONLY) Soft Refusal	1	<0.1	na	na
(ICS USE ONLY) Hard Refusal	15	0.3	8	0.4
(ICS) SMS opt out	na	na	na	na
<b>Unresolved contact</b>	<b>3</b>	<b>0.1</b>	<b>7</b>	<b>0.3</b>
Appointment	3	0.1	7	0.3
<b>Unusable</b>	<b>195</b>	<b>3.6</b>	<b>135</b>	<b>6.5</b>
Number disconnected	142	2.6	102	4.9
Named person not known	37	0.7	4.9	29
Fax machine/modem	4	0.1	-	-
Incoming call restrictions	3	0.1	4	0.2
Not a residential number	9	0.2	4	0.2
<b>Over quota</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>Not initiated in CATI (no contact information after macro match) / attempted online</b>	<b>26</b>	<b>0.5</b>	<b>5</b>	<b>0.2</b>

## Early school leavers

Table 22 (overleaf) presents the final call result by cohort (non-Aboriginal and Torres Strait Islander / non-CC and Aboriginal and Torres Strait Islander / CC) for all eligible early school leaver cross-sectional samples. Of the 12,430 respondents invited to take part in the survey, interviews were achieved with 3,466 (27.9%) as either a CATI complete or online self-complete.

The overall response rate for the non-Aboriginal and Torres Strait Islander / non-CC cohort was 80.3% with the Aboriginal and Torres Strait Islander / CC cohort achieving a slightly higher response rate of 84.0%.

As can be seen, with the introduction of online completion for the cross-sectional surveys, fewer numbers were initiated for telephone follow-up. However, it should be noted that an increased effort of telephone follow-up was required in comparison to previous years. This is due to the fact that the telephone follow-up was primarily for non-responders and as such a harder to reach population. This can be seen in the increase in non-contacts across both cohorts compared to 2016 where the non-Aboriginal and Torres Strait Islander / non-CC cohort had a non-contact rate of 30.8% (compared to 42.8% in 2017) and the Aboriginal and Torres Strait Islander / CC cohort had a non-contact rate of 34.3% (compared to 49.6% in 2017, see Table 22, overleaf).

- Due to the introduction of online completion for the cross-sectional surveys, the average number of calls made to achieve an interview decreased across both cohorts. However, the average number of calls per sample initiated (5.9) was comparable to last year (5.8). There was a marked difference between the cohorts with 5.5 being the average for the non-Aboriginal and Torres Strait Islander / non-CC cohort, compared to 7.4 for the Aboriginal and Torres Strait Islander / CC cohort.

In terms of final outcomes, the major differences between the two cohorts are:

- a higher proportion of unusable numbers among the Aboriginal and Torres Strait Islander / CC cohort (14.8%, down from 29.9% last year) compared to the non-Aboriginal and Torres Strait Islander / non-CC cohort (9.3%, down from 22.3% last year); and
- a higher proportion of non-contact outcomes for the Aboriginal and Torres Strait Islander / CC cohort (49.6%, compared to 34.3% last year) compared to the non-Aboriginal and Torres Strait Islander / non-CC cohort (42.8%, compared to 30.8% last year).

Though unusable numbers have decreased significantly compared to last year, the increased level of non-contacts in both the non-Aboriginal and Torres Strait Islander / non-CC and Aboriginal and Torres Strait Islander / CC cohorts, despite response maximisation attempts and the introduction of the online survey, provide an indication of sample quality for the 2017 survey.

Whilst the Aboriginal and Torres Strait Islander / CC cohort had fewer other contacts, refusals and unresolved contacts than the non-Aboriginal and Torres Strait Islander / non-CC cohort, the higher number of non-contacts and unusable contacts would appear to account for the lower sample yield.

**Table 22 Final call outcomes for early school leavers**

Final Call Outcomes	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total records	10,165	100.0	2,265	100.0
<b>Total complete</b>	<b>2956</b>	<b>29.1</b>	<b>510</b>	<b>22.5</b>
Online Complete	696	23.5	62	12.2
CATI Complete	2260	76.5	448	87.8
<b>Non-contact</b>	<b>4352</b>	<b>42.8</b>	<b>1124</b>	<b>49.6</b>
Answering machine	1866	18.4	562	24.8
No answer	2416	23.8	539	23.8
Engaged	70	0.7	23	1.0
<b>Other contacts</b>	<b>876</b>	<b>8.6</b>	<b>156</b>	<b>6.9</b>
Proxy does not know enough to provide information	23	0.2	7	0.3
Too old/frail/ill-health	27	0.3	8	0.4
LOTE-NO follow up	31	0.3	1	<0.1
Claims to have completed survey	21	0.2	3	0.1
Named respondent deceased / location unknown	3	<0.1	1	<0.1
Doing IB/Completed Yr 12	119	1.2	33	1.5
Returned to secondary school	274	2.7	36	1.6
Changed schools this year	153	1.5	18	0.8
Doing HSC at TAFE	89	0.9	11	0.5
Away for duration	1	<0.1	3	0.1
Proxy away duration	13	0.1	7	0.3
Completed Year 12 last year	na	na	na	na
Did not leave school last year, not returned to school	47	0.5	9	0.4
Leaving status unknown	75	0.7	19	0.8
<b>Refusal</b>	<b>724</b>	<b>7.1</b>	<b>97</b>	<b>4.3</b>
Respondent refusal	205	2.0	19	0.8
Respondent refusal (via email)	41	0.4	2	0.1
Household refusal	272	2.7	43	1.9
Proxy refused to provide information	12	0.1	2	0.1
Midway termination	97	1.0	12	0.5
Remove number from list	21	0.2	9	0.4
(ICS USE ONLY) Soft Refusal	2	<0.1	na	na
(ICS USE ONLY) Hard Refusal	53	0.5	4	0.2
(ICS) SMS opt out	21	0.2	6	0.3
<b>Unresolved contact</b>	<b>122</b>	<b>1.2</b>	<b>4</b>	<b>0.2</b>
Appointment	122	1.2	4	0.2
<b>Unusable</b>	<b>944</b>	<b>9.3</b>	<b>335</b>	<b>14.8</b>
Number disconnected	559	5.5	197	8.7
Named person not known	276	2.7	117	5.2
Fax machine/modem	17	0.2	2	0.1
Incoming call restrictions	19	0.2	na	na
Not a residential number	73	0.7	19	0.8
<b>Over quota</b>	<b>32</b>	<b>0.3</b>	<b>na</b>	<b>na</b>
<b>Not initiated in CATI (no contact information after macro match) / attempted online</b>	<b>159</b>	<b>1.6</b>	<b>39</b>	<b>1.7</b>

In addition to the enumeration of the Aboriginal and Torres Strait Islander / CC component, all early school leavers identified as under 17 years of age were included for this project. The table below displays the call outcomes from within the non-Aboriginal and Torres Strait Islander / non-CC early school leaver component, split between the under 17 years of age and 17 years and older groups. As opposed to last year, there were differences in the performance of the sample between the two groups with non-contacts occurring at a greater rate (48.3%) for the 17 and over cohort than the under 17 cohort (38.5%). This would appear to account for the higher sample yield for the under 17 cohort, as the unusable sample was the same for both cohorts, and the under 17 cohort had attained a higher rate of refusal (7.7% compared to 6.4% for the 17 and over cohort). Details are shown in Table 23 (overleaf).



**Table 23 Final call results early school leavers (non-Aboriginal and Torres Strait Islander / non-CC)**

Final Call Outcomes	Under 17		17 and over	
	n	%	n	%
Total records	5,691	100.0	4,474	100.0
<b>Total complete</b>	<b>1877</b>	<b>33.0</b>	<b>1079</b>	<b>24.1</b>
Online Complete	405	21.6	291	27.0
CATI Complete	1472	78.4	788	73.0
<b>Non-contact</b>	<b>2189</b>	<b>38.5</b>	<b>2163</b>	<b>48.3</b>
Answering machine	999	17.6	867	19.4
No answer	1148	20.2	1268	28.3
Engaged	42	0.7	28	0.6
<b>Other contacts</b>	<b>579</b>	<b>10.2</b>	<b>297</b>	<b>6.6</b>
Proxy does not know enough to provide information	19	0.3	4	0.1
Too old/frail/ill-health	17	0.3	10	0.2
LOTE-NO follow up	11	0.2	20	0.4
Claims to have completed survey	12	0.2	9	0.2
Named respondent deceased / location unknown	2	<0.1	1	<0.1
Doing IB/Completed Yr 12	15	0.3	104	2.3
Returned to secondary school	213	3.7	61	1.4
Changed schools this year	131	2.3	22	0.5
Doing HSC at TAFE	61	1.1	28	0.6
Away for duration	na	na	1	<0.1
Proxy away duration	12	0.2	1	<0.1
Completed Year 12 last year	na	na	na	na
Did not leave school last year, not returned to school	32	0.6	15	0.3
Leaving status unknown	54	0.9	21	0.5
<b>Refusal</b>	<b>439</b>	<b>7.7</b>	<b>285</b>	<b>6.4</b>
Respondent refusal	127	2.2	78	1.7
Respondent refusal (via email)	11	0.2	30	0.7
Household refusal	175	3.1	97	2.2
Proxy refused to provide information	9	0.2	3	0.1
Midway termination	56	1.0	41	0.9
Remove number from list	12	0.2	9	0.2
(ICS USE ONLY) Soft Refusal	1	<0.1	1	<0.1
(ICS USE ONLY) Hard Refusal	39	0.7	14	0.3
(ICS) SMS opt out	9	0.2	12	0.3
<b>Unresolved contact</b>	<b>na</b>	<b>na</b>	<b>122</b>	<b>2.7</b>
Appointment	na	na	122	2.7
<b>Unusable</b>	<b>527</b>	<b>9.3</b>	<b>417</b>	<b>9.3</b>
Number disconnected	302	5.3	257	5.7
Named person not known	165	2.9	111	2.5
Fax machine/modem	9	0.2	8	0.2
Incoming call restrictions	3	0.1	16	0.4
Not a residential number	48	0.8	25	0.6
<b>Over quota</b>	<b>na</b>	<b>na</b>	<b>32</b>	<b>0.7</b>
<b>Not initiated in CATI (no contact information after macro match) / attempted online</b>	<b>80</b>	<b>1.4</b>	<b>79</b>	<b>1.8</b>

## 4.1.2. Longitudinal

### Year 12 completers

There was variation in sample retention between the two Year 12 completer longitudinal cohorts, with the 2014 Year 12 completer cohort finishing with a sample retention of 72.2% compared to 63.3% for the 2016 cohort. Sample retention overall was 66.0%.

As shown in Table 24 (overleaf) the two cohorts differed in performance in unusable sample and residual non-contacts. As with the early school leaver longitudinal cohorts, the 2016 Year 12 completer cohort maintained the higher figure of the two (20.7% non-contact compared to 13.6%, 5.7% unusable compared to 2.2%). Overall, of the sample initiated for CATI, the Year 12 completer cohorts took 3.2 sample records (3.3 for the 2014 cohort, and 3.2 for the 2016 cohort) to achieve an interview with 6.0 call attempts (5.6 for the 2014 cohort, and 6.1 for the 2016 cohort) made to each sample record.

As with the longitudinal early school leaver cohorts, the 2014 Year 12 completer cohort had a higher refusal rate when compared to the 2016 cohort (11.0% compared to 9.3%). As such, the 2016 cohort attained a slightly higher response rate of 87.2% compared to 86.8% (2014 cohort).

**Table 24 Final outcome summary for Year 12 completers longitudinal cohorts**

Final Call Outcomes	Year 12 completers			
	2014 cohort		2016 cohort	
	n	%	n	%
Total records	1,246	100.0	2,834	100.0
<b>Total complete</b>	<b>899</b>	<b>72.2</b>	<b>1793</b>	<b>63.3</b>
Online Complete	472	52.5	824	46.0
CATI Complete	427	47.5	969	54.0
<b>Non-contact</b>	<b>169</b>	<b>13.6</b>	<b>588</b>	<b>20.7</b>
Answering machine	89	7.1	317	11.2
No answer	77	6.2	259	9.1
Engaged	3	0.2	12	0.4
<b>Other contacts</b>	<b>7</b>	<b>0.6</b>	<b>19</b>	<b>0.7</b>
Too old/frail/ill-health	na	na	1	<0.1
LOTE-NO follow up	na	na	1	<0.1
Claims to have completed survey	na	na	2	0.1
Named respondent deceased / location unknown	1	0.1	2	0.1
Away for duration	6	0.5	13	0.5
Denies 2016 interview	na	na	na	na
<b>Refusal</b>	<b>137</b>	<b>11.0</b>	<b>263</b>	<b>9.3</b>
Respondent refusal	14	1.1	44	1.6
Respondent refusal (via email)	13	1.0	20	0.7
Household refusal	9	0.7	24	0.8
Midway termination	2	0.2	3	0.1
Remove number from list	3	0.2	3	0.1
(ICS USE ONLY) Soft Refusal	na	na	na	na
(ICS USE ONLY) Hard Refusal	1	0.1	5	0.2
(ICS) SMS opt out	95	7.6	164	5.8
<b>Unresolved contact</b>	<b>6</b>	<b>0.5</b>	<b>10</b>	<b>0.4</b>
Appointment	6	0.5	10	0.4
<b>Unusable</b>	<b>28</b>	<b>2.2</b>	<b>161</b>	<b>5.7</b>
Number disconnected	22	1.8	118	4.2
Named person not known	5	0.4	33	1.2
Fax machine/modem	na	na	2	0.1
Incoming call restrictions	na	na	1	<0.1
Not a residential number	1	0.1	7	0.2
<b>Over quota</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>Not initiated in CATI / attempted online</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

In looking at the difference between the demographic profile of the responding and non-responding Year 12 completers across both the 2014 and 2016 cohorts, those who took a VET course during school were less likely to take part. Conversely, participants from an Independent school were more likely to take part in the survey than not (Table 25). Additionally, for the 2016 cohort, respondents aged 17 in 2015, identified as Aboriginal and Torres Strait Islander or who lived outside of Greater Sydney were also more likely to not take part in the study.

**Table 25 Sample profile of Year 12 completer longitudinal cohort in 2017**

Demographics	2014 Year 12 completer cohort			2016 Year 12 completer cohort		
	Completed Survey (%)	Did not complete survey (%)	Refused participation in 2017 survey (%)	Completed Survey (%)	Did not complete survey (%)	Refused participation in 2017 survey (%)
<b>Base (n)</b>	<b>899</b>	<b>347</b>	<b>135</b>	<b>1,793</b>	<b>1,041</b>	<b>260</b>
<b>Age<sup>^</sup></b>						
16	0.2	na	na	0.2	0.1	na
17	27.9	25.1	27.4	28.2	31.8*	33.1
18+	71.9	74.9	72.6	71.6	68.1*	66.9
<b>Gender</b>						
Male	44.0	46.4	45.2	46.9	46.1	46.5
Female	56.0	53.6	54.8	53.1	53.9	53.5
<b>Aboriginal</b>						
Yes	20.6	24.2	23.7	21.9	28.0*	21.5
<b>VET</b>						
Yes	32.1	44.4*	40.0	31.7	38.6*	35.8
<b>Language other than English</b>						
Yes	12.7	16.7	23.7	17.1	20.0	19.2
<b>Sector</b>						
Government	45.1	51.0	45.9	45.0	46.5	38.5
Catholic	24.8	28.2	33.3	26.9	29.5	30.0
Independent	30.1	20.7*	20.7	28.1	24.0*	31.5
<b>Region</b>						
Greater Sydney	44.2	45.0	48.9	50.3	46.1*	48.8
Rest of NSW	55.8	55.0	51.1	49.7	53.9*	51.2

\* Indicates a significant difference between completed survey and did not complete survey column

<sup>^</sup>Age at end of 2013 for the 2014 cohort, age at the end of 2015 for 2016 cohort.

Note: 'Did not complete survey' category includes all refusal, unresolved contact, other contact, screen out, non-contact, and unusable sample records.

### Early school leavers

The sample yield of the early school leaver cohort in the school leaver longitudinal survey was notably lower than the Year 12 completer cohort, finishing with a sample retention of 52.9% overall compared to 56.3%. There was also a slight difference in retention between the cohorts, with 58.8% of sample retained for the 2014 cohort, compared to 50.2% for the 2016 cohort. As shown in Table 26 the two cohorts differed in performance in regards to unusable sample and residual non-contacts, with the 2016 cohort maintaining the higher figure of the two (29.3% non-contact compared to 20.5%, 11.4% unusable compared to 6.6%). Overall, of the sample initiated for CATI, the early school leaver cohorts averaged 3.7 sample records (3.6 for the 2014 cohort, and 3.7 for the 2016 cohort) to achieve an interview with 6.6 call attempts (6.3 for the 2014 cohort, and 6.7 for the 2016 cohort) made to each sample record.

However, the 2014 early school leaver cohort had a higher refusal rate when compared to the 2016 cohort (12.7% compared to 6.7%). As such, whilst the response rate for the early school leaver cohort overall was 86.1%, the 2016 cohort attained a higher response rate (88.2%) than the 2014 cohort (82.3%). Comparatively, the Year 12 completer cohort achieved a slightly higher overall response rate of 87.1%.

**Table 26 Final outcome summary for early school leaver longitudinal cohorts**

Final Call Outcomes	Early school leavers			
	2014 cohort		2016 cohort	
	n	%	n	%
Total records	1,396	100.0	3,088	100.0
<b>Total complete</b>	<b>821</b>	<b>58.8</b>	<b>1549</b>	<b>50.2</b>
Online Complete	232	28.3	417	26.9
CATI Complete	589	71.7	1132	73.1
<b>Non-contact</b>	<b>286</b>	<b>20.5</b>	<b>906</b>	<b>29.3</b>
Answering machine	142	10.2	490	15.9
No answer	138	9.9	383	12.4
Engaged	6	0.4	33	1.1
<b>Other contacts</b>	<b>11</b>	<b>0.8</b>	<b>44</b>	<b>1.4</b>
Too old/frail/ill-health	2	0.1	4	0.1
LOTE-NO follow up	1	0.1	5	0.2
Claims to have completed survey	2	0.1	5	0.2
Named respondent deceased / location unknown	na	na	1	<0.1
Away for duration	6	0.4	29	0.9
Denies 2016 interview	na	na	na	na
<b>Refusal</b>	<b>177</b>	<b>12.7</b>	<b>207</b>	<b>6.7</b>
Respondent refusal	49	3.5	103	3.3
Respondent refusal (via email)	19	1.4	25	0.8
Household refusal	13	0.9	39	1.3
Midway termination	6	0.4	6	0.2
Remove number from list	5	0.4	13	0.4
(ICS USE ONLY) Soft Refusal	na	na	na	na
(ICS USE ONLY) Hard Refusal	2	0.1	9	0.3
(ICS) SMS opt out	83	5.9	12	0.4
<b>Unresolved contact</b>	<b>9</b>	<b>0.6</b>	<b>31</b>	<b>1.0</b>
Appointment	9	0.6	31	1.0
<b>Unusable</b>	<b>92</b>	<b>6.6</b>	<b>351</b>	<b>11.4</b>
Number disconnected	62	4.4	252	8.2
Named person not known	28	2.0	83	2.7
Fax machine/modem	na	na	2	0.1
Incoming call restrictions	1	0.1	1	<0.1
Not a residential number	1	0.1	13	0.4
<b>Over quota</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>Not initiated in CATI / attempted online</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

For both the 2014 and 2016 early school leaver cohorts, males and respondents from Independent schools were more likely to complete the survey. For both cohorts, females were less likely to take part. For the 2014 cohort, there were no other differences by key demographics such as gender,

Aboriginality, location, age, VET status or language spoken at home. However, for the 2016 cohort, respondents who identified as Aboriginal and Torres Strait Islander, had undertaken a VET course at school, or attended a Government school were less likely to take part in the study. Age also appeared to be a factor for the 2016 cohort, with students aged 16 at the end of 2015 more likely to take part, and those aged 17 and over less likely to participate (Table 27).

**Table 27 Sample profile of early school leaver longitudinal cohorts in 2017**

Demographics	2014 early school leaver cohort			2016 early school leaver cohort		
	Completed Survey	Did not complete survey	Refused participation in 2017 survey	Completed Survey	Did not complete survey	Refused participation in 2017 survey
	(%)	(%)	(%)	(%)	(%)	(%)
<b>Base (n)</b>	<b>821</b>	<b>575</b>	<b>172</b>	<b>1,549</b>	<b>1,539</b>	<b>203</b>
<b>Age<sup>^</sup></b>						
15	6.9	5.9	5.8	9.2	7.7	8.9
16	37.9	41.4	43.0	52.6	45.9*	51.7
17	43.8	44.5	44.8	31.4	37.1*	29.6
18+	11.3	8.2	6.4	6.8	9.2*	9.9
<b>Gender</b>						
Male	68.2	60.0*	58.7	65.4	60.6*	61.6
Female	31.8	40.0*	41.3	34.6	39.4*	38.4
<b>Aboriginal</b>						
Yes	7.1	9.7	8.1	8.0	14.3*	9.4
<b>VET</b>						
Yes	45.6	46.3	44.8	36.9	45.0*	40.9
<b>Language other than English</b>						
Yes	7.7	8.7	7.6	9.6	11.5	11.3
<b>Sector</b>						
Government	77.5	79.5	78.5	72.9	77.3*	76.8
Catholic	12.9	14.4	14.5	16.8	16.8	17.2
Independent	9.6	6.1*	7.0	10.3	5.9*	5.9
<b>Region</b>						
Greater Sydney	39.1	37.4	36.0	42.9	41.5	43.3
Rest of NSW	60.9	62.6	64.0	57.1	58.5	56.7

\* Indicates a significant difference between completed survey and did not complete survey column within each cohort year.

<sup>^</sup>Age at end of 2013 for the 2014 cohort, age at the end of 2015 for 2016 cohort.

Note: 'Did not complete survey' category includes all refusal, unresolved contact, other contact, screen out, non-contact, and unusable sample records.

## Year 10 students

Table 28 presents the final outcomes of the eligible sample for the Year 10 student survey. Of the 1,406 respondents invited to take part in the survey, interviews were achieved with 984 as either a CATI complete or online self-complete.

The average number of call attempts per CATI interview (to exclude self-completed interviews from the total number) was 3.0 and the average calls per number initiated was 4.9. The total sample yield (online and CATI) for the Year 10 student survey was 70.0%. Of the total surveys achieved, 49.7% of those were conducted online as a self-complete. The overall response rate for the Year 10 cohort was 94.6%.

**Table 28 Final outcome summary for Year 10 student longitudinal cohort**

Final Call Outcomes	Year 10 students	
	n	%
Total records	1,406	100.0
<b>Total complete</b>	<b>984</b>	<b>70.0</b>
Online Complete	489	49.7
CATI Complete	495	50.3
<b>Non-contact</b>	<b>293</b>	<b>20.8</b>
Answering machine	146	10.4
No answer	144	10.2
Engaged	3	0.2
<b>Other contacts</b>	<b>22</b>	<b>1.6</b>
Too old/frail/ill-health	1	0.1
LOTE-NO follow up	1	0.1
Claims to have completed survey	4	0.3
Named respondent deceased / location unknown	1	0.1
Away for duration	14	1.0
Denies 2016 interview	1	0.1
<b>Refusal</b>	<b>56</b>	<b>4.0</b>
Respondent refusal	11	0.8
Respondent refusal (via email)	10	0.7
Household refusal	5	0.4
Midway termination	7	0.5
Remove number from list	3	0.2
(ICS USE ONLY) Soft Refusal	na	na
(ICS USE ONLY) Hard Refusal	2	0.1
(ICS) SMS opt out	18	1.3
<b>Unresolved contact</b>	<b>2</b>	<b>0.1</b>
Appointment	2	0.1
<b>Unusable</b>	<b>49</b>	<b>3.5</b>
Number disconnected	35	2.5
Named person not known	12	0.9
Fax machine/modem	2	0.1
Incoming call restrictions	na	na
Not a residential number	na	na
<b>Over quota</b>	<b>na</b>	<b>na</b>
<b>Not initiated in CATI / attempted online</b>	<b>na</b>	<b>na</b>

Of those who were not able to be reached or were ineligible for the survey upon contact, males, 16-year olds (age at end of 2013) and those living outside of greater Sydney were less likely to complete the survey.

These results are consistent with previous years, as young males have continually proven to be more difficult to retain (Table 29).

**Table 29 Sample profile of Year 10 student longitudinal cohort in 2017**

Demographics	Completed Survey (%)	Did not complete survey (%)	Refused participation in 2017 survey (%)
<b>Base (n)</b>	<b>984</b>	<b>422</b>	<b>50</b>
<b>Age<sup>^</sup></b>			
15	29.4	23.2*	34.0
16	69.2	74.9*	64.0
17	1.4	1.9	2.0
<b>Gender</b>			
Male	44.3	53.3*	48.0
Female	55.7	46.7*	52.0
<b>Aboriginal</b>			
Yes	2.6	4.0	2.0
<b>VET</b>			
Yes	2.1	2.6	2.0
<b>Language other than English</b>			
Yes	20.4	18.0	26.0
<b>Sector</b>			
Government	29.3	28.9	42.0
Catholic	31.9	33.2	30.0
Independent	38.8	37.9	28.0
<b>Region</b>			
Greater Sydney	52.4	46.2*	52.0
Rest of NSW	47.6	53.8*	48.0

\* Indicates a significant difference between completed survey and did not complete survey column.

<sup>^</sup>Age at end of 2013.

Note: 'Did not complete survey' category includes all refusal, unresolved contact, other contact, screen out, non-contact, and unusable sample records.



## 4.2. Reasons for refusal

A reason for refusal was collected within the CATI program. As can be seen in Table 30 and Table 32, the most common reasons for refusal for both the cross-sectional and longitudinal cohorts was a perceived lack of salience (“not interested”) and hanging up without making comment, followed by respondents being too busy.

There were some differences in the way non-Aboriginal and Torres Strait Islander / non-CC respondents refused participation in comparison to the Aboriginal and Torres Strait Islander / CC respondents however the greatest difference can be observed between the early school leaver and Year 12 completer cohorts:

- Aboriginal and Torres Strait Islander / CC early school leavers had a lower instance of hang ups compared to Aboriginal and Torres Strait Islander / CC Year 12 completers (23.1% and 39.0% respectively);
- Year 12 completers who did not identify as Aboriginal and Torres Strait Islander / CC were more likely to refuse due to being too busy compared to their early school leaver counterparts (12.7% and 4.0% respectively). This trend was not evident when looking at Aboriginal and Torres Strait Islander / CC Year 12 completers.

A summary of the total refusals by each cross-sectional sample is shown in Table 31 (overleaf).

**Table 30 Reasons for refusal for cross-sectional samples**

Reason for refusal	Year 12 completers				Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC		Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%	n	%	n	%
<b>Base (n)</b>	<b>134</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>	<b>494</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>
Not interested	58	43.3	26	44.1	211	42.7	32	49.2
No comment/just hung up	39	29.1	23	39.0	128	25.9	15	23.1
Too busy	17	12.7	2	3.4	20	4.0	4	6.2
Too personal/intrusive	4	3.0	-	-	16	3.2	3	4.6
Get too many calls for surveys	2	1.5	-	-	17	3.4	2	3.1
Don't trust surveys/government	2	1.5	-	-	9	1.8	3	4.6
Never do surveys	1	0.7	-	-	10	2.0	-	-
Privacy concerns	1	0.7	-	-	7	1.4	-	-
Silent number	1	0.7	-	-	1	0.2	-	-
Don't like subject matter	-	-	3	5.1	12	2.4	3	4.6
Objected to being called on mobile	-	-	-	-	4	0.8	-	-
Survey is too long	-	-	-	-	2	0.4	-	-
Other	9	6.7	5	8.5	57	11.5	3	4.6

Note: This table only includes refusals recorded in the survey for which a refusal reason was provided.

**Table 31 Reason for refusal for cross-sectional samples (combined total)**

Reason for refusal	Year 12 completers		Early school leavers	
	Total		Total	
	n	%	n	%
<b>Base (n)</b>	<b>193</b>	<b>100.0</b>	<b>559</b>	<b>100.0</b>
Not interested	84	43.5	243	43.5
No comment/just hung up	62	32.1	143	25.6
Too busy	19	9.8	24	4.3
Too personal/intrusive	4	2.1	19	3.4
Don't like subject matter	3	1.6	15	2.7
Don't trust surveys/government	2	1.0	12	2.1
Get too many calls for surveys	2	1.0	19	3.4
Privacy concerns	1	0.5	7	1.3
Silent number	1	0.5	1	0.2
Never do surveys	1	0.5	10	1.8
Survey is too long	-	-	2	-
Objected to being called on mobile	-	-	4	0.7
Other	14	7.3	60	10.7

Note: This table only includes refusals recorded in the survey for which a refusal reason was provided.

There were no systematic differences between the cohorts in regard to reason for refusal for the longitudinal component, with 'no comment/ just hung up', 'not interested' and 'too busy' being the top three reasons for refusal across all cohorts. The 2016 Year 12 completer cohort had the highest incidence of 'not interested' responses, whilst the 2016 early school leaver cohort had the highest number of 'too busy' refusals. Details are shown in Table 32.

**Table 32 Reasons for refusal for longitudinal cohorts**

Reason for refusal	Year 12 completers				Early school leavers				Year 10 Students	
	2014 cohort		2016 cohort		2014 cohort		2016 cohort		n	%
	n	%	n	%	n	%	n	%		
<b>Base (n)</b>	<b>25</b>	<b>100.0</b>	<b>70</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>144</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>
No comment/just hung up	10	40.0	22	31.4	22	35.5	55	38.2	8	47.1
Not interested	7	28.0	30	42.9	25	40.3	53	36.8	6	35.3
Too busy	2	8.0	6	8.6	3	4.8	15	10.4	1	5.9
Get too many calls for surveys	-	-	1	1.4	1	1.6	-	-	-	-
Too personal/intrusive	-	-	2	2.9	-	-	3	2.1	-	-
Never do surveys	-	-	1	1.4	1	1.6	-	-	-	-
Other	6	24.0	8	11.4	10	16.1	18	12.5	2	11.8

Note: This table only includes refusals recorded in the survey for which a refusal reason was provided.

### 4.3. Survey entry mode analysis

The following section provides an analysis of the cross-sectional and longitudinal cohorts based on the survey entry mode. Respondents had several different ways in which they could access the survey prior to CATI follow-up. A self-completed survey could be accessed via the information found in the PAL, email or by clicking on the unique link sent via SMS.

#### 4.3.1. Cross-sectional

Despite the introduction of a mixed-mode methodology in 2017, across all the cross-sectional cohorts CATI remained the most common way for respondents to access the survey, though the Year 12 completer cohorts were significantly more engaged with the online survey than the early school leaver cohorts. This is comparable with the experience of the longitudinal cohorts. The Aboriginal and Torres Strait Islander / CC cohorts, in both the early school leaver and Year 12 completer cohorts, also engaged significantly less with the online survey than the non-Aboriginal and Torres Strait Islander / non-CC cohorts (see Table 33).

Where respondents did access the survey online, most respondents across the cross-sectional cohorts accessed the survey via the generic link, indicating they engaged most with the PAL. The exception to this was the Year 12 completer non-Aboriginal and Torres Strait Islander / non-CC cohort which appeared to engage more with the email invitation and reminders, as more respondents accessed the survey via the unique link provided in the emails (see Table 33).

Whereas the Year 12 completer cohorts showed strong engagement with the email invitations and reminder activity, comparable to their engagement with the PAL, the early school leaver cohorts engaged significantly less with email correspondence. Engagement with the SMS reminders was highest among the early school leaver non-Aboriginal and Torres Strait Islander / non-CC cohort, but low across the remaining cohorts.

Details are shown in Table 33.

**Table 33 Survey entry mode – Cross-sectional cohorts**

Survey entry mode	Year 12 completers				Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC		Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%	n	%	n	%
Total completes	2,638	100.0	891	100.0	2,956	100.0	510	100.0
<b>CATI</b>	1,508	57.2	604	67.8	2,260	76.5	448	87.8
<b>Online</b>	1,130	42.8	287	32.2	696	23.5	62	12.2
Generic link	523	19.8	136	15.3	415	14.0	39	7.6
Unique survey link	537	20.4	123	13.8	165	5.6	13	2.5
SMS	28	1.1	16	1.8	77	2.6	7	1.4
QR code	42	1.6	12	1.3	39	1.3	3	0.6

### 4.3.2. Longitudinal

CATI was also the most common way for longitudinal respondents to access the survey, except for the 2014 Year 12 completer cohort (52.5% completed online). For the Year 10 student cohort and Year 12 completer cohorts the distribution of interviews between online and CATI were split almost evenly (see Table 34). As with the cross-sectional cohorts, the early school leaver cohorts were less likely to engage with the online survey, with less than a third completing online (28.3% and 26.9% completed online for the 2014 and 2016 cohorts respectively). Details are shown in Table 34.

Conversely to the cross-sectional cohorts, all longitudinal cohorts were more likely to complete via the unique survey link, indicating they engaged most with the email invitation and reminder activity. They also showed higher engagement with SMS reminder activity. Completion via SMS across all cohorts tended to be comparable with completion via the generic link, although engagement with the SMS was slightly higher for the 2014 early school leaver and Year 12 completer cohorts (see Table 34).

The higher engagement with email activity and SMS among the longitudinal cohorts (as compared to the cross-sectional cohorts) is to be expected given the higher proportion of valid email addresses and mobile phone numbers for these cohorts, and also because these contact details have been confirmed by the respondent at the completion of last year's survey (see section 2.2.1 and 2.22 for breakdown of qualification for email or SMS approach).

**Table 34** Survey entry mode – Longitudinal cohorts

Survey entry mode	Year 12 completers				Early school leavers				Year 10 students	
	2014 cohort		2016 cohort		2014 cohort		2016 cohort		n	%
	n	%	n	%	n	%	n	%		
Total completes	899	100.0	1,793	100.0	821	100.0	1,549	100.0	984	100.0
<b>CATI</b>	427	47.5	969	54.0	589	71.7	1132	73.1	495	50.3
<b>Online</b>	472	52.5	824	46.0	232	28.3	417	26.9	489	49.7
Generic link	55	6.1	179	10.0	38	4.6	96	6.2	112	11.4
Unique survey link	334	37.2	472	26.3	131	16.0	218	14.1	287	29.2
<b>SMS</b>	76	8.5	164	9.1	62	7.6	94	6.1	87	8.8
QR code	7	0.8	9	0.5	1	0.1	9	0.6	3	0.3

## 4.4. Mode of completion

The following section provides an analysis of participants within the cross-sectional and longitudinal cohorts based on the mode in which the survey was completed (via CATI or online self-complete).

### 4.4.1. Cross-sectional

#### Year 12 completers

The Year 12 completer cross-sectional cohort was more engaged with the online survey than the early school leaver cohorts, with 40.2% completing online. As with the early school leaver cohorts, the Aboriginal and Torres Strait Islander / CC cohort was less engaged with online completion, with just over one third (32.2%) of this cohort completing the survey online compared to 42.8% of the non-Aboriginal and Torres Strait Islander / non-CC cohort. For both cohorts, female respondents were more likely to undertake the survey online. In the Aboriginal and Torres Strait Islander / CC cohort, students who attended an Independent school or a school outside of greater Sydney were also more likely to undertake the survey online.

For both cohorts, male respondents and students who attended a Government school were more likely to complete the survey via CATI, and female respondents were more likely to complete online. For the non-Aboriginal and Torres Strait Islander / non-CC cohort, respondents who had participated in a VET course at school were more likely to complete via CATI. No significant differences were noted for either cohort regarding age, school sector, region, LS participation or speaking a language other than English at home. Details are shown in Table 35.

**Table 35 Mode of completion profile for Year 12 completer cross-sectional cohort**

Demographics	Non-Aboriginal / non-CC		Aboriginal / CC	
	CATI (%)	Online (%)	CATI (%)	Online (%)
<b>Base (n)</b>	<b>1,508</b>	<b>1,130</b>	<b>604</b>	<b>287</b>
<b>Age</b>				
16	0.3	0.1	na	na
17	28.8	32.0	28.6	27.2
18+	70.8	67.9	71.4	72.8
<b>Gender</b>				
Male	50.7	37.4*	47.5	31.0*
Female	49.3	62.6*	52.5	69.0*
<b>VET</b>				
Yes	27.7	24.1*	60.9	54.4
<b>LS</b>				
Yes	2.5	1.5	7.1	4.5
<b>Language other than English</b>				
Yes	26.3	24.2	2.2	2.4
<b>Sector</b>				
Government	38.5	34.7	88.2	82.6
Catholic	32.0	32.8	8.4	14.3
Independent	29.5	32.5	3.3	3.1
<b>Region</b>				
Greater Sydney	56.6	58.9	25.0	25.8
Rest of NSW	43.4	41.1	75.0	74.2

\* Indicates a significant difference to the other mode of completion

## Early school leavers

Overall, the early school leaver cross-sectional cohort was heavily reliant on CATI follow up, with only 1 in 5 (21.9%) undertaking the survey online. Less than a quarter (23.5%) of the total completers of the non-Aboriginal and Torres Strait Islander / non-CC cohort were online. Of this cohort, females and respondents aged 17 at the time of leaving school were more likely to complete the survey online. Non-Aboriginal and non-CC cohort students that attended Catholic and Independent schools were also more likely to engage with the survey online. Males, those aged under 17 at the time of leaving school, respondents who attended a Government school, LS participants and respondents who speak a language other than English at home, were all more likely to complete the survey via CATI.

Only 1 in 10 (12.2%) of the Aboriginal and Torres Strait Islander / CC early school leaver cross-sectional cohort completed the survey online, again showing the importance of the CATI follow-up. As with the non-Aboriginal and Torres Strait Islander / non-CC cohort, female students were more likely to complete the survey online, while males were more likely to complete via CATI. Details are shown in Table 36.

**Table 36 Mode of completion profile for early school leaver cross-sectional cohort**

Demographics	Non-Aboriginal / non-CC		Aboriginal / CC	
	CATI (%)	Online (%)	CATI (%)	Online (%)
<b>Base (n)</b>	<b>2,260</b>	<b>696</b>	<b>448</b>	<b>62</b>
<b>Age</b>				
15	9.7	7.0*	7.4	9.7
16	55.4	51.1*	35.9	38.7
17	27.8	35.5*	39.3	41.9
18+	7.1	6.3	17.4	9.7
<b>Gender</b>				
Male	66.5	49.4*	60.9	32.3*
Female	33.5	50.6*	39.1	67.7*
<b>VET</b>				
Yes	36.2	32.6	50.0	40.3
<b>LS</b>				
Yes	2.8	0.9*	7.4	1.6
<b>Language other than English</b>				
Yes	15.0	11.6*	2.9	na
<b>Sector</b>				
Government	83.5	74.4*	97.3	93.5
Catholic	11.7	15.8*	1.3	3.2
Independent	4.8	9.8*	1.3	3.2
<b>Region</b>				
Greater Sydney	47.8	50.1	17.4	19.4
Rest of NSW	52.2	49.9	82.6	80.6

\* Indicates a significant difference to the other mode of completion

## 4.4.2. Longitudinal

### Year 12 completers

As per last year's results, the distribution of interviews between online and CATI were split fairly evenly for the Year 12 cohort (51.9% CATI, 48.1% online). However, this represents a slight decline in online participation where more than half (51.5%) undertook the study online in 2016, compared to

48.5% via CATI. The 2016 cohort is responsible for the overall shift and are proving to be far less engaged with online completion (46.0% completing online) than the 2014 cohort (52.5% completing online).

For both cohorts, males and those who had undertaken a VET course were more likely to complete the survey via CATI. For the 2016 cohort, Aboriginal / Torres Strait Islander participants, those engaged in study below a Bachelor degree level, and those either working part time or looking for work were more likely to respond to the survey via CATI.

Across the two cohorts, females were more likely to complete the survey online. For the 2016 cohort, those that attended an Independent school and those undertaking a Bachelor degree were also more likely to complete the survey online.

No significant differences were noted in regard to survey mode of completion for age, language spoken at home or region. See Table 37 for more detail.

**Table 37 Mode of completion profile for Year 12 completer longitudinal cohort**

Demographics	2014 cohort		2016 cohort	
	CATI (%)	Online (%)	CATI (%)	Online (%)
<b>Base (n)</b>	<b>427</b>	<b>472</b>	<b>969</b>	<b>824</b>
<b>Age<sup>^</sup></b>				
16	-	0.4	0.2	0.1
17	28.8	27.1	28.2	28.3
18+	71.2	72.5	71.6	71.6
<b>Gender</b>				
Male	50.8	37.9*	53.0	39.7*
Female	49.2	62.1*	47.0	60.3*
<b>Aboriginal</b>				
Yes	22.0	19.3	24.9	18.4*
<b>VET</b>				
Yes	37.2	27.5*	36.5	26.0*
<b>Language other than English</b>				
Yes	14.8	10.8	16.6	17.7
<b>Sector</b>				
Government	46.6	43.6	46.4	43.2
Catholic	24.4	25.2	27.6	26.2
Independent	29.0	31.1	26.0	30.6*
<b>Region</b>				
Greater Sydney	43.3	44.9	48.7	52.1
Rest of NSW	56.7	55.1	51.3	47.9

\* Indicates a significant difference to the other mode of completion

<sup>^</sup>Age at end of 2013 for the 2014 cohort, age at the end of 2015 for 2016 cohort.

## Early school leavers

The longitudinal early school leavers cohort relied much more heavily on the CATI follow-up than the Year 10 or Year 12 completer cohorts. Nearly three quarters (72.6%) of total interviews were achieved through CATI follow up, with only 27.4% undertaking the survey online. Online participation was comparable across both the 2014 and 2016 cohorts, with the 2014 cohort (28.3% online completes) slightly more engaged than the 2016 cohort (26.9% online completes) with this mode of participation.

For both cohorts, females were more likely to engage with online participation. For the 2016 cohort, students who spoke a language other than English at home, or attended a school in the greater Sydney area were also more likely to engage with the online survey.

Across both the 2014 and 2016 cohorts, males were more likely to engage with CATI follow up. For the 2016 cohort, students who were Aboriginal / Torres Strait Islander, participated in VET and went to school outside of the greater Sydney area were also more reliant on CATI follow up.

As per previous waves of the study, when compared to the Year 10 and Year 12 longitudinal cohorts, it is evident the early school leaver cohort was the most difficult group to engage in the research. This is evident through the proportion of early school leaver sample members that required non-response telephone follow up. These findings are comparable to the cross-sectional surveys in which early school leavers had the highest rate of no contact outcomes.

Details are shown in Table 38.

**Table 38 Mode of completion profile for early school leaver longitudinal cohort**

Demographics	2014 cohort		2016 cohort	
	CATI (%)	Online (%)	CATI (%)	Online (%)
<b>Base (n)</b>	<b>589</b>	<b>232</b>	<b>1,132</b>	<b>417</b>
<b>Age</b>				
15	7.8	4.7	9.1	9.6
16	38.0	37.5	53.4	50.1
17	42.4	47.4	31.4	31.4
18+				
<b>Gender</b>				
Male	74.4	52.6*	70.9	50.4*
Female	25.6	47.4*	29.1	49.6*
<b>Aboriginal</b>				
Yes	8.0	4.7	8.8	5.8*
<b>VET</b>				
Yes	47.4	40.9	38.5	32.6*
<b>Language other than English</b>				
Yes	8.0	6.9	8.7	12.2*
<b>Sector</b>				
Government	77.4	77.6	72.9	72.9
Catholic	13.4	11.6	17.6	14.6
Independent	9.2	10.8	9.5	12.5
<b>Region</b>				
Greater Sydney	39.2	38.8	41.3	47.2*
Rest of NSW	60.8	61.2	58.7	52.8*

\* Indicates a significant difference to the other mode of completion

^Age at end of 2013 for the 2014 cohort, age at the end of 2015 for 2016 cohort.



## Year 10 students

Just under half (49.7%) of the total completes of the Year 10 survey were online (compared to 57.4% last year). Female respondents were more likely to complete the survey online, whilst Aboriginal / Torres Strait Islander respondents and males were more likely to undertake the survey via CATI.

No differences were noted regarding mode of completion for age, VET participation, language spoken at home, school sector or region. Details are shown in Table 39.

**Table 39 Mode of completion profile for Year 10 student longitudinal cohort**

Demographics	CATI (%)	Online (%)
<b>Base (n)</b>	<b>495</b>	<b>489</b>
<b>Age<sup>^</sup></b>		
15	28.7	30.1
16	69.5	68.9
17	1.8	1.0
<b>Gender</b>		
Male	50.9	37.6*
Female	49.1	62.4*
<b>Aboriginal</b>		
Yes	4.2	1.0*
<b>VET</b>		
Yes	2.0	2.2
<b>Language other than English</b>		
Yes	21.2	19.6
<b>Sector</b>		
Government	29.1	29.4
Catholic	33.5	30.3
Independent	37.4	40.3
<b>Region</b>		
Greater Sydney	50.5	54.4
Rest of NSW	49.5	45.6

\* Indicates a significant difference to the other mode of completion

<sup>^</sup>Age at end of 2013.

## 5. Data processing

### 5.1. Coding

#### 5.1.1. Overall approach to coding tasks

Open ended and 'other specify' responses were consolidated into a single workflow for coding, with a view to ensuring the efficient and consistent application of the agreed coding rules.

All coding was undertaken by experienced, fully briefed coders, who were accustomed to working with standard Australian Bureau of Statistics code frames (whether as an interviewer or a coder).

Back-coding to code frames outlined in the questionnaire was conducted by the Social Research Centre. Some extension of code-frames was required to ensure commonly mentioned responses were assigned a unique code.

#### 5.1.2. Coding of occupation

Occupation was coded to the Australian and New Zealand Standard Classification of Occupations (Version 1.2, Australian Bureau of Statistics catalogue number 1220.0) at the four-digit level.

Where there was not enough information to code to the four-digit level, trailing zeroes (not further defined) codes, as described in the 'explanatory notes' section of ABS catalogue number 1220.0, were used. This is commonly the case for self-completion surveys where respondents do not always provide sufficient detail in the description of their occupation.

#### 5.1.3. Coding of field of education

Field of education was coded using Australian Standard Classification of Education (Australian Bureau of Statistics catalogue number 1272.0) at the four-digit level. As for coding of occupation, trailing zeros were used where there was insufficient information to code field of education at the four-digit level.

## 5.2. Data cleaning and preparation

Unweighted single level frequency counts of the responses to each question were produced, initially in draft format, at the completion of fieldwork. These were used to check structure and logic prior to data file preparation for each of the surveys.

#### 5.2.1. Cross-sectional

Data preparation for the cross-sectional surveys was conducted in two stages.

The initial stage of data preparation included all survey items, sample variables, derived variables and weighting. The second stage involved appending attainment data, additional regional information (ARIA, MCEEDYA, LGA, ABS REMOTENESS), the Index of Community Socio-Educational Advantage (ICSEA) and state and federal electorate information.

In addition to the standalone files (containing 2017 data only), time series files were created including data from the 2010, 2013, 2014, 2015, 2016 and 2017 surveys.

## 5.2.2. Longitudinal

Standalone files were prepared for each of the three cohorts (Year 10 students, Year 12 completers, early school leavers). For the early school leavers and Year 12 completer projects, standalone files split by cohort year (i.e. 2014 and 2016) were also provided. Following this, merged files were produced which included all baseline data collected in the 2014 and 2016 cross-sectional surveys in addition to all data collected in the 2015, 2016 and 2017 longitudinal surveys.

## 5.3. Additional variable preparation

As part of the data preparation process for each cohort, a number of appended variables and derived variables were prepared.

### 5.3.1. Attainment Data

All available English and Mathematics results for Stage 5 (year 10), Preliminary (year 11) and HSC (Year 12) courses, as well as all available year 3, year 5, year 7 and year 9 NAPLAN results were provided by NESAs and have been included in the final data.

The set of variables that comprise the attainment data show the highest level of attainment achieved for each student, including HSC performance, highest VET certificate with full qualification, statement of attainment or no outcome attained and the students' NAPLAN band and results. Attainment data for years 10 and 11 have also been included.

The last year of schooling for early school leavers is derived from various factors sourced from NESAs. Due to the flexible progression options offered to the students with respect to finishing a year of schooling, a proxy definition was created for identifying students who completed their year. If a student met all the proxy requirements for the year and no further study was recorded, then the student's last year of schooling was the year following their completed year.

Refer to Appendix 21 for a table outlining all attainment data variables included in the final data. Appendix 22 summarises the data editing rules for determining the course results.

### 5.3.2. Regional information

DoE provides the Social Research Centre with the regional information to append. In order to do this NESAs provide a concordance of NESAs school ID to DEEWR school ID (or Head ID). Regional information includes state and federal electorates, LGA, MCEEDYA, ARIA SA1, ARIA code, ABS REMOTENESS and ICSEA.

### 5.3.3. Cultural-possessions type variables

DoE had previously commissioned the Social Research Centre to evaluate a set of items to use as an alternative to the parental education-occupation questions. These questions included the items below:

- Family wealth possessions (WEALTH)
- Cultural possessions (CULTPOSS)
- Home educational resources (HEDRES)
- Home possessions (HOMEPOS), a summary index of all household possessions.

The questions asked (for HOMEPOS) were based on questions asked of young people in the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) to construct measures of students' socio-economic status. The questions used for PISA are in the public domain and able to be used for research purposes under a Creative Commons license. The construction of composite measures (WEALTH, CULTPOSS, HEDRES and HOMEPOS indexes) using these items also followed PISA's approach (OECD 2009).

Details of the construction and validation of the HOMEPOS measure as it relates to this survey has previously been provided to DoE in a separate report.

### 5.3.4. Region

Region is based on the location of the school attended by a student (Table 40). 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 Australian Statistical Geography Standard (ASGS).

**Table 40 SA4 code mapping**

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

### 5.3.5. Parental socio-economic status (SES)

Parental socio-economic status is an individual measure of SES derived from student's recollection of their parent(s) main occupation and highest level of education. It was constructed according to the methodology outlined by Polesel et al. (2013). The description provided below is taken from Polesel et al. (2013). Estimated SES for each student is based on four derived numeric measures:

- Parent1 education status (mothed)
- Parent2 education status (fathed)
- Parent1 occupation status (mothocc)
- Parent2 occupation status (fathocc).

Parent education status is estimated by summing the years of schooling with a value assigned to any post-school qualifications completed.

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 value assigned to each level of schooling was 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 undergrad degree / Bachelor degree / Honours degree / Graduate diploma
- 5 for a Post-graduate degree / Masters / Doctoral degree / PhD.

In situations where more than one post-school qualification was provided, the highest post-school qualification value was used. Parent occupation status was derived by converting parent occupation (recorded as 4 digit Australian and New Zealand Standard Classification of Occupations (ANZSCO) code) into the Australian Socioeconomic Index 2006 (AUSEI06).

In 2014, an SES measure based on parental education and occupation (PAREDOC) was derived according to the following steps for each cohort (Year 10, Year 12, and early school leaver):

- find the total years of education (up to 12 school and up to 5 post-school) for each respondent's mother and father (2 values, mothed and fathed, ranging from 0 to 17)
- find the Australian Socioeconomic Index 2006 based on the 4-digit ANZSCO for each respondent's mother and father (2 values, mothocc and fathocc, ranging from 0 to 100)
- standardise mothed, fathed, mothocc and fathocc (so they each have a mean of 0 and a standard deviation of 1)
- average the four standardised measures to yield paredoc for each respondent
- divide paredoc into quartiles to yield paredoc\_quartile.

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 across years. For example,

early school leaver and Year 12 students classified into the same PAREDOC quartile may in fact have very different values for mothered, fathered, motherhood and fatherhood.

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

- Find the total years of education (up to 12 school and up to 5 post-school) for each respondent's mother and father and express these as a percentage of the maximum value, 17 (2 values, mothered and fathered, ranging from 0 to 100).
- Find the Australian Socioeconomic Index 2006 based on the 4-digit ANZSCO for each respondent's mother and father (2 values, motherhood and fatherhood, ranging from 0 to 100).
- Average the four measures to yield PAREDOC for each respondent.
- Divide PAREDOC into quartiles to yield PAREDOC\_quartile.

The same process was followed for recalculating parent socio-economic status for the 2014 data except for the last point, where the 2015 paredoc thresholds were applied. This ensures both PAREDOC and PAREDOC\_quartile are comparable across all cohorts in both 2014 and 2015. The process for 2017 was the same as in 2015 and 2016 (namely, using the 2015 thresholds).

### **5.3.6. 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. These include: Bachelor degree, VET Certificate IV+, VET Certificate I-III, Apprenticeship, Traineeship, Full-time employment, Part-time employment, Looking for work and Not in the labour force or further education or training (NILFET).

This classification system is essentially a hierarchical classification system, which prioritises education related post-school destinations over participation in employment. As such, it represents a young person's main destination since leaving school. A full definition of each post-school destination is provided in Table 41 and Table 42.

**Table 41 Main destination definition for cross-sectional samples**

Destination	Description	Definition
Bachelor degree	Currently studying and level is bachelor; and are not apprentice or trainee	$((A6 = 1 \text{ \& } (D2 = 1, 2 \text{ OR } 3)) \text{ \& } C1 \neq 1 \text{ OR } 2)$
VET Cert IV+	Currently studying and level is Cert IV (but below bachelor); and are not apprentice or trainee	$((A6 = 1 \text{ \& } (D2 = 4 \text{ OR } 5)) \text{ \& } C1 \neq 1 \text{ OR } 2)$
VET Cert I-III	Currently studying and level is Cert I-III, or equivalent; and are not apprentice or trainee	$((A6 = 1 \text{ \& } (D2 = 6, 7, 8, 11, 12, 13, 14 \text{ or } 15)) \text{ \& } C1 \neq 1 \text{ OR } 2)$
Apprenticeship	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)	$(C1 = 1 \text{ OR } (A6 = 1 \text{ \& } D2 = 9 \text{ \& } C1 \neq 2))$
Traineeship	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)	$(C1 = 2 \text{ OR } (A6 = 1 \text{ \& } D2 = 10 \text{ \& } C1 \neq 1))$
F/T Work	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	$((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=16, 17 \text{ OR } 18)) \text{ \& } (C1 \neq 1 \text{ OR } 2) \text{ \& } C2 = 35 \text{ hours or more)}$
P/T Work	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	$((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=16, 17 \text{ OR } 18)) \text{ \& } (C1 \neq 1 \text{ OR } 2) \text{ \& } C2 = 34 \text{ hours or less, or DK, REF)}$
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)	$(A5b = 1 \text{ \& } ((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=16, 17 \text{ OR } 18)))$
NILFET	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer)	$((A5b = 2, 3 \text{ OR } 4) \text{ \& } (A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=16, 17 \text{ OR } 18))$

**Table 42 Main destination definition for longitudinal cohorts**

Destination	Description	Definition
Bachelor degree	Currently studying and level is bachelor; and are not apprentice or trainee	$((A6 = 1 \& (D2 = 1, 2 \text{ OR } 3)) \& C1 \neq 1 \text{ OR } 2) \& L5 \neq 1 \text{ OR } 2)$
VET Cert IV+	Currently studying and level is Cert IV (but below bachelor); and are not apprentice or trainee	$((A6 = 1 \& (D2 = 4 \text{ OR } 5)) \& C1 \neq 1 \text{ OR } 2) \& L5 \neq 1 \text{ OR } 2)$
VET Cert I-III	Currently studying and level is Cert I-III, or equivalent; and are not apprentice or trainee	$((A6 = 1 \& (D2 = 6, 7, 8, 14, 15 \text{ or } 16)) \& C1 \neq 1 \text{ OR } 2) \& L5 \neq 1 \text{ OR } 2)$
Apprenticeship	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)	$(C1 = 1 \text{ OR } (A6 = 1 \& L5 = 1 \& C1 \neq 2))$
Traineeship	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)	$(C1 = 2 \text{ OR } (A6 = 1 \& L5 = 2 \& C1 \neq 1))$
F/T Work	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	$((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=9, 10 \text{ OR } 11)) \& (C1 \neq 1 \text{ OR } 2) \& C2 = 35 \text{ hours or more})$
P/T Work	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	$((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=9, 10, 11)) \& (C1 \neq 1 \text{ OR } 2) \& C2 = 34 \text{ hours or less, or DK, REF})$
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)	$(A5b = 1 \& ((A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=9, 10, 11)))$
NILFET	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer)	$((A5b = 2, 3 \text{ OR } 4) \& (A6 = 2, 3, 4 \text{ OR } 5) \text{ OR } (D2=9, 10, 11))$
Still at high school	Still at high school so other categories don't apply – only applicable for Y10 longitudinal	L17=1



### 5.3.7. Summary of external source documents

Table 43 is a summary of the key documents received by the Social Research Centre throughout the duration of the project.

**Table 43** Summary of external source documents

Excel Document	Description	Owner
Sampling files	The eligible population files for early school leavers and Year 12 school completers	NESA
Selection files	The full sample file based on the selections made by SRC	NESA
Results data	Contains HSC, Y11, Y10 and NAPLAN results for those students who completed the survey. Additional variables: Leaver Type, Student Enrolments and Awards were included in this documents and the file provided	NESA
Regional Information	School list with relevant regional data included	DoE
School file concordance	Concordance of 'SCHID' to 'DEEWRID' to enable the regional data to be appended.	NESA

## 5.4. 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 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 completer 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 (Aboriginal and Torres Strait Islander / CC in both the Year 12 completer 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 completer and early school leaver students first surveyed in 2014, and Year 12 completer 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 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 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 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).

For a detailed description of the weighting procedures and benchmarks, refer to Appendix 23.

## 5.5. Electronic data provision

Data files for all projects were transferred through the Social Research Centre’s secure file transfer portal, accessed at <https://secure.srcentre.com.au/>. Individual accounts with access restrictions were created for the Department, the Social Research Centre and NESAs in compliance with confidentiality provisions and to ensure survey data responses could not be identified.

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# **Appendix 1      Primary approach letters / invitation letters**

# Appendix 2 Cross-sectional email invite – Year 12 completers

## 1955 – Cross-Sectional Year 12 Completer

### Email Invitation

**Subject heading:** Please tell us what you are doing since leaving school



Dear <FNAME>

Congratulations on completing your Year 12 studies.

You may have recently received a letter asking for your help with an important survey that collects information on what you have been doing since completing Year 12.

The 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 learn more about young people's education, training and work choices after school and how we can best support students.

**Complete the survey online before 18 September for your chance to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to access the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey click [here](#).

The Social Research Centre will also be following up via telephone with people who have not been able to complete the online survey before 18 September. If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

The survey is voluntary. All your answers are private and confidential. Further, no personal information will be published or disclosed to another person or organisation unless you consent or it is required by law.

We value your participation in this important survey. We are keen to hear from everyone.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).

# Appendix 3 Cross-sectional email invite – early school leavers

## 1824 – Cross-Sectional Early Leaver

### Email Invitation

**Subject heading:** Please tell us what you are doing since leaving school



Dear <FNAME>

You may have recently received a letter asking for your help with an important survey that collects information on what you have been doing since leaving school.

The 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 learn more about young people's education, training and work choices after school and how we can best support students.

**Complete the survey online before 4 September for your chance to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to access the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey click [here](#).

The Social Research Centre will also be following up via telephone with people who have not been able to complete the online survey before 4 September. If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

The survey is voluntary. All your answers are private and confidential. Further, no personal information will be published or disclosed to another person or organisation unless you consent or it is required by law.

We value your participation in this important survey. We are keen to hear from everyone.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

# Appendix 4 Longitudinal email invite – Early school leavers and Year 12 completers

1956 – Longitudinal Early Leaver and Year 12 Cohort

## Email Invitation

**Subject heading:** We need your help again with the student destinations survey!



Dear <FNAME>

Thanks for taking part in the student destinations survey on <intdate> for the NSW Department of Education. We are contacting participants from last year, who agreed to do a short 5 minute follow-up survey about their current work and study situation.

Your participation is very important and is helping us to learn more about young people's education, training and work choices and how we can best support students.

**Complete the survey before 4 September for your chance to win 1 of 8 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to access the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

The Social Research Centre will also be following up via telephone with people who have not been able to complete the online survey before 4 September. If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

To see the results of last year's student destinations survey, please click [here](#).

We look forward to hearing from you.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 5 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

# Appendix 5 Longitudinal email invite – Year 10 cohort

1956 – Longitudinal Year 10 Cohort

## Email Invitation

**Subject heading:** We need your help again with the student destinations survey!



Dear <FNAME>

Thanks for taking part in the student destinations survey on <intdate> for the NSW Department of Education. We are contacting participants from last year, who agreed to do a follow-up survey about their current work and study situation.

Your participation is very important and is helping us to learn more about young people's education, training and work choices and how we can best support students.

**Complete the survey before 4 September for your chance to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to access the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

The survey will take about 10 to 15 minutes to complete. The Social Research Centre will also be following up via telephone with people who have not been able to complete the online survey before 4 September. If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

To see the results of last year's student destinations survey, please click [here](#).

We look forward to hearing from you.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*



# Appendix 6 Cross-sectional reminder emails – Year 12 completers

## 1955 – Cross-Sectional Year 12 Completer

### 1<sup>st</sup> Email reminder

**Subject heading:** Complete the NSW School Leaver Survey now to win prizes!



Dear <FNAME>

You still have a chance to win! Complete the 10 to 15 minute survey for NSW school leavers **before 18 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

Your participation is very important and will help us learn more about young people's education, training and work choices after school and how we can best support students.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 2<sup>nd</sup> Email reminder

**Subject heading:** There's still time to complete the NSW School Leaver Survey and win prizes!



Dear <FNAME>

We recently invited you to participate in the NSW School Leavers Survey.

**Complete the 10 to 15 minute survey on your post-school experience before 18 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start the survey please click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

Your participation is very important and will help us learn more about young people's education, training and work choices after school and how we can best support students.

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 3<sup>rd</sup> Email reminder

**Subject heading:** Complete the NSW School Leaver Survey to help improve outcomes for NSW students



Dear <FNAME>

We recently invited you to take part in the NSW School Leaver Survey. Your participation is very important and helps the NSW Government to better understand how to improve educational and career outcomes achieved by school students.

**Complete now to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

The survey is voluntary. All your answers are private and confidential. Further, no personal information will be published or disclosed to another person or organisation unless you consent or it is required by law.

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We value your participation in this important survey. We are keen to hear from everyone.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 4<sup>th</sup> Email reminder

**Subject heading:** We need your help! Last chance to complete the NSW School Leaver Survey to win prizes!



Dear <FNAME>

This is your last chance to complete the 10 to 15 minute survey for NSW school leavers, **to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 5<sup>th</sup> Email reminder

**Subject heading:** <FName>, we need your help to support young people in NSW!



Dear <FNAME>

You are in a unique group of students that completed Year 12 in 2016. We are keen to hear from you and hope you will complete the NSW School Leaver survey.

Your responses will be used by the NSW government to better understand how to support young people and improve their educational and career outcomes.

Complete the 10 to 15 minute survey on your current work and study situation before 18 September **to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 6<sup>th</sup> Email reminder

**Subject heading:** <FName>, we haven't heard from you and we need your help to support NSW students



Dear <FNAME>

We have noticed you are yet to take part in the NSW School Leaver survey. Please complete the survey to help the NSW government better understand how to support young people once they leave school.

Your participation is very important, without it the study may not accurately represent the views of young people in NSW.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

Complete the 10 to 15 minute survey on your current work and study situation before 15 October **to be in the draw to win 1 of 3 \$100 movie vouchers!**

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 7<sup>th</sup> Email reminder

**Subject heading:** The NSW School Leaver Survey is closing soon!



Dear <FNAME>

We would like to give you another opportunity to do the NSW School Leaver Survey because your experiences are very important. We need your feedback so that the NSW government can best understand how to support young people once they complete Year 12.

We would be very grateful if you could fill in the 10–15 minute survey today. This gives you a chance **to win 1 of 3 \$100 movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

OR you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1955 – Cross Sectional Year 12 Completer

### 8<sup>th</sup> Email reminder

**Subject heading:** NSW School Leaver Survey - last chance to have your say and win!



Dear <FNAME>

The NSW School Leaver Survey is almost over! Don't miss your chance to complete the survey and be entered into the final prize draw.

To complete, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

**If you submit your survey before midnight Sunday October 15 you will be entered in the final prize draw and could win 1 of 3 \$100 movie vouchers!**

The Social Research Centre is running the survey on behalf of the NSW Department of Education. It should take only 10-15 minutes of your time.

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*



# Appendix 7 Cross-sectional reminder emails – early school leavers

## 1824 – Cross-Sectional Early Leaver

### 1<sup>st</sup> Email reminder

**Subject heading:** Complete the NSW School Leaver Survey now to win prizes!



Dear <FNAME>

You still have a chance to win! Complete the 10 to 15 minute survey for NSW school leavers **before 4 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

Your participation is very important and will help us learn more about young people's education, training and work choices after school and how we can best support students.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, please click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

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Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\*All participants who complete by phone or online by 15 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 2<sup>nd</sup> Email reminder

**Subject heading:** There's still time to complete the NSW School Leaver Survey and win prizes!



Dear <FNAME>

We recently invited you to participate in the NSW School leavers survey.

**Complete the 10 to 15 minute survey on your post-school experience before 4 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start the survey please click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

Your participation is very important and will help us learn more about young people's education, training and work choices after school and how we can best support students.

To see the results of last year's survey, please click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

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*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 3<sup>rd</sup> Email reminder

**Subject heading:** We need your help! Last chance to complete the NSW School Leaver Survey to win prizes!



Dear <FNAME>

This is your last chance to complete the 10 to 15 minute survey for NSW school leavers **to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

To see the results of last year's survey, please click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

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*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 4<sup>th</sup> Email reminder

**Subject heading:** <FName>, we need your help to support young people in NSW!



Dear <FNAME>

You are in a unique group of young people who left school in 2016. We are keen to hear from you and hope you will participate in the NSW School Leaver survey.

Your responses will be used by the NSW government to better understand how to support young people and improve their educational and career outcomes.

Complete the 10 to 15 minute survey on your current work and study situation now **to be in the draw to win 1 of 3 \$100 movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

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If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

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Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 5<sup>th</sup> Email reminder

**Subject heading:** <FName>, we haven't heard from you and we need your help to support NSW students



Dear <FNAME>

We have noticed you are yet to take part in the NSW School Leaver survey. Please complete the survey to help the NSW government better understand how to support young people once they leave school.

Your participation is very important, without it the study may not accurately represent the views of young people in NSW.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

Complete the 10 to 15 minute survey on your current work and study situation now **to be in the draw to win 1 of 3 \$100 movie vouchers!**

To see the results of last year's survey, please click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 6<sup>th</sup> Email reminder

**Subject heading:** The NSW School Leaver Survey is closing soon!



Dear <FNAME>

We would like to give you another opportunity to do the NSW School Leaver Survey because your experiences are very important. We need your feedback so that the NSW government can best understand how to support young people once they leave school.

We would be very grateful if you could fill in the 10–15 minute survey today. This gives you a chance **to win 1 of 3 \$100 movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

OR you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the NSW School Leaver Survey, please click [here](#).*

## 1824 – Cross Sectional Early Leaver

### 7<sup>th</sup> Email reminder

**Subject heading:** NSW School Leaver Survey - last chance to have your say and win!



Dear <FNAME>

The NSW School Leaver Survey is almost over! Don't miss your chance to complete the survey and be entered into the final prize draw.

To complete, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey

**Online Survey:** <http://www.srcentre.com.au/NSWschoolleavers>

**Unique Login:** <username>

**If you submit your survey before midnight Sunday October 15 you will be entered in the final prize draw and could win 1 of 3 \$100 movie vouchers!**

The Social Research Centre is running the survey on behalf of the NSW Department of Education. It should take only 10-15 minutes of your time.

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Paul Myers

Director, Quantitative Research  
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# Appendix 8 Longitudinal reminder emails – early school leavers and Year 12 completers

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 1<sup>st</sup> Email reminder

**Subject heading:** Complete the student destinations survey now to win prizes!



Dear <FNAME>

Last year you took part in the student destinations survey for the NSW Department of Education. We contacted you recently, inviting you to take part in a short 5 minute follow-up survey.

You still have a chance to win! Complete the 5 minute survey on your post-school experience **before 4 September to be in the draw to win 1 of 8 \$300 JB Hi-Fi vouchers!\***

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

Your participation is really important and will help in the development of strategies to improve the educational and career outcomes achieved by NSW school students.

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 5 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*



## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 2<sup>nd</sup> Email reminder

**Subject heading:** There's still time to complete the student destinations survey and win prizes!



Dear <FNAME>

We recently asked for your help again with the student destinations survey.

**Complete the 5 minute survey on your current work and study situation before 4 September to be in the draw to win 1 of 8 \$300 JB Hi-Fi vouchers!\***

To start the survey, please click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
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*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 3<sup>rd</sup> Email reminder

**Subject heading:** We need your help! Last chance to complete the student destinations survey to win prizes!



Dear <FNAME>

This is your last chance to complete the 5 minute survey on your current work and study situation **to be in the draw to win 1 of 8 \$300 JB Hi-Fi vouchers!**\*

We need your help to learn how we can best support young people in NSW.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

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*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 4<sup>th</sup> Email reminder

**Subject heading:** <FNAME>, we need your help to support young people in NSW!



Dear <FNAME>

You are in a unique group of young people that have been involved in this study since <2014/2016>.

We are keen to hear from you and hope you will complete the student destinations survey.

Your responses are used by the NSW government to better understand how to support young people and improve their educational and career outcomes.

Complete the 5 minute survey on your current work and study situation now **to be in the draw to win 1 of 5 \$100 Movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

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If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

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Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 5<sup>th</sup> Email reminder

**Subject heading:** <FNAME>, we haven't heard from you and the survey is closing soon!



Dear <FNAME>

We have noticed you are yet to take part in the student destinations survey. Please complete the survey to help the NSW government better understand how to support young people once they leave school.

Your participation is very important, without it the study may not accurately represent the views of young people in NSW. The survey only takes 5 minutes to complete.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

Complete now **to be in the draw to win 1 of 5 \$100 Movie vouchers!**

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

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*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 6<sup>th</sup> Email reminder

**Subject heading:** The NSW student destinations survey is closing soon!



Dear <FNAME>

We are giving you more time to do the student destinations survey this year because your experiences are very important. We need your feedback so that the NSW government can best understand how to support young people once they leave school.

We would be very grateful if you could fill in the 5-minute survey today. This gives you a chance **to win 1 of 5 \$100 Movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

OR you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 7<sup>th</sup> Email reminder

**Subject heading:** Last chance to have your say and win!



Dear <FNAME>

The NSW student destinations survey is almost over! Don't miss your chance to complete the survey and be entered into the final prize draw.

To complete, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

**If you submit your survey before midnight Sunday October 8 you will be entered in the final prize draw and could win 1 of 5 \$100 movie vouchers!**

The Social Research Centre is running the survey on behalf of the NSW Department of Education. It should take only 5 minutes of your time.

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

## 1956 – Early Leaver and Year 12 Longitudinal Cohorts

### 8<sup>th</sup> Email reminder

**Subject heading:** The NSW student destinations survey has been extended – we need your help!



Dear <FNAME>,

We are giving you one last chance to complete the student destinations survey because your experiences are so important. We would really appreciate it if you would complete the 5 minute survey today.

Your feedback will help the NSW government better understand how to support young people and improve their educational and career outcomes. Also, if you complete the survey by 15 October you could **win 1 of 5 \$100 movie vouchers!**

To complete, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the student destinations survey, please click [here](#).*

# Appendix 9 Longitudinal reminder emails – Year 10 cohort

## 1956 – Year 10 Longitudinal Cohorts

### 1<sup>st</sup> Email reminder

**Subject heading:** Complete the student destinations survey now to win prizes!



Dear <FNAME>

Last year you took part in the student destinations survey for the NSW Department of Education. We contacted you recently, inviting you to take part in a short follow-up survey.

You still have a chance to win! Complete the 10 to 15 minute survey on your current work and study situation **before 4 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

Your participation is really important and will help in the development of strategies to improve the educational and career outcomes achieved by NSW school students.

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*



## 1956 – Year 10 Longitudinal Cohort

### 2<sup>nd</sup> Email reminder

**Subject heading:** There's still time to complete the student destinations survey and win prizes!



Dear <FNAME>

We recently asked for your help again with the student destinations survey.

**Complete the 10 to 15 minute survey on your current work and study situation before 4 September to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!\***

To start the survey please click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 3<sup>rd</sup> Email reminder

**Subject heading:** We need your help! Last chance to complete the student destinations survey to win prizes!



Dear <FNAME>

This is your last chance to complete the 10 to 15 minute survey on your current work and study situation **to be in the draw to win 1 of 4 \$300 JB Hi-Fi vouchers!**\*

We need your help to learn how we can best support NSW students.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*\* All participants who complete by phone or online by 1 October will also go into a draw to win 1 of 3 \$100 movie vouchers.*

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 4<sup>th</sup> Email reminder

**Subject heading:** <FNAME>, we need your help to support young people in NSW!



Dear <FNAME>

You are in a unique group of young people that have been participating in this study since 2014.

We are keen to hear from you and hope you will complete the student destinations survey this year.

Your responses are used by the NSW government to better understand how to support young people and improve their educational and career outcomes.

Complete the 10-15 minute survey on your current work and study situation now **to be in the draw to win 1 of 3 \$100 Movie vouchers!**

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 5<sup>th</sup> Email reminder

**Subject heading:** <FNAME>, we haven't heard from you and the survey is closing soon!



Dear <FNAME>

We have noticed you are yet to take part in the student destinations survey. Please complete the survey to help the NSW government better understand how to support young people once they leave school.

Your participation is very important, without it the study may not accurately represent the views of young people in NSW.

To start, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

Complete the 10-15 minute survey on your current work and study situation now **to be in the draw to win 1 of 3 \$100 Movie vouchers!**

To see the results of last year's survey, click [here](#).

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 6<sup>th</sup> Email reminder

**Subject heading:** The NSW student destinations survey is closing soon!



Dear <FNAME>

We are giving you more time to do the student destinations survey this year because your experiences are very important. We need your feedback so that the NSW government can best understand how to support young people once they leave school.

We would be very grateful if you could fill in the 10-15 minute survey today. This gives you a chance **to win 1 of 3 \$100 Movie vouchers!**

To start, click on your direct link <INSERT UNIQUE SURVEY URL>.

OR you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 7<sup>th</sup> Email reminder

**Subject heading:** Last chance to have your say and win!



Dear <FNAME>

The NSW student destinations survey is almost over! Don't miss your chance to complete the survey and be entered into the final prize draw.

To complete, click on your direct link <INSERT UNIQUE SURVEY URL>.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

**If you submit your survey before midnight Sunday October 8 you will be entered in the final prize draw and could win 1 of 3 \$100 movie vouchers!**

The Social Research Centre is running the survey on behalf of the NSW Department of Education. It should take only 10-15 minutes of your time.

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

## 1956 – Year 10 Longitudinal Cohort

### 8<sup>th</sup> Email reminder

**Subject heading:** The NSW student destinations survey has been extended – we need your help!



Dear <FNAME>

We are giving you one last chance to complete the student destinations survey because your experiences are so important. We would really appreciate it if you would complete the 10-15 minute survey today.

Your feedback will help the NSW government better understand how to support young people and improve their educational and career outcomes. Also, if you complete the survey by 15 October you could **win 1 of 3 \$100 movie vouchers!**

To complete, click on your direct link **<INSERT UNIQUE SURVEY URL>**.

Alternatively, you can paste the web address below into your browser and enter your unique login details to start the survey.

**Online Survey:** <http://www.srcentre.com.au/studentdestinations>

**Unique Login:** <username>

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

We really appreciate you taking part in this important survey.

Yours sincerely,

Ben Barnes

Director, Evaluation and Major Projects  
Centre for Education Statistics and Evaluation

Paul Myers

Director, Quantitative Research  
The Social Research Centre

*For full prize draw terms and conditions please click [here](#).*

*For more information or Frequently Asked Questions (FAQ) about the Student Destinations Survey, please click [here](#).*

# Appendix 10 Website information

## About the Research

The 2017 NSW School Leavers Survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. The survey helps us learn more about young people's education, training and work choices after school and how we can best support students.

We are looking to speak with students who have left or completed school in 2016, as well as contacting those participants we interviewed last year.

We would like to ask you some questions about your schooling experience and how you've been going since leaving school.

All of your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

You can access the information about you that is held by the Social Research Centre by contacting us on 1800 023 040. Our privacy policy is available at <http://www.srcentre.com.au/research-participants/privacy> which provides instructions for access to and correcting personal information or making queries about privacy and personal information provided.

We value your participation in this important survey – your feedback can help the NSW Government improve services and outcomes for young people.

If you require any further information about the survey, telephone the Social Research Centre (freecall) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).



# Appendix 11 Website information – NSW School Leaver Survey

## 2017 NSW School Leaver Survey

The 2017 NSW School Leaver Survey aims to gain a better understanding of the career and study aspirations of young people in NSW who completed Year 12 or left school before completing Year 12 in 2016.

The survey takes just 10 to 15 minutes to complete and participation is entirely voluntary. To begin the survey you will need your unique login details which can be found in the letter or email you received. The Social Research Centre may follow up with a phone call if you haven't been able to complete the survey online.

[Click HERE to start](#)

The research 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 learn more about young people's education, training and work choices after school and how we can best support students.

Everyone who completes the survey will be entered into a prize draw.

**Early school leavers** who complete the survey online before **4 September 2017** will also be entered into an additional prize draw. For full terms and conditions please click [here](#).

**Year 12 completers** who complete the survey online before **18 September 2017** will also be entered into an additional prize draw. For full terms and conditions please click [here](#).

Further information, including FAQ's, can be found [here](#). If you have any questions about the survey or to opt out please call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

## Frequently Asked Questions

### **Why do you need to hear from me?**

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.

### **Who is conducting the survey?**

The Social Research Centre Pty Ltd has been contracted to conduct the 2017 NSW School Leaver Survey on behalf of the NSW Department of Education.

### **How did you get my details?**

You have been invited to participate in the research because our records show that you may have left school in 2016. Your details have 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.

### **When is the survey conducted and how do I complete it?**

Fieldwork for the survey will be conducted from 21 August 2017 until 15 October 2017.

You can complete the survey by going to <http://www.srcentre.com.au/NSWschoolleavers>. You will need your login details that were provided in the letter or email you received. The Social Research Centre may also be following up via telephone with people who have not been able to complete the online survey.

### **How long is the survey?**

The survey should take around 10 to 15 minutes to complete.

### **Will my answers be confidential?**

Your answers will be held in the strictest confidence and under the Privacy Act all information provided will only be used for research purposes. The responses of everyone who participates in this survey will be combined for analysis. For information on the privacy policy of the Social Research Centre, please visit <http://www.srcentre.com.au/research-participants/privacy>.

### **What if I have concerns about the ethical conduct of the survey?**

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

## **Student Destinations Survey**

### **2017 School Completers (Year 12 Completers)**

#### **PRIZE DRAW TERMS AND CONDITIONS OF ENTRY**

**Method of entry:** Entry is open to respondents of the 2017 Student Destinations Survey – Cross-sectional. To enter, those invited to complete the survey must complete the survey online at:

[www.srcentre.com.au/NSWschoolleavers](http://www.srcentre.com.au/NSWschoolleavers)

Entry into Prize Draw 1 is open to all those who complete the survey online by 11:59PM AEST 17 September, 2017.

Entry into Prize Draw 2 is open to all those who complete the survey online or by telephone follow-up by 11:59PM AEST, 15 October 2017.

Participants who complete the survey online before 11:59PM 17 September, 2017 will be entered into both prize draws.

**Prize Draw 1 duration of entry:** 21 August to 17 September, 2017.

**Prize Draw 2 duration of entry:** 21 August to 15 October, 2017.

#### **DETAILS OF PRIZES AND PRIZE VALUES**

**Prize Draw 1:** The first four entries drawn will receive the prize of a \$300 JB Hi-Fi voucher. The total prize pool of Draw 1 is AUD \$1,200.

**Prize Draw 2:** The first three entries drawn will receive the prize of a \$100 movie voucher (the winner to choose their preferred cinema when contacted). The total prize pool of Draw 2 is AUD \$300.

The total value of the prize pool is \$1,500.

**Date, time and place of draw:** The Prize Draws will be conducted at 12:00PM AEST on 19 October 2017. All draws will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer generated draw.

**Publication of winner names:** Winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published in 'The Australian' newspaper on 26 October 2017.

Traders name and address: The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500. ABN: 91096153212

**Unclaimed prize draw:** If any prizes are unclaimed by 22 January 2018, an unclaimed prize draw will take place at 12:00PM on 24 January 2018 at the above address. The winners will be notified by telephone or in writing (email or letter). The names and state of residence of all winners will be published in 'The Australian' newspaper on 30 January 2018.

**Permit numbers:** NSW Permit number: LTPM/16/01262

## **Student Destinations Survey**

### **2017 Early School Leavers**

#### **PRIZE DRAW TERMS AND CONDITIONS OF ENTRY**

**Method of entry:** Entry is open to respondents of the 2017 Student Destinations Survey – Cross-sectional. To enter, those invited to complete the survey must complete the survey online at: [www.srcentre.com.au/NSWschoolleavers](http://www.srcentre.com.au/NSWschoolleavers)

Entry into Prize Draw 1 is open to all those who complete the survey online by 11:59PM AEST 3 September, 2017.

Entry into Prize Draw 2 is open to all those who complete the survey online or by telephone follow-up by 11:59PM AEST, 15 October 2017.

Participants who complete the survey online before 11:59PM 3 September, 2017 will be entered into both prize draws.

**Prize Draw 1 duration of entry:** 21 August to 3 September, 2017.

**Prize Draw 2 duration of entry:** 21 August to 15 October, 2017.

#### **DETAILS OF PRIZES AND PRIZE VALUES**

**Prize Draw 1:** The first four entries drawn will receive the prize of a \$300 JB Hi-Fi voucher. The total prize pool of Draw 1 is AUD \$1,200.

**Prize Draw 2:** The first three entries drawn will receive the prize of a \$100 movie voucher (the winner to choose their preferred cinema when contacted). The total prize pool of Draw 2 is AUD \$300.

The total value of the prize pool is \$1,500.

**Date, time and place of draw:** The Prize Draws will be conducted at 12:00PM AEST on 19 October 2017. All draws will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer generated draw.

**Publication of winner names:** Winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published in 'The Australian' newspaper on 26 October 2017.

Traders name and address: The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500. ABN: 91096153212

**Unclaimed prize draw:** If any prizes are unclaimed by 22 January 2018, an unclaimed prize draw will take place at 12:00PM on 24 January 2018 at the above address. The winners will be notified by telephone or in writing (email or letter). The names and state of residence of all winners will be published in 'The Australian' newspaper on 30 January 2018.

**Permit numbers:** NSW Permit number: LTPM/16/01262

## Appendix 12 Website information – post-school student destinations survey

### 2017 NSW Student Destinations Follow Up Survey

Thanks for taking the time to complete the follow-up interview in 2016. This year we would like to hear from you again to find out about your current study and work situation.

The survey takes just 5 to 10 minutes to complete and participation is entirely voluntary. To begin the survey you will need your unique login details which can be found in the letter or email you received. The Social Research Centre may follow up with a phone call if you haven't been able to complete the survey online before 4 September 2017.

[Click HERE to start](#)

The 2017 survey aims to gain a better understanding of the career and study aspirations of young people in New South Wales. The research is being conducted by the Social Research Centre on behalf of the NSW Department of Education.

Everyone who completes the **follow up survey** will be entered into a prize draw. Those able to complete the survey online before **4 September 2017** will also be entered into an additional prize draw. For full terms and conditions please click [here](#).

Further information, including FAQ's, can be found [here](#). If you have any questions about the survey or to opt out please call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

## Frequently Asked Questions

### **Why do you need to hear from me?**

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.

### **Who is conducting the survey?**

The Social Research Centre Pty Ltd has been contracted to conduct the 2017 NSW Student Destinations Survey on behalf of the NSW Department of Education.

### **How did you get my details?**

You received an invitation to this survey because you took part in a survey last year and as part of the survey, you agreed to let us contact you again.

### **When is the survey conducted and how do I complete it?**

Fieldwork for the survey will be conducted from 21 August 2017 until 1 October 2017.

You can complete the survey by going to <http://www.srcentre.com.au/destinations>. You will need your login details that were provided in the top right hand corner of the letter you received. The Social Research Centre may also be following up via telephone with people who have not been able to complete the online survey before 4 September.

### **How long is the survey?**

The survey should take around 5 to 10 minutes to complete.

### **Will my answers be confidential?**

Your answers will be de-identified, held in the strictest confidence and under the Privacy Act all information provided will only be used for research purposes. The responses of everyone who participates in this survey will be combined for analysis. For information on the privacy policy of the Social Research Centre, please visit <http://www.srcentre.com.au/research-participants/privacy>.

### **What if I have concerns about the ethical conduct of the survey?**

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

## **Student Destinations Survey**

### **2013 and 2015 Year 12 Completers and Early School Leavers**

#### **PRIZE DRAW TERMS AND CONDITIONS OF ENTRY**

**Method of entry:** Entry is open to respondents of the Student Destinations Survey - Longitudinal. To enter, those invited to complete the survey must complete the survey online at:

[www.srcentre.com.au/studentdestinations](http://www.srcentre.com.au/studentdestinations).

Entry into Prize Draw 1 is open to all those who complete the survey online by 11:59PM AEST 3 September, 2017.

Entry into Prize Draw 2 is open to all those who complete the survey online or by telephone follow-up by 11:59PM AEST, 15 October 2017.

Participants who complete the survey online before 11:59PM 3 September, 2017 will be entered into both prize draws.

**Prize Draw 1 duration of entry:** 21 August to 3 September, 2017.

**Prize Draw 2 duration of entry:** 21 August to 15 October, 2017.

#### **DETAILS OF PRIZES AND PRIZE VALUES**

**Prize Draw 1:** The first eight entries drawn will receive the prize of a \$300 JB Hi-Fi voucher. The total prize pool of Draw 1 is AUD \$2,400.

**Prize Draw 2:** The first five entries drawn will receive the prize of a \$100 movie voucher (the winner to choose their preferred cinema when contacted). The total prize pool of Draw 2 is AUD \$500.

The total value of the prize pool is \$2,900.

**Date, time and place of draw:** The Prize Draws will be conducted at 12:00PM AEST on 19 October 2017. All draws will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer generated draw.

**Publication of winner names:** Winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published in 'The Australian' newspaper on 26 October 2017.

Traders name and address: The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500. ABN: 91096153212

**Unclaimed prize draw:** If any prizes are unclaimed by 22 January 2018, an unclaimed prize draw will take place at 12:00PM on 24 January 2018 at the above address. The winners will be notified by telephone or in writing (email or letter). The names and state of residence of all winners will be published in 'The Australian' newspaper on 30 January 2018.

**Permit numbers:** NSW Permit number: LTPM/16/01262

## **Student Destinations Survey**

### **Year 10 Students in 2014**

#### **PRIZE DRAW TERMS AND CONDITIONS OF ENTRY**

**Method of entry:** Entry is open to respondents of the Student Destinations Survey - Longitudinal. To enter, those invited to complete the survey must complete the survey online at:

[www.srcentre.com.au/studentdestinations](http://www.srcentre.com.au/studentdestinations).

Entry into Prize Draw 1 is open to all those who complete the survey online by 11:59PM AEST 3 September, 2017.

Entry into Prize Draw 2 is open to all those who complete the survey online or by telephone follow-up by 11:59PM AEST, 15 October 2017.

Participants who complete the survey online before 11:59PM 3 September, 2017 will be entered into both prize draws.

**Prize Draw 1 duration of entry:** 21 August to 3 September, 2017.

**Prize Draw 2 duration of entry:** 21 August to 15 October, 2017.

#### **DETAILS OF PRIZES AND PRIZE VALUES**

**Prize Draw 1:** The first four entries drawn will receive the prize of a \$300 JB Hi-Fi voucher. The total prize pool of Draw 1 is AUD \$1,200.

**Prize Draw 2:** The first three entries drawn will receive the prize of a \$100 movie voucher (the winner to choose their preferred cinema when contacted). The total prize pool of Draw 2 is AUD \$300.

The total value of the prize pool is \$1,500.

**Date, time and place of draw:** The Prize Draws will be conducted at 12:00PM AEST on 19 October 2017. All draws will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer generated draw.

**Publication of winner names:** Winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published in 'The Australian' newspaper on 26 October 2017.

Traders name and address: The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500. ABN: 91096153212

**Unclaimed prize draw:** If any prizes are unclaimed by 22 January 2018, an unclaimed prize draw will take place at 12:00PM on 24 January 2018 at the above address. The winners will be notified by telephone or in writing (email or letter). The names and state of residence of all winners will be published in 'The Australian' newspaper on 30 January 2018.

**Permit numbers:** NSW Permit number: LTPM/16/01262



# Appendix 13 Cross-sectional SMS pre-notification and reminders – Year 12 completers

## Reminder 1

Hi <First\_name>, this is a courtesy message from the Social Research Centre reminding you to do the 2017 NSW School Leavers Survey that we recently sent you. Here is your unique link: <sms\_link\_short>. Complete before 18 September for your chance to win 1 of 4 \$300 JB-HiFi vouchers! Reply STOP to opt out.

## Reminder 2

Hi <First\_name>, there is still time to participate in the 2017 NSW School Leavers Survey. It takes just 10-15 minutes, with questions on your work and study situation and will benefit future students. To arrange an appointment, call the Social Research Centre on 1800 023 040 or you can do the survey online by following this link: <sms\_link\_short> for your chance to win 1 of 3 \$100 Movie vouchers! Reply STOP to opt out.

## Reminder 3

The 2017 NSW School Leavers Survey is closing soon. We'd really like to find out how you've been going since you completed Year 12. You can do the online survey using this link: <sms\_link\_short> for your chance to win 1 of 3 \$100 Movie vouchers or the Social Research Centre will try calling again soon. Reply STOP to opt out.

# Appendix 14 Cross-sectional SMS pre-notification and reminders – early school leavers

## Reminder 1

Hi <First\_name>, this is a courtesy message from the Social Research Centre reminding you to do the 2017 NSW School Leavers Survey. We are keen to hear your views. Here is your unique link: <sms\_link\_short>. Complete before 4 September for your chance to win 1 of 4 \$300 JB-HiFi vouchers! Reply STOP to opt out.

## Reminder 2

Hi <First\_name>, there is still time to participate in the 2017 NSW School Leavers Survey. It takes just 10-15 minutes, with questions on your work and study situation and will benefit future students. To arrange an appointment, call the Social Research Centre on 1800 023 040 or you can do the survey online by following this link: <sms\_link\_short> for your chance to win 1 of 3 \$100 Movie vouchers! Reply STOP to opt out.

## Reminder 3

The 2017 NSW School Leavers Survey is closing soon. We'd really like to find out how you've been going since you left school. You can do the short online survey using this link: <sms\_link\_short> for your chance to win 1 of 3 \$100 Movie vouchers or the Social Research Centre will try calling again soon. Reply STOP to opt out.

## Appendix 15 Longitudinal SMS pre-notification and reminders – early school leavers and Year 12 completers

### Reminder 1

Hi <First\_name>, this is a courtesy message from the Social Research Centre reminding you to do the 2017 student destinations survey that we recently sent you. Here is your unique link: <sms\_link\_short>. Complete before 4 September for your chance to win 1 of 8 \$300 JB-HiFi vouchers! Reply STOP to opt out.

### Reminder 2

Hi <First\_name>, sorry we keep missing you. There is still time to participate in the 2017 student destinations survey. To arrange an appointment, call the Social Research Centre on 1800 023 040 or you can do the survey online by following this link: <sms\_link\_short>. Reply STOP to opt out.

### Reminder 3

The 2017 student destinations survey is closing soon. We'd really like to find out how you've been going since you left school. You can do the short online survey by using this link: <sms\_link\_short>. Reply STOP to opt out.

# Appendix 16 Longitudinal SMS pre-notification and reminders – Year 10 cohort

## Reminder 1

Hi <First\_name>, this is a courtesy message from the Social Research Centre reminding you to do the 2017 student destinations survey that we recently sent you. Here is your unique link: <sms\_link\_short>. Complete before 4 September for your chance to win 1 of 4 \$300 JB-HiFi vouchers! Reply STOP to opt out.

## Reminder 2

Hi <First\_name, sorry we keep missing you. There is still time to participate in the 2017 student destinations survey. To arrange an appointment, call the Social Research Centre on 1800 023 040 or you can do the survey online by following this link: <sms\_link\_short>. Reply STOP to opt out.

## Reminder 3

The 2017 student destinations survey is closing soon. We'd really like to find out how you've been going since we last spoke with you. You can do the short online survey by using this link: <sms\_link\_short>. Reply STOP to opt out.

# Appendix 17 Cross-sectional Year 12 completer questionnaire

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

## 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](mailto:studentdestinations@srcentre.com.au).

Privacy | [FAQs](#) | [studentdestinations@srcentre.com.au](mailto: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](http://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](http://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?

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](http://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](http://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](mailto: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



# Appendix 18 Cross-sectional early school leaver questionnaire

## NSW School Leaver Survey - Early Leavers NSW Department of Education and NSW Skills Board

2017 - Questionnaire

### 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](mailto:studentdestinations@srcentre.com.au).

Privacy | [FAQs](#) | [studentdestinations@srcentre.com.au](mailto: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](http://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)

A TELQ 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)

A INFO Further information can also be found on our website [www.srcentre.com.au/our-research/2017destinations](http://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)

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

\*(WANTS PRIZE DRAW INFO)

P D INFO 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 17<sup>th</sup> 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](http://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?

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](http://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](http://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](mailto: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

# Appendix 19 Longitudinal school leaver questionnaire

## NSW School Leaver Survey - Early leavers & Year 12 completers longitudinal cohorts NSW Department of Education and NSW Skills Board 2017 – Questionnaire

### 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 LETTTER 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](mailto: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](mailto: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

9. Yes
10. No
11. Not sure
12. Prefer not to say

\*(NOT WORKING, A5a = 2-4)

A5b Are you currently looking for work? (SINGLE RESPONSE)

9. Yes
10. No
11. Not sure
12. 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
13. 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, VALID 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](http://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?

5. Yes
6. 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?

5. Email address <TEXT BOX>
6. 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?

5. Yes
6. 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?

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:

F3b The email address we have for you is:

<CEMAIL>

Is that still correct?

5. Yes
6. 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?

5. Yes
6. 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?

5. Alternative number: <10 digits>
6. 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](http://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](mailto: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](http://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

# Appendix 20 Longitudinal Year 10 student questionnaire

## NSW School Leaver Survey - Year 10 longitudinal cohort NSW Department of Education and NSW Skills Board 2017 – Questionnaire

### 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](mailto: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](mailto: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.

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 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](http://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: <cnwtelnum>

Alternative number: <cnwalmnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

\*(NO ALT NUMBER, cnwalmnum = 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](http://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](mailto: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](http://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

## Appendix 21 Attainment data variables

Table 44 Attainment data variables

Variable name	Description
Eng_Course	Course Name of Highest Year 12 English Course Achieved
Eng_Band	Band Achieved in the Highest Year 12 English Course
Eng_HSC	HSC Mark Achieved in the Highest Year 12 English Course
Maths_Course	Course Name of Highest Year 12 Mathematics Course Achieved
Maths_Band	Band Achieved in the Highest Year 12 Mathematics Course
Maths_HSC	HSC Mark Achieved in the Highest Year 12 Mathematics Course
Eng_Course_Y11	Course Name of Highest Year 11 English Course Achieved
Eng_Grade_Y11	Grade Achieved in the Highest Year 11 English Course
Maths_Course_Y11	Course Name of Highest Year 11 Maths Course Achieved
Maths_Grade_Y11	Grade Achieved in the Highest Year 11 Maths Course
Eng_Course_Y10	Course Name of Highest Year 10 English Course Achieved
Eng_Grade_Y10	Grade Achieved in the Highest Year 10 English Course
Maths_Course_Y10	Course Name of Highest Year 10 Maths Course Achieved
Maths_Grade_Y10	Grade Achieved in the Highest Year 10 Maths Course
VET_FQ	Highest Level VET Course Achieved with Full Qualification
VET_SOA	Highest Level VET Course Achieved with Statement of Attainment
VET_NO	Highest Level VET Course Achieved with No Outcome
Y7_CALYR1	Year of Year 7 NAPLAN test
Y7_CALYR2	Year of Year 7 NAPLAN test (only exists for records with two Year 7 NAPLAN results)
P_Reading_Y7_CALYR1	NAPLAN Participation code for Year 7 Reading
P_Language_Y7_CALYR1	NAPLAN Participation code for Year 7 Language - Spelling, Grammar and Punctuation
P_Writing_Y7_CALYR1	NAPLAN Participation code for Year 7 Writing
P_Numeracy_Y7_CALYR1	NAPLAN Participation code for Year 7 Numeracy
S_Reading_Y7_CALYR1	NAPLAN Scaled score for Year 7 Reading
S_Spelling_Y7_CALYR1	NAPLAN Scaled score for Year 7 Spelling
S_Grammar_Punctuation_Y7_CALYR1	NAPLAN Scaled score for Year 7 Grammar and Punctuation
S_Writing_Y7_CALYR1	NAPLAN Scaled score for Year 7 Writing
S_Numeracy_Y7_CALYR1	NAPLAN Scaled score for Year 7 Numeracy
B_Reading_Y7_CALYR1	NAPLAN Band for Year 7 Reading
B_Spelling_Y7_CALYR1	NAPLAN Band for Year 7 Spelling
B_Grammar_Punctuation_Y7_CALYR1	NAPLAN Band for Year 7 Grammar and Punctuation
B_Writing_Y7_CALYR1	NAPLAN Band for Year 7 Writing
B_Numeracy_Y7_CALYR1	NAPLAN Band for Year 7 Numeracy
P_Reading_Y7_CALYR2	NAPLAN Participation code for Year 7 Reading (2nd year)
P_Language_Y7_CALYR2	NAPLAN Participation code for Year 7 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y7_CALYR2	NAPLAN Participation code for Year 7 Writing (2nd year)
P_Numeracy_Y7_CALYR2	NAPLAN Participation code for Year 7 Numeracy (2nd year)

Variable name	Description
S_Reading_Y7_CALYR2	NAPLAN Scaled score for Year 7 Reading (2nd year)
S_Spelling_Y7_CALYR2	NAPLAN Scaled score for Year 7 Spelling (2nd year)
S_Grammar_Punctuation_Y7_CALYR2	NAPLAN Scaled score for Year 7 Grammar and Punctuation (2nd year)
S_Writing_Y7_CALYR2	NAPLAN Scaled score for Year 7 Writing (2nd year)
S_Numeracy_Y7_CALYR2	NAPLAN Scaled score for Year 7 Numeracy (2nd year)
B_Reading_Y7_CALYR2	NAPLAN Band for Year 7 Reading (2nd year)
B_Spelling_Y7_CALYR2	NAPLAN Band for Year 7 Spelling (2nd year)
B_Grammar_Punctuation_Y7_CALYR2	NAPLAN Band for Year 7 Grammar and Punctuation (2nd year)
B_Writing_Y7_CALYR2	NAPLAN Band for Year 7 Writing (2nd year)
B_Numeracy_Y7_CALYR2	NAPLAN Band for Year 7 Numeracy (2nd year)
Y9_CALYR1	Year of Year 9 NAPLAN test
Y9_CALYR2	Year of Year 9 NAPLAN test (only exists for records with two Year 9 NAPLAN results)
P_Reading_Y9_CALYR1	NAPLAN Participation code for Year 9 Reading
P_Language_Y9_CALYR1	NAPLAN Participation code for Year 9 Language - Spelling, Grammar and Punctuation
P_Writing_Y9_CALYR1	NAPLAN Participation code for Year 9 Writing
P_Numeracy_Y9_CALYR1	NAPLAN Participation code for Year 9 Numeracy
S_Reading_Y9_CALYR1	NAPLAN Scaled score for Year 9 Reading
S_Spelling_Y9_CALYR1	NAPLAN Scaled score for Year 9 Spelling
S_Grammar_Punctuation_Y9_CALYR1	NAPLAN Scaled score for Year 9 Grammar and Punctuation
S_Writing_Y9_CALYR1	NAPLAN Scaled score for Year 9 Writing
S_Numeracy_Y9_CALYR1	NAPLAN Scaled score for Year 9 Numeracy
B_Reading_Y9_CALYR1	NAPLAN Band for Year 9 Reading
B_Spelling_Y9_CALYR1	NAPLAN Band for Year 9 Spelling
B_Grammar_Punctuation_Y9_CALYR1	NAPLAN Band for Year 9 Grammar and Punctuation
B_Writing_Y9_CALYR1	NAPLAN Band for Year 9 Writing
B_Numeracy_Y9_CALYR1	NAPLAN Band for Year 9 Numeracy
P_Reading_Y9_CALYR2	NAPLAN Participation code for Year 9 Reading (2nd year)
P_Language_Y9_CALYR2	NAPLAN Participation code for Year 9 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y9_CALYR2	NAPLAN Participation code for Year 9 Writing (2nd year)
P_Numeracy_Y9_CALYR2	NAPLAN Participation code for Year 9 Numeracy (2nd year)
S_Reading_Y9_CALYR2	NAPLAN Scaled score for Year 9 Reading (2nd year)
S_Spelling_Y9_CALYR2	NAPLAN Scaled score for Year 9 Spelling (2nd year)
S_Grammar_Punctuation_Y9_CALYR2	NAPLAN Scaled score for Year 9 Grammar and Punctuation (2nd year)
S_Writing_Y9_CALYR2	NAPLAN Scaled score for Year 9 Writing (2nd year)
S_Numeracy_Y9_CALYR2	NAPLAN Scaled score for Year 9 Numeracy (2nd year)
B_Reading_Y9_CALYR2	NAPLAN Band for Year 9 Reading (2nd year)
B_Spelling_Y9_CALYR2	NAPLAN Band for Year 9 Spelling (2nd year)
B_Grammar_Punctuation_Y9_CALYR2	NAPLAN Band for Year 9 Grammar and Punctuation (2nd year)
B_Writing_Y9_CALYR2	NAPLAN Band for Year 9 Writing (2nd year)
B_Numeracy_Y9_CALYR2	NAPLAN Band for Year 9 Numeracy (2nd year)
Y3_CALYR1	Year of Year 3 NAPLAN test
Y3_CALYR2	Year of Year 3 NAPLAN test (only exists for records with two Year 3 NAPLAN results)
P_Reading_Y3_CALYR1	NAPLAN Participation code for Year 3 Reading



Variable name	Description
P_Language_Y3_CALYR1	NAPLAN Participation code for Year 3 Language - Spelling, Grammar and Punctuation
P_Writing_Y3_CALYR1	NAPLAN Participation code for Year 3 Writing
P_Numeracy_Y3_CALYR1	NAPLAN Participation code for Year 3 Numeracy
S_Reading_Y3_CALYR1	NAPLAN Scaled score for Year 3 Reading
S_Spelling_Y3_CALYR1	NAPLAN Scaled score for Year 3 Spelling
S_Grammar_Punctuation_Y3_CALYR1	NAPLAN Scaled score for Year 3 Grammar and Punctuation
S_Writing_Y3_CALYR1	NAPLAN Scaled score for Year 3 Writing
S_Numeracy_Y3_CALYR1	NAPLAN Scaled score for Year 3 Numeracy
B_Reading_Y3_CALYR1	NAPLAN Band for Year 3 Reading
B_Spelling_Y3_CALYR1	NAPLAN Band for Year 3 Spelling
B_Grammar_Punctuation_Y3_CALYR1	NAPLAN Band for Year 3 Grammar and Punctuation
B_Writing_Y3_CALYR1	NAPLAN Band for Year 3 Writing
B_Numeracy_Y3_CALYR1	NAPLAN Band for Year 3 Numeracy
P_Reading_Y3_CALYR2	NAPLAN Participation code for Year 3 Reading (2nd year)
P_Language_Y3_CALYR2	NAPLAN Participation code for Year 3 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y3_CALYR2	NAPLAN Participation code for Year 3 Writing (2nd year)
P_Numeracy_Y3_CALYR2	NAPLAN Participation code for Year 3 Numeracy (2nd year)
S_Reading_Y3_CALYR2	NAPLAN Scaled score for Year 3 Reading (2nd year)
S_Spelling_Y3_CALYR2	NAPLAN Scaled score for Year 3 Spelling (2nd year)
S_Grammar_Punctuation_Y3_CALYR2	NAPLAN Scaled score for Year 3 Grammar and Punctuation (2nd year)
S_Writing_Y3_CALYR2	NAPLAN Scaled score for Year 3 Writing (2nd year)
S_Numeracy_Y3_CALYR2	NAPLAN Scaled score for Year 3 Numeracy (2nd year)
B_Reading_Y3_CALYR2	NAPLAN Band for Year 3 Reading (2nd year)
B_Spelling_Y3_CALYR2	NAPLAN Band for Year 3 Spelling (2nd year)
B_Grammar_Punctuation_Y3_CALYR2	NAPLAN Band for Year 3 Grammar and Punctuation (2nd year)
B_Writing_Y3_CALYR2	NAPLAN Band for Year 3 Writing (2nd year)
B_Numeracy_Y3_CALYR2	NAPLAN Band for Year 3 Numeracy (2nd year)
Y5_CALYR1	Year of Year 5 NAPLAN test
Y5_CALYR2	Year of Year 5 NAPLAN test (only exists for records with two Year 5 NAPLAN results)
P_Reading_Y5_CALYR1	NAPLAN Participation code for Year 5 Reading
P_Language_Y5_CALYR1	NAPLAN Participation code for Year 5 Language - Spelling, Grammar and Punctuation
P_Writing_Y5_CALYR1	NAPLAN Participation code for Year 5 Writing
P_Numeracy_Y5_CALYR1	NAPLAN Participation code for Year 5 Numeracy
S_Reading_Y5_CALYR1	NAPLAN Scaled score for Year 5 Reading
S_Spelling_Y5_CALYR1	NAPLAN Scaled score for Year 5 Spelling
S_Grammar_Punctuation_Y5_CALYR1	NAPLAN Scaled score for Year 5 Grammar and Punctuation
S_Writing_Y5_CALYR1	NAPLAN Scaled score for Year 5 Writing
S_Numeracy_Y5_CALYR1	NAPLAN Scaled score for Year 5 Numeracy
B_Reading_Y5_CALYR1	NAPLAN Band for Year 5 Reading
B_Spelling_Y5_CALYR1	NAPLAN Band for Year 5 Spelling
B_Grammar_Punctuation_Y5_CALYR1	NAPLAN Band for Year 5 Grammar and Punctuation
B_Writing_Y5_CALYR1	NAPLAN Band for Year 5 Writing
B_Numeracy_Y5_CALYR1	NAPLAN Band for Year 5 Numeracy

Variable name	Description
P_Reading_Y5_CALYR2	NAPLAN Participation code for Year 5 Reading (2nd year)
P_Language_Y5_CALYR2	NAPLAN Participation code for Year 5 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y5_CALYR2	NAPLAN Participation code for Year 5 Writing (2nd year)
P_Numeracy_Y5_CALYR2	NAPLAN Participation code for Year 5 Numeracy (2nd year)
S_Reading_Y5_CALYR2	NAPLAN Scaled score for Year 5 Reading (2nd year)
S_Spelling_Y5_CALYR2	NAPLAN Scaled score for Year 5 Spelling (2nd year)
S_Grammar_Punctuation_Y5_CALYR2	NAPLAN Scaled score for Year 5 Grammar and Punctuation (2nd year)
S_Writing_Y5_CALYR2	NAPLAN Scaled score for Year 5 Writing (2nd year)
S_Numeracy_Y5_CALYR2	NAPLAN Scaled score for Year 5 Numeracy (2nd year)
B_Reading_Y5_CALYR2	NAPLAN Band for Year 5 Reading (2nd year)
B_Spelling_Y5_CALYR2	NAPLAN Band for Year 5 Spelling (2nd year)
B_Grammar_Punctuation_Y5_CALYR2	NAPLAN Band for Year 5 Grammar and Punctuation (2nd year)
B_Writing_Y5_CALYR2	NAPLAN Band for Year 5 Writing (2nd year)
B_Numeracy_Y5_CALYR2	NAPLAN Band for Year 5 Numeracy (2nd year)

# Appendix 22 Business rules for course results

## Business rules for course results

***For ALL courses, retain records with Status=Result ONLY. Do not use records with Status=Enrolment.***

### HSC Courses (Year 12)

#### English

1. If student has English (Advanced) (15140) use this score; otherwise
2. If student has English (Standard) (15130) use this score; otherwise
3. If student has English as a Second Language (15150) use this score; otherwise
4. If student has English Studies (30110); otherwise
5. Use English Life Skills (16600).
6. If a student has the same CRSID in two different years, use their latest result.

#### Mathematics

1. If student has Mathematics Extension 2 (15260), use this score; otherwise
2. If student has Mathematics (15240), use this score; otherwise
3. If student has General Mathematics/Mathematics General 2 (15230/15235), use this score; otherwise
4. If student has Mathematics General 1 (30120); otherwise
5. If student has Mathematics, Applied (61094/61096); otherwise
6. Use Life Skills (16610).
7. If a student has the same CRSID in two different years, use their latest result.

### Preliminary Courses (Year 11)

#### English

1. If student has English (Advanced) (11140), use this grade; otherwise
2. If student has English (Standard) (11130), use this grade; otherwise
3. If student has English as a Second Language (11160), use this grade; otherwise
4. If student has English Studies (30100); otherwise
5. Use English Life Skills (16600).
6. If a student has the same CRSID in two different years, use their latest result.
7. Fundamentals of English (11170, 11171 or 11172) can be ignored.

#### Mathematics

1. Retain records with Status of Result ONLY, not including those with Enrolment.
2. If student has Mathematics (11240), use this grade; otherwise

3. If student has Mathematics General (11235), use this grade; otherwise
4. Use (Mathematics Life Skills) (16610).
5. If a student has the same CRSID in two different years, use their latest result.

### **Stage 5 Courses (Year 10)**

#### **English**

There are only two possibilities:

English (300) – with Grades A to E

English (Life Skills) (301 or 302)

#### **Mathematics**

There are only two possibilities:

Mathematics (323) – with Grades A10 to E2

Mathematics (Life Skills) (324 or 325)

## Appendix 23 Weighting documentation

### Weighting documentation

As described in Section 5.4, the overall approach to weighting consisted of the following steps:

1. Assigning a base weight to each respondent as the inverse of the product of the selection probability and (for the longitudinal surveys only<sup>3</sup>) the response probability; and
2. Adjusting the base weights so they sum to known population totals for key characteristics.

Further details for each of the survey cohorts are presented below.

### Base weights

#### Cross-sectional cohorts

The following tables specify, for each cross-sectional cohort, the frequencies and weights used in the first stage of weighting.

**Table 45 Base weights for Year 12 completers 2017, by sample strata**

Sample strata	Respondents	Population	Base weight
<b>Independent</b>			
Central Coast Hunter	83	1089	13
North East NSW	55	523	10
North West NSW	65	289	4
South East NSW	74	489	7
South West NSW	75	512	7
Sydney-Inner	71	2154	30
Sydney-North	84	2172	26
Sydney-North West	67	856	13
Sydney-South	86	718	8
Sydney-South West	73	775	11
Sydney-West	79	1058	13
<b>Catholic</b>			
Central Coast Hunter	79	1426	18
North East NSW	66	1299	20
North West NSW	74	338	5
South East NSW	57	1216	21
South West NSW	79	942	12
Sydney-Inner	70	2157	31
Sydney-North	92	2630	29
Sydney-North West	85	1364	16
Sydney-South	83	1750	21
Sydney-South West	87	1639	19
Sydney-West	82	2255	28
<b>Government</b>			
Central Coast Hunter	70	4535	65
North East NSW	87	2633	30
North West NSW	81	1151	14

<sup>3</sup> A common additional step for longitudinal surveys, which have considerably more information available for respondents and non-respondents alike, is the incorporation of a modelled response probability in the base weight.

Sample strata	Respondents	Population	Base weight
South East NSW	79	2961	38
South West NSW	95	2102	22
Sydney-Inner	106	2743	26
Sydney-North	93	4061	44
Sydney-North West	80	3195	40
Sydney-South	94	3836	41
Sydney-South West	98	4075	42
Sydney-West	89	3269	37
<b>Aboriginal / CC</b>	<b>891</b>	<b>2343</b>	<b>3</b>

**Table 46 Base weights for early school leavers 2017, by sample strata**

Sample strata	Respondents	Population	Base weight
<b>Independent</b>			
Central Coast Hunter	32	228	7
North East NSW	10	75	8
North West NSW	2	39	20
South East NSW	7	56	8
South West NSW	5	57	11
Sydney-Inner	3	142	47
Sydney-North	3	56	19
Sydney-North West	12	97	8
Sydney-South	5	24	5
Sydney-South West	3	57	19
Sydney-West	6	72	12
<b>Catholic</b>			
Central Coast Hunter	37	224	6
North East NSW	9	169	19
North West NSW	3	53	18
South East NSW	22	203	9
South West NSW	27	135	5
Sydney-Inner	13	94	7
Sydney-North	7	120	17
Sydney-North West	20	112	6
Sydney-South	14	114	8
Sydney-South West	17	127	8
Sydney-West	15	160	11
<b>Government</b>			
Central Coast Hunter	109	1787	16
North East NSW	71	1067	15
North West NSW	61	413	7
South East NSW	87	1013	12
South West NSW	85	775	9
Sydney-Inner	53	373	7
Sydney-North	73	432	6
Sydney-North West	75	541	7
Sydney-South	60	664	11
Sydney-South West	71	876	12

Sample strata	Respondents	Population	Base weight
Sydney-West	62	659	11
<b>Aboriginal / CC</b>	510	2663	5
<b>Under 17</b>	1877	8589	5

## Longitudinal cohorts

For the longitudinal cohorts, the base weight for each respondent was the ratio of the previous wave's weight to the predicted probability of responding to the current wave. The probability of response was found from a logistic regression model predicting whether or not a respondent from the previous wave took part in the current wave, based on their survey responses and demographic characteristics.

The probabilities were then grouped into five propensity classes so that each person's base weight was the ratio of their previous weight to the average probability for their propensity class. Creating classes in this way reduces the impact of very high or very low predicted probabilities of response.

Space does not permit the inclusion of all regression model results, but predicted response probabilities were generally in the range 0.3 – 0.7.

## Calibration

Once found for each cohort, the base weights were adjusted so that they added to totals for a range of population characteristics. The characteristics used were those that were used in the original sample selection and are shown in the following tables. The method used was raking (also called iterative proportional fitting) that iteratively adjusts the weights, one characteristic at a time, until they simultaneously match the frequency distributions of all population characteristics.

## Cross-sectional cohorts

**Table 47 Calibration targets used for weighting (Year 12 completers 2017)**

Characteristic & category	Respondents	Population	Average final weight
<b>Sector (Aboriginal / CC)</b>			
INDEPENDENT	29	109	4
CATHOLIC	92	268	3
GOVERNMENT	770	1966	3
<b>Sector (Other)</b>			
INDEPENDENT	812	10635	13
CATHOLIC	854	17016	20
GOVERNMENT	972	34561	36
<b>SA4 cluster (All)</b>			
Central Coast Hunter	399	7422	19
North East NSW	390	4910	13
North West NSW	363	2189	6
South East NSW	295	4889	17
South West NSW	338	3801	11
Sydney-Inner	278	7143	26
Sydney-North	283	8916	32
Sydney-North West	291	5570	19
Sydney-South	289	6363	22
Sydney-South West	311	6642	21
Sydney-West	292	6710	23
<b>Age (Aboriginal / CC)</b>			

Characteristic & category	Respondents	Population	Average final weight
17 years or less	251	674	3
18 years or more	640	1669	3
<b>Age (Other)</b>			
17 years or less	803	18889	24
18 years or more	1835	43323	24
<b>Gender (Aboriginal / CC)</b>			
Male	376	1063	3
Female	515	1280	3
<b>Gender (Other)</b>			
Male	1188	29936	25
Female	1450	32276	22
<b>LS (Aboriginal / CC)</b>			
N	835	2118	3
Y	56	225	4
<b>LS (Other)</b>			
N	2583	60938	24
Y	55	1274	23
<b>VET (Aboriginal / CC)</b>			
N	367	910	3
Y	524	1433	3
<b>VET (Other)</b>			
N	1948	42077	22
Y	690	20135	29

**Table 48 Calibration targets used for weighting (early school leavers 2017)**

Characteristic & category	Respondents	Population	Average final weight
<b>Sector (Aboriginal / CC)</b>			
INDEPENDENT	494	2393	5
CATHOLIC	8	100	13
GOVERNMENT	8	170	21
<b>Sector (Under 17)</b>			
INDEPENDENT	1597	6112	4
CATHOLIC	191	1577	8
GOVERNMENT	89	900	10
<b>Sector (Other)</b>			
INDEPENDENT	807	8600	11
CATHOLIC	184	1511	8
GOVERNMENT	88	903	10
<b>SA4 cluster (All)</b>			
Central Coast Hunter	609	4181	7
North East NSW	339	2576	8
North West NSW	262	1455	6
South East NSW	380	2476	7
South West NSW	357	2018	6
Sydney-Inner	155	1181	8
Sydney-North	164	1026	6
Sydney-North West	340	1754	5



Characteristic & category	Respondents	Population	Average final weight
Sydney-South	273	1553	6
Sydney-South West	312	2127	7
Sydney-West	275	1919	7
<b>Age (Aboriginal / CC)</b>			
15 years or less	39	112	3
16 years	185	976	5
17 years	202	1124	6
18 years or more	84	451	5
<b>Age (Under 17)</b>			
15 years or less	269	1041	4
16 years	1608	7548	5
<b>Age (Other)</b>			
17 years or less	875	8649	10
18 years or more	204	2365	12
<b>Gender (Aboriginal / CC)</b>			
Male	293	1454	5
Female	217	1209	6
<b>Gender (Under 17)</b>			
Male	1203	5203	4
Female	674	3386	5
<b>Gender (Other)</b>			
Male	643	6836	11
Female	436	4178	10
<b>LS (Aboriginal / CC)</b>			
N	476	2409	5
Y	34	254	8
<b>LS (Under 17)</b>			
N	1839	8368	5
Y	38	221	6
<b>LS (Other)</b>			
N	1048	10545	10
Y	31	469	15
<b>VET (Aboriginal / CC)</b>			
N	249	1339	5
Y			
<b>VET (Under 17)</b>			
N	379	1969	5
Y			
<b>VET (Other)</b>			
N	414	4533	11
Y	665	6481	10
Y	261	1324	5

## Longitudinal cohorts

**Table 49 Calibration targets used for weighting (early school leavers 2014)**

Characteristic & category	Respondents	Population	Average final weight
<b>Independent</b>			
Hunter	17	236	14
Metropolitan East	7	141	20
Metropolitan North	5	84	17
Metropolitan North West	8	138	17
Metropolitan South West	8	185	23
North Coast	6	105	18
North West	2	25	13
Riverina	8	81	10
South Coast	12	90	8
Western	6	60	10
<b>Catholic</b>			
Hunter	16	226	14
Metropolitan East	7	160	23
Metropolitan North	4	87	22
Metropolitan North West	26	368	14
Metropolitan South West	15	225	15
North Coast	8	112	14
North West	4	82	21
Riverina	7	131	19
South Coast	9	166	18
Western	10	120	12
<b>Government</b>			
Hunter	110	2469	22
Metropolitan East	26	819	32
Metropolitan North	28	686	25
Metropolitan North West	75	1683	22
Metropolitan South West	77	1926	25
North Coast	75	1802	24
North West	32	844	26
Riverina	75	1242	17
South Coast	88	1637	19
Western	50	1104	22
<b>Age and Gender</b>			
Males, 16 years or less	249	4296	17
Females, 16 years or less	119	3336	28
Males, 17 years or more	311	5570	18
Males 17 years or more	142	3832	27
<b>Age and VET</b>			
No VET, 16 years or less	288	6175	21
VET, 16 years or less	80	1457	18
No VET, 17 years or more	159	3734	24
VET, 17 years or more	294	5668	19
<b>LS</b>			

Characteristic & category	Respondents	Population	Average final weight
No	800	16203	20
Yes	21	831	40
<b>Aboriginal / CC</b>			
No	799	15889	20
Yes	22	1145	52

**Table 50 Calibration targets used for weighting (early school leavers 2016)**

Characteristic & category	Respondents	Population	Average final weight
<b>Cohort</b>			
Aboriginal / CC	138	2503	18
Under 17	900	8079	9
Other	511	11293	22
<b>Sector</b>			
INDEPENDENT	160	1645	10
CATHOLIC	260	2838	11
GOVERNMENT	1129	17392	15
<b>SA4</b>			
CCH - Central Coast Hunter	287	4139	14
NENSW - North East NSW	152	2569	17
NWNSW - North West NSW	96	1332	14
SENSW - South East NSW	182	2568	14
SWNSW - South West NSW	168	1972	12
SI - Sydney-Inner	66	1183	18
SN - Sydney-North	73	994	14
SNW - Sydney-North West	168	1631	10
SS - Sydney-South	114	1426	13
SSW - Sydney-South West	141	2197	16
SW - Sydney-West	102	1864	18
<b>Age</b>			
15 years	143	1559	11
16 years	814	7459	9
17 years	486	9296	19
18 years or more	106	3561	34
<b>Gender</b>			
Male	1013	13125	13
Female	536	8750	16
<b>VET</b>			
No	977	12053	12
Yes	572	9822	17
<b>LS</b>			
No	1514	20886	14
Yes	35	989	28
<b>Aboriginal / CC</b>			
No	1425	19540	14
Yes	124	2335	19

**Table 51 Calibration targets used for weighting (Year 10 2014)**

Characteristic & category	Respondents	Population	Average final weight
<b>SA4 (INDEPENDENT)</b>			
Hunter	43	1429	33
Metropolitan East	46	2656	58
Metropolitan North	44	2691	61
Metropolitan North West	43	1711	40
Metropolitan South West	54	1605	30
North Coast	48	802	17
North West	15	333	22
Riverina	22	413	19
South Coast	39	803	21
Western	28	523	19
<b>SA4 (CATHOLIC)</b>			
Hunter	43	1858	43
Metropolitan East	40	3235	81
Metropolitan North	20	2951	148
Metropolitan North West	37	3726	101
Metropolitan South West	48	3065	64
North Coast	25	1670	67
North West	12	518	43
Riverina	17	981	58
South Coast	37	2189	59
<b>SA4 (GOVERNMENT)</b>			
Hunter	34	7911	233
Metropolitan East	34	4813	142
Metropolitan North	34	5116	151
Metropolitan North West	38	6827	180
Metropolitan South West	26	8648	333
North Coast	32	5127	160
North West	20	2109	106
Riverina	28	3392	121
South Coast	29	6195	214
Western	13	3017	232
<b>Gender and Age</b>			
Male, 15 years or less	107	11210	105
Female, 15 years or less	182	13612	75
Male, 16 years or more	329	33476	102
Male 16 years or more	366	29056	79
<b>Aboriginal</b>			
No	10	1936	194
Yes	974	85418	88

**Table 52 Calibration targets used for weighting (Year 12 2014)**

Characteristic & category	Respondents	Population	Average final weight
<b>Sector</b>			
INDEPENDENT	271	9862	36
CATHOLIC	223	16327	73
GOVERNMENT	405	37036	91
<b>SA4 (All)</b>			
Hunter	122	6967	57
Metropolitan East	80	8899	111
Metropolitan North	85	9320	110
Metropolitan North West	89	10086	113
Metropolitan South West	99	9048	91
North Coast	100	4924	49
North West	67	1954	29
Riverina	78	2738	35
South Coast	89	6412	72
Western	90	2878	32
<b>Age</b>			
17 years or less	253	19739	78
18 years or more	646	43487	67
<b>Gender</b>			
Male	396	30161	76
Female	503	33065	66
<b>VET</b>			
No	610	39985	66
Yes	289	23241	80
<b>LS</b>			
No	889	61718	69
Yes	10	1508	151
<b>Aboriginal</b>			
No	694	61599	89
Yes	205	1627	8

**Table 53 Calibration targets used for weighting (Year 12 2016)**

Characteristic & category	Respondents	Population	Average final weight
<b>Sector</b>			
INDEPENDENT	504	10392	21
CATHOLIC	483	16893	35
GOVERNMENT	806	37107	46
<b>SA4 (All)</b>			
Central Coast Hunter	186	7497	40
North East NSW	195	4828	25
North West NSW	168	2221	13
South East NSW	182	4978	27
South West NSW	161	4034	25
Sydney-Inner	148	7179	49
Sydney-North	133	8675	65
Sydney-North West	173	5419	31

Characteristic & category	Respondents	Population	Average final weight
Sydney-South	149	6190	42
Sydney-South West	147	6747	46
Sydney-West	151	6624	44
<b>Age</b>			
17 years or less	509	19120	38
18 years or more	1284	45272	35
<b>Gender</b>			
Male	841	31000	48
Female	952	33392	52
<b>VET</b>			
No	1225	41894	34
Yes	568	22498	40
<b>LS</b>			
No	1754	63061	36
Yes	39	1331	34
<b>Aboriginal</b>			
No	1368	62333	46
Yes	425	2059	5

## Weight trimming

Large variations in weights may lead to large variances in survey estimates, and so trimming of extreme weights can improve the precision of the estimates. The application of weight trimming methods aims to reduce the variance at the same time as limiting increases in the bias. A variety of procedures exist, ranging from trimming the tails of the weights distribution according to some criterion (Battaglia *et al.*, 2009) to model-based trimming estimators in a Bayesian framework (Elliott, 2008).

The most common approach to weight trimming is the former, though, in which the weighting procedure includes detecting and trimming extreme weights then redistributing the trimmed portions to ensure the weights still sum to the required totals (Chowdhury *et al.*, 2007). An extreme weight is identified as one that is outside an interval defined with respect to the median and inter-quartile range (IQR) of the weights, either overall or within sample (or post) strata:

$$wt_t = \begin{cases} median(wt) - f \times IQR(wt), & wt < median(wt) - f \times IQR(wt) \\ median(wt) + f \times IQR(wt), & wt > median(wt) + f \times IQR(wt) \\ wt, & otherwise \end{cases}$$

For the surveys described here, the IQR factor (f) was taken to be 5.