

# 2020 NSW Post-School Destinations and Experiences Survey

## Technical report

Centre for Education Statistics and Evaluation



## Centre for Education Statistics and Evaluation

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## Acknowledgements

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We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

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# 1. Introduction and background

This technical report outlines the methodology used to conduct and analyse responses to the 2020 NSW Post-School Destinations and Experiences Survey ('Destinations Survey' or 'the survey').

## Why is the Destinations Survey conducted?

The Destinations Survey collects information about students' main destinations in the 6 to 12 months after leaving school. The Destinations Survey aims to identify trends in, and correlates of, post-school education, training and employment destinations.

The Destinations Survey also provides critical information on post-school education pathways and attainments of young people in NSW, as well as the factors that drive students' engagement, retention, educational achievements and pathway choices. Data from the Destinations Survey is used to estimate how many young people are in higher education, training and work after leaving school. The Destinations Survey findings may also be used to support program evaluation relating to post-school destinations of Aboriginal and Torres Strait Islander students.

Post-school destinations is an area of particular interest to the NSW Department of Education (the department) as the school-to-work transition is considered one of the most important transitional experiences, particularly with respect to future employment outcomes. The department provides a range of programs and initiatives to ensure young people are prepared for higher education, training and work. This includes the School to Work Program, school-based apprenticeships and traineeships, and programs specifically targeting Aboriginal and Torres Strait Islander students, refugee students and young people at risk of disengaging from education. Almost all secondary schools provide work-readiness training and opportunities for students to participate in work experience.

## How does it work?

Each year, a sample of students are invited to complete a 10-minute survey online or via phone interview. The Destinations Survey has two main cohorts: students who completed Year 12 in the year prior to the survey (Year 12 completers) and students who left school before completing Year 12 in the year prior to the survey (early school leavers).

The Destinations Survey was conducted by the Social Research Centre (SRC) on behalf of the department.

The Destinations Survey includes students from government, Catholic and independent schools. 2020 is the seventh consecutive survey wave for the Destinations Survey.

## 2. Methods

Data collection for the 2020 Destinations Survey was conducted both online and via a telephone survey. Survey respondents include:

### Year 12 completers

- all Aboriginal and Torres Strait Islander Year 12 completers in NSW
- a sample of non-Aboriginal and Torres Strait Islander students in NSW who completed Year 12 in 2019
- all Year 12 completers who attended a Connected Communities (CC)<sup>1</sup> school.

### Early school leavers

- all Aboriginal and Torres Strait Islander early school leavers in NSW
- all non-Aboriginal and Torres Strait Islander students in NSW who left school before completing Year 12 in 2019
- all early school leavers who attended a CC school.

## 2.1 Sample frame

For the sample frame, we used the NSW Education Standards Authority (NESA) managed database for the Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentialing programs.

Information about students was provided directly by schools through the Schools Online portal. Schools upload data files of student details and course enrolments, and school principals are required to certify their accuracy. Students can advise their school if any of their details are incorrect or incomplete and the school is responsible for updating the information.

A summary of the sample for each of the 4 cohorts is in Table 1 below.

**Table 1:**

### Total number of interviews completed in each cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal/ non-CC	Aboriginal/ CC	Non-Aboriginal/ non-CC	Aboriginal/ CC	
Total sample provided	61,496	2,383	18,215	2,594	<b>84,688</b>
Sample initiated (following eligibility and opt-out processes)	29,995	2,311	15,830	2,473	<b>50,609</b>
<b>Total interviews completed</b>	<b>17,681</b>	<b>1,184</b>	<b>5,252</b>	<b>726</b>	<b>24,843</b>

\*In all tables in this report 'Aboriginal' refers to Aboriginal and Torres Strait Islander peoples.

<sup>1</sup> The Connected Communities Strategy is a whole-of-government approach to address the educational and social aspirations of Aboriginal children and all young people in 16 schools in 11 of the most complex and vulnerable communities in NSW. The schools are all located in rural and regional areas.



## 2.2 Sample design

### Year 12 completers

This cohort includes students who completed Year 12 and were awarded the HSC in 2019.

The specific criteria were students who:

- were awarded the HSC in 2019 and did not have an enrolment in 2020
- attended a NSW school and
- were aged between 15 and 20 at the end of 2019.

All government school students were considered eligible for selection. Only Catholic and independent school students with contact information were deemed eligible for selection.

### Sampling

Sampling involved two stages:

1. All Aboriginal and Torres Strait Islander Year 12 completers and non-Aboriginal and Torres Strait Islander Year 12 completers who attended a CC school with contact information were selected and 2,311 interviews were initiated.
2. A stratified random sample of non-Aboriginal and Torres Strait Islander and non-CC school Year 12 completers were selected. 29,995 interviews were initiated, with an additional 8,349 held in reserve.

### Stratification and balancing variables

For the mainstream Year 12 school completer survey (non-Aboriginal and Torres Strait Islander and non-CC school students), a stratification variable was formed from the interaction of school sector and custom geography:

- Government school students were grouped by Principal Network (110 categories<sup>2</sup>).
- Independent school students were grouped by SA4 cluster (11 categories<sup>3</sup>).
- Catholic school students were grouped by diocese (10 categories<sup>4</sup>).

Refer to Appendix A for the full list of Principal Networks, SA4 clusters and dioceses.

The balancing variables were the available student characteristics: gender, age and the Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage<sup>5</sup> for student postal addresses, together with indicators of participation in VET and Life Skills courses. Probabilities for Life Skills students were boosted so that at least 100 such students were represented in the sample.

2 A principal network is an organisational grouping of geographically-similar public schools under the leadership of a Director, Educational Leadership. A principal network is typically made up of approximately 20 schools and includes all gazetted public schools in that area.

3 Statistical Areas Level 4 (SA4s) are the largest sub-state regions defined by the Australian Bureau of Statistics (ABS) and there are 107 such regions in Australia. The concordance from SA4 region to SA4 cluster was provided by the department. For more details on ABS geography, refer to [abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+\(ASGS\)](https://abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+(ASGS)).

4 Note that there were 33 Catholic Schools NSW (CSNSW) schools not affiliated with a diocese. Students from these schools were combined into their own stratum.

5 ABS. SEIFA 2011. [abs.gov.au/websitedbs/censushome.nsf/home/seifa](https://abs.gov.au/websitedbs/censushome.nsf/home/seifa).

A summary of the demographics of the Year 12 completer cohort is in Table 2 below.

**Table 2:**  
**Demographics of the Year 12 completer cohort**

Demographics	Non-Aboriginal/non-CC		Aboriginal/CC	
	Completed %	Non-responder %	Completed %	Non-responder %
<b>Total (n)</b>	<b>17,681</b>	<b>12,314</b>	<b>1,184</b>	<b>1,127</b>
<b>Age</b>				
15	<0.1	–	–	–
16	0.1	*	–	0.1
17	29.3	27.9*	27.3	26.5
18+	70.6	72.1*	72.7	73.4
<b>Gender</b>				
Male	44.9	48.1*	40.5	48.9*
Female	55.1	51.9*	59.5	51.1*
<b>VET</b>				
Yes	31.3	37.0*	52.4	57.1
<b>Life skills</b>				
Yes	2.0	3.6*	7.2	11.5*
<b>Region</b>				
Greater Sydney	58.1	54.2*	28.5	27.2
Rest of NSW	41.9	45.8*	71.5	72.8
<b>Sector</b>				
Government	68.7	64.9*	82.3*	82.4
Catholic	13.4	15.9*	10.1	8.6
Independent	17.9	19.2*	7.5	9.0

\*Indicates a significant difference between those who did not respond compared to those who completed the survey.



## Early school leavers

This cohort includes students who were in Years 10, 11 or 12 in 2019 and left school before completing Year 12.

The specific criteria were students who:

- had a valid enrolment in 2019 and did not have an enrolment in 2020
- attended a NSW school and
- were aged between 15 and 20 at the time of leaving school (does not apply to Aboriginal and Torres Strait Islander or CC students).

Students attending schools for specific purposes<sup>6</sup> and non-Aboriginal/CC students at TAFE colleges were excluded.

## Sampling

All Aboriginal and Torres Strait Islander early school leavers or non-Aboriginal and Torres Strait Islander early school leavers from CC schools with contact information available (2,488 students) were selected and 2,473 interviews were initiated.

All non-Aboriginal and Torres Strait Islander and non-CC school early school leavers with contact information available (16,263 students) were also selected and 15,830 interviews were initiated.

It is possible that not all students selected were early school leavers. For example, they 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. These students had the opportunity to opt out at the beginning of the Destinations Survey.

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<sup>6</sup> Includes non-government schools that have the registration status of 'School of a Prescribed Kind', 'Recognition as a Special School' or 'Recognition – Special Assistance School'.

A summary of the demographics of the early school leaver cohort is in Table 3 below.

**Table 3:**  
Demographics of the early school leaver cohort

Demographics	Non-Aboriginal/non-CC		Aboriginal/CC	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	5,252	10,578	726	1,747
<b>Age</b>				
15	7.8	7.3	7.2	6.3
16	37.8	34.4*	32.8	32.6
17	43.7	40.6*	45.6	42.1
18+	10.7	17.6*	14.5	19.1*
<b>Gender</b>				
Male	62.6	60.0*	52.5	55.2
Female	37.4	40.0*	47.5	44.8
<b>VET</b>				
Yes	41.7	40.5	44.1	44.8
<b>Life skills</b>				
Yes	3	5.0*	6.7	10.2*
<b>Religion</b>				
Greater Sydney	44.9	44.8	26.7	20.0*
Rest of NSW	55.1	55.2	73.3	80.0*
<b>Sector</b>				
Government	80.7	81.6	92.4	95.2*
Catholic	9.8	8.4*	4.8	2.5*
Independent	9.5	10	2.8	2.3

\*Indicates a significant difference between those who did not respond compared to those who completed the survey.

## 2.3 Questionnaire design

The 2020 Destinations Survey consisted of two questionnaires: one for early school leavers and the other for Year 12 completers. In 2020, subsamples of students were asked additional questions regarding:

- the impact of the COVID-19 pandemic
- influences to leave school early or stay at school
- influences to enter certain post-school destinations.

These responses were used to inform three of the themed fact sheets which accompany the main report. The samples that were asked these additional questions is provided in Table 4.

Other than the additional questions, the 2020 questionnaires (see Appendices B and C) were based on those used in 2019.

Table 4 also includes the broad topic areas covered in the Year 12 completer and early school leaver Destinations Surveys. The questionnaires for each cohort are largely the same, with only minor variations to account for issues relating to a particular group.

**Table 4:**  
**Summary of questionnaire topics and targeted sample size for additional questions**

Questionnaire topic	Year 12 completers	Early school leavers
Confirmation of early school leaver status	–	All
Current status (employment /apprentice/ trainee/further study)	All	All
VET participation	All	All
Main reason for leaving school early	–	All
Hours worked at job/job description	All	All
Area of apprenticeship/traineeship	All	All
Education institution attending	All	All
Field of education	All	All
School experiences and influences	1000 respondents	1000 respondents
Influence of COVID-19	1000 respondents	1000 respondents
Influences for post-school destinations*	500 Aboriginal respondents* 500 non-Aboriginal respondents	500 Aboriginal respondents 500 non-Aboriginal respondents
Demographics	All	All
Parental education and occupation	All	All
Transition to Work referral	All	All

\*Aboriginal and Torres Strait Islander respondents were oversampled for this topic to enable the findings to be reported for Aboriginal and Torres Strait Islander students with greater confidence.

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## 2.4 Contact strategy

The Destinations Survey was delivered in two modes: online self-complete and by a computer assisted telephone interview (CATI).

A number of communication channels and strategies were used to invite students to participate in the Destinations Survey. These included:

### Primary approach letter

A primary approach letter was sent to all students, inviting them to participate and providing them with details on how to opt-out. This letter was emailed to students with a valid email address or posted to those without a valid email address. Refer to Appendix D for an example of the primary approach letter sent to students.<sup>7</sup>

### Invitation letter

After the opt-out period, all participants within the sample frame were sent an invitation letter to participate in the survey. The letter provided their online survey login and, as an incentive, details about the prize draw. This letter was emailed to students with a valid email address or posted to those without a valid email address. Refer to Appendices E and F for copies of the invitation letters.

### Reminder emails

To increase the proportion of participants completing the survey online, students with a valid email address were sent up to 13 reminder emails. Early school leavers were sent fewer emails than Year 12 completers due to this cohort having a shorter fieldwork period. An example of the reminder email is at Appendix G.

To maximise online responses, the majority of reminder emails were sent prior to the commencement of the CATI interview for each cohort. Thereafter, reminder emails were sent on the closing day of the weekly prize draw to provide incentive to complete the survey (see next page for more information about the incentive strategy).

### SMS approach

Participants who had a mobile phone number registered with the department and had not yet completed the survey were sent up to 3 SMSs throughout the fieldwork period inviting them to complete the survey online. A unique login was provided so they could access the survey directly from their mobile device. To maximise an online response, 2 of the 3 messages were sent prior to the commencement of CATI fieldwork.

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<sup>7</sup> Students from non-government schools received the same letter with additional sign-off from Catholic and independent school sector representatives.

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### **Incentive strategy**

The incentive strategy consisted of a weekly rolling prize draw. Participants were entered into all remaining prize draws at the time of completing their survey. The intention of the rolling prize draw was to encourage early participation in the study, while still encouraging participants to take part at any point during the fieldwork period.

A separate prize draw was run for the Year 12 completer and early school leaver cohorts. Two \$200 JB Hi-Fi vouchers were available in the first prize draw, and one \$200 JB Hi-Fi voucher was available in each subsequent draw. Due to the shorter fieldwork period, early school leavers could be entered in up to 8 weekly prize draws, while Year 12 completers were entered in up to 10 prize draws.

### **CATI Fieldwork**

Aboriginal and Torres Strait Islander/CC students and early school leavers who did not complete the online survey within the first two weeks of fieldwork were invited to complete a CATI interview in the third week of fieldwork. For non-Aboriginal and Torres Strait Islander/CC Year 12 completers online survey non-respondents, CATI interviews were offered in the fifth week of fieldwork.

### **1800 and email helpdesk**

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

If calls were not answered (if all operators were currently busy or the call was received outside hours of operation), callers were routed to a messaging service and calls were returned within 24 hours.

## **| 3. Analysis**

### **3.1 Response analysis**

#### **Final call outcomes**

The following section presents the final 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:

Response Rate = (number of interviews) ÷ (number of interviews + refusals).

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

#### **Year 12 completers**

Of the 32,306 Year 12 completers invited to take part in the survey, interviews (including both online and CATI) were achieved with 18,865 (58.4%). A total of 3,015 students refused to participate.

The response rate for the non-Aboriginal and Torres Strait Islander Year 12 completers was 86.3%. The Aboriginal and Torres Strait Islander/CC cohort achieved a slightly lower response rate of 84.6%.

Call outcomes were relatively consistent between Aboriginal and Torres Strait Islander Year 12 completers and non-Aboriginal and Torres Strait Islander Year 12 completers, though the unusable sample consisted of a slightly higher proportion of participants from the Aboriginal and Torres Strait Islander/CC cohort.

Further details on the final call outcomes for the Year 12 completer sample is at Appendix H.

#### **Early school leavers**

Of the 18,303 early school leavers invited to take part in the survey, interviews (including both online and CATI) were achieved with 5,978 (32.7%). A total of 2,480 students refused to participate.

The response rate for the non-Aboriginal and Torres Strait Islander early school leavers was 71.3%. The Aboriginal and Torres Strait Islander/CC early school leavers cohort achieved a lower response rate of 66.8%.

As with the Year 12 cohorts, outcomes were relatively consistent between the two cohorts, though unusable records were somewhat higher for the Aboriginal and Torres Strait Islander/CC cohort.

See Appendix I for further details on the final call outcomes for the early school leaver cohort.

#### **Respondent profile**

The following section compares the socio-demographic profiles of respondents who completed the survey (completed) with respondents who could not be reached, refused or were ineligible for the survey upon contact (non-responders).



### Year 12 completers

For the non-Aboriginal and Torres Strait Islander/non-CC cohort, compared with those who went on to complete the survey, a higher proportion of survey non-responders were male, over 18 years, had participated in a VET or Life Skills course at school or had attended a Catholic or independent school outside of Greater Sydney. By comparison, a lower proportion of survey non-responders were female or had attended a government school in Greater Sydney.

For the Aboriginal and Torres Strait Islander/CC cohort, compared with those who completed the survey, a higher proportion of survey non-responders were male or had participated in a VET or Life Skills course at school.

Full details on respondent profiles are in Table 2 above.

### Early school leavers

For the non-Aboriginal and Torres Strait Islander cohort, compared with those who completed the survey, a higher proportion of survey non-responders were female, over the age of 18 or had participated in a Life Skills course at school. By comparison, a lower proportion of survey non-responders were aged 16 to 17 years, male or had attended a Catholic school.

For the Aboriginal and Torres Strait Islander cohort, compared with those who completed the survey, a higher proportion of survey non-responders were over the age of 18, had participated in a Life Skills course or attended a government school outside of Greater Sydney. By comparison, a lower proportion of survey non-responders attended a Catholic school in Greater Sydney.

The weighting strategy (see section 3.3) seeks to address any imbalances in demographic profiles.

Full details on respondent profiles are in Table 3 above.

### Mode of completion

The following section provides an analysis of respondents based on the two survey modes: CATI and online self-complete.

**Table 5:**

#### Mode of survey completion, by cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal/ non-CC	Aboriginal/ CC	Non-Aboriginal/ non-CC	Aboriginal/ CC	
Online complete	10,635	587	2,297	216	13,735
CATI complete	7,046	597	2,955	510	11,108
<b>Total interviews completed</b>	<b>17,681</b>	<b>1,184</b>	<b>5,252</b>	<b>726</b>	<b>24,843</b>

### Year 12 completers

Overall, the Year 12 completers were more engaged with the online survey, with 59.5% completing it online compared to 42% of early school leavers.

The Aboriginal and Torres Strait Islander/CC cohort was less engaged with online completion, with just under half (49.6%) completing the survey online compared to 60.1% of the non-Aboriginal and Torres Strait Islander/non-CC cohort. One reason for this difference is likely to be partly due to fewer respondents in this cohort having up-to-date contact details.

### Early school leavers

Overall, early school leavers were more likely to undertake the survey in a CATI interview (58.0%) than online (42.0%). Again, this is likely to be due to less up-to-date contact details or an unwillingness to engage with the study. However, the proportion of early school leavers completing the survey online is increasing over time from 26.6% in 2018 and 36.3% in 2019.

## 3.2 Data processing

### Coding

#### Coding of occupation

Occupation was coded to the Australian and New Zealand Standard Classification of Occupations (ANZSCO) (Version 1.3, ABS catalogue number 1220.0) at the 4-digit level.

#### Coding of field of education

Field of education was coded using Australian Standard Classification of Education (ABS catalogue number 1272.0) at the 4-digit level.

### Additional variable preparation

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

#### 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 are 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 are also 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.

### Parental socio-economic status (SES)

Parental socio-economic status is an individual measure of SES derived from students' recollection of their parent(s) main occupation and highest level of education. It was constructed according to the method 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 4 derived numeric measures:

- Parent 1 education status
- Parent 2 education status
- Parent 1 occupation status
- Parent 2 occupation status.

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 that the response frame for parental educational questions used to calculate SES was simplified in 2015 (at the request of the department). As such, the value assigned to each level of schooling was modified. The 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 finishing Year 10
- 10 for Finished Year 10/School certificate/O levels
- 12 for Finished Year 12/HSC/A levels/IB.

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

- 0 for No post school qualifications
- 2 for any Apprenticeship/VET/TAFE certificate, diploma or advanced diploma completed
- 3 for a University undergraduate degree/Bachelor degree/Honours degree/Graduate diploma
- 5 for a Post-graduate degree/Masters/Doctoral degree/PhD.

The highest post-school qualification value was used in situations where more than one post-school qualification was provided. Parent occupation status was derived by converting parent occupation (recorded as a 4-digit 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):

1. 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).
2. Find the AUSEI06 based on the 4-digit ANZSCO for each respondent's mother and father (2 values, 'mothocc' and 'fathocc', ranging from 0 to 100).
3. Standardise 'mothed', 'fathed', 'mothocc' and 'fathocc' (so they each have a mean of zero and a standard deviation of one).
4. Average the 4 standardised measures to yield 'paredoc' for each respondent.
5. Divide 'paredoc' into quartiles to yield 'paredoc\_quartile'.

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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 who are classified into the same 'paredoc' quartile may in fact have very different values for 'mothed', 'fathed', 'mothocc' and 'fathocc'.

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

1. Find the total years of education (up to 12 school years and up to 5 post-school years) for each respondent's mother and father and express these as a percentage of the maximum value, 17 years (2 values, 'mothed' and 'fathed', ranging from 0 to 100 per cent).
2. Find the AUSEI06 based on the 4-digit ANZSCO for each respondent's mother and father (2 values, 'mothocc' and 'fathocc', ranging from 0 to 100).
3. Average the 4 measures to yield 'paredoc' for each respondent.
4. Divide 'paredoc' into quartiles to yield 'paredoc\_quartile'.

The same process was followed for recalculating parent socio-economic status with 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 from 2016 onwards remained the same, where 2015 thresholds were applied.

### Main post-school destination

A total of 10 post-school destinations were defined from responses to a number of items relating to participation in further education and current employment.

These included: Bachelor degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II, 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 6.

**Table 6:**

#### Main destination definition for cross-sectional samples

Destination	Description
Bachelor degree	Currently studying and level is bachelor; and are not an apprentice or trainee
VET Cert IV+	Currently studying and level is Cert IV (but below bachelor); and are not an apprentice or trainee
VET Cert III	Currently studying and level is Cert III, or equivalent; and are not an apprentice or trainee
VET Cert I-II	Currently studying and level is Cert I-II, or equivalent; and are not an apprentice or trainee
Apprenticeship	Are employed as an apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)
Traineeship	Are employed as a trainee; and/or are currently studying and level is traineeship (but not apprenticeship)
F/T Work	Are not currently studying (may be deferred, or refused to answer this question); and works 35 hours or more a week; and are not an apprentice or trainee
P/T Work	Are not currently studying (may be deferred, or refused to answer this question); and works less than 35 hours a week (or don't know/refuse to say how many hours); and are not apprentice or trainee
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)
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)

### 3.3 Weighting

Sample surveys are a commonly used tool for making inferences about a population using responses from a subset of it. However, to do so requires a probability sample in which every element of the population has a known, non-zero chance of selection. Since some units in the population may not have a chance of selection (such as persons who do not have a telephone so cannot be part of a telephone survey) and there may be different rates of response across unit characteristics, many sample surveys yield subsets that imperfectly cover their target populations despite the best possible sample design and data collection practices (Valliant et al., 2013). In such situations, weighting can reduce the extent of any biases introduced through non-coverage.

The approach for deriving weights generally consists of the following steps:

1. Compute a design weight for each respondent as the inverse of their chance of selection.
  - a. For census groups, this is simply one for all students.
  - b. For sample groups, this is the ratio of the population size to the number of selections in each stratum.
2. Adjust the design weights so they match population distributions across a range of respondent characteristics.

The first step is essential in providing the statistical framework necessary for making population inferences from a sample survey. The second step aims to reduce non-response bias and to ensure that survey estimates are consistent with other sources. Each step will now be covered in turn.

#### Design weights

The 2020 Destinations Survey consisted of 2 census groups (all early school leavers and all Year 12 Aboriginal and Torres Strait Islander/CC students) and 1 sample group (remaining Year 12 students). To ensure consistency across the survey cycle (sample selection, data collection, data processing and weighting) all students were classified into the following strata:

- Aboriginal and Torres Strait Islander/CC students were assigned to their own stratum for each of the early school leaver and Year 12 completer cohorts.
- The remaining students were assigned to strata according to their sector:
  - Government school students were grouped by Principal Network.
  - Independent school students were grouped by SA4 cluster (11 categories).
  - Catholic school students were grouped by Diocese (10 categories).

The design weights for census groups was simply one. For the sample group, design weights for each student were calculated as the ratio of the stratum size (N<sub>k</sub>) to the stratum selections (N<sub>k</sub>) for the stratum to which they belong.



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## Adjusted weights

To ensure that estimates made from the dataset are representative of the target population, the design weights were adjusted so that they matched population distributions for student characteristics used in the sampling process and correlated with the likelihood of response. The population characteristics used to adjust the design weights were as follows:

- selection stratum
- age group
- gender
- Life Skills status and
- VET status.

The categories and population counts are shown in Appendix A. To avoid instability in the weights due to low cell counts, some categories were combined with others. These are annotated in the table.

The method for calibrating the design weights was generalised regression (GREG) weighting which uses non-linear optimisation to minimise the distance between the design and adjusted weights subject to the weights meeting the benchmarks (Deville et al., 1993; Vanderhoeft, 2001). Refer to Lumley (2019) for more details on the implementation of regression calibration in R (R Core, 2019) and to Valliant et al. (2013) for a more general treatment of weighting and estimation for sample surveys.

## Statistical significance testing

To help decide whether there are meaningful differences between key subgroups (that is, whether they represent genuine differences rather than just random variation), testing of their statistical significance has been carried out. Findings were treated as statistically significant at a probability value (p) of < 0.01. Red asterisks '\*' have been used in the tables to show where statistically significant differences have been established at a 99 per cent confidence level.

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## Appendix A: Weighting benchmarks

<b>Benchmarks (population characteristics used for weighting, with counts and percentages, by cohort)</b>				
<b>Selection stratum</b>	<b>Early school leaver population</b>		<b>Year 12 completer population</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
AIS – Central Coast Hunter	294	1.5679164	998	1.6229226
AIS – North East NSW	151	0.8052904	667	1.0846587
AIS – North West NSW	–	–	284	0.4618337
AIS – South East NSW	126	0.6719642	759	1.2342668
AIS – South West NSW	106	0.5653032	692	1.125313
AIS – Sydney – Inner	–	–	3147	5.1175724
AIS – Sydney – North	179	0.9546158	3611	5.8721176
AIS – Sydney – North West	172	0.9172844	1067	1.7351286
AIS – Sydney – South	81	0.431977	800	1.3009399
AIS – Sydney – South West	119	0.6346328	1143	1.8587179
AIS – Sydney – West	118	0.6292998	1213	1.9725502
AIS – Other	290	1.5465842	–	–
ATSI and Connected Communities	2,488	13.268626	2,329	3.7873614
Catholic – Archdiocese of Canberra and Goulburn	60	0.3199829	248	0.4032914
Catholic – Diocese of Armidale	45	0.2399872	207	0.3366182
Catholic – Diocese of Bathurst	40	0.213322	371	0.6033109
Catholic – Diocese of Broken Bay	82	0.43731	718	1.1675936
Catholic – Diocese of Lismore	127	0.6772972	918	1.4928286
Catholic – Diocese of Maitland – Newcastle	200	1.0666098	933	1.5172212
Catholic – Diocese of Parramatta	363	1.9358968	2,544	4.136989
Catholic – Diocese of Wagga Wagga	116	0.6186337	470	0.7643022
Catholic – Diocese of Wollongong	181	0.9652819	833	1.3546037
Catholic – Sydney Catholic Schools	228	1.2159352	4221	–
DoE – Albury	209	1.1146072	306	0.4976095
DoE – Bankstown	293	1.5625833	895	1.4554265
DoE – Barwon	76	0.4053117	146	0.2374215
DoE – Bathurst	208	1.1092742	350	0.5691612

<b>Benchmarks (population characteristics used for weighting, with counts and percentages, by cohort)</b>				
<b>Selection stratum</b>	<b>Early school leaver population</b>		<b>Year 12 completer population</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
DoE – Blue Mountains	271	1.4452563	600	0.9757049
DoE – Botany Bay	86	0.4586422	280	0.455329
DoE – Callaghan/Port Stephens	312	1.6639113	411	0.6683579
DoE – Campbelltown	261	1.3919258	434	0.7057599
DoE – Canterbury	242	1.2905978	659	1.0716493
DoE – Clarence Valley	207	1.1039411	264	0.4293102
DoE – Coffs Harbour	252	1.3439283	408	0.6634794
DoE – Cootamundra	105	0.5599701	173	0.2813283
DoE – Deniliquin	76	0.4053117	128	0.2081504
DoE – Dural	172	0.9172844	1,355	2.203467
DoE – Eastern Creek	261	1.3919258	470	0.7643022
DoE – Fairfield	359	1.9145646	1,575	2.5612255
DoE – Far South Coast	230	1.2266012	414	0.6732364
DoE – Far West	80	0.4266439	119	0.1935148
DoE – Georges River	151	0.8052904	806	1.310697
DoE – Glenfield	297	1.5839155	915	1.48795
DoE – Gosford	344	1.8345688	896	1.4570527
DoE – Great Lakes	211	1.1252733	319	0.5187498
DoE – Griffith	136	0.7252947	191	0.3105994
DoE – Hastings	182	0.9706149	242	0.3935343
DoE – Hawkesbury	147	0.7839582	230	0.3740202
DoE – Holroyd	237	1.2639326	441	0.7171431
DoE – Hornsby	59	0.3146499	488	0.7935734
DoE – Hunter	220	1.1732708	263	0.427684
DoE – Ku-Ring-Gai	207	1.1039411	1,102	1.7920448
DoE – Lachlan	129	0.6879633	223	0.362637
DoE – Lake Macquarie East	256	1.3652605	476	0.7740593
DoE – Lake Macquarie West	204	1.087942	260	0.4228055

<b>Benchmarks (population characteristics used for weighting, with counts and percentages, by cohort)</b>				
<b>Selection stratum</b>	<b>Early school leaver population</b>		<b>Year 12 completer population</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
DoE – Lennox Coast	68	0.3626473	20	0.0325235
DoE – Lismore	220	1.1732708	307	0.4992357
DoE – Liverpool	282	1.5039198	862	1.4017628
DoE – Macarthur	365	1.9465628	602	0.9789573
DoE – Macquarie	167	0.8906192	255	0.4146746
DoE – Maitland	300	1.5999147	347	0.5642827
DoE – Marrickville	94	0.5013066	655	1.0651446
DoE – Mid North Coast	125	0.6666311	248	0.4032914
DoE – Newcastle	160	0.8532878	670	1.0895372
DoE – Nirimba	273	1.4559224	741	1.2049956
DoE – North Sydney	105	0.5599701	974	1.5838944
DoE – Northern Tablelands	69	0.3679804	215	0.3496276
DoE – Orange	122	0.650632	164	0.2666927
DoE – Parramatta	122	0.650632	903	1.4684359
DoE – Penrith	249	1.3279292	916	1.4895762
DoE – Port Hacking	230	1.2266012	930	1.5123427
DoE – Port Jackson	212	1.1306064	922	1.4993333
DoE – Queanbeyan	255	1.3599275	244	0.3967867
DoE – Richmond Valley	155	0.8266226	201	0.3268612
DoE – South Coast	333	1.7759053	536	0.8716298
DoE – Southern Tablelands	156	0.8319556	235	0.3821511
DoE – Strathfield	96	0.5119727	650	1.0570137
DoE – Tamworth	205	1.093275	283	0.4602075
DoE – The Hills	200	1.0666098	975	1.5855205
DoE – Tweed	179	0.9546158	322	0.5236283
DoE – Unassigned	75	0.3999787	102	0.1658698
DoE – Wagga Wagga	192	1.0239454	286	0.465086
DoE – Warringah	180	0.9599488	1,013	1.6473152

<b>Benchmarks (population characteristics used for weighting, with counts and percentages, by cohort)</b>				
<b>Selection stratum</b>	<b>Early school leaver population</b>		<b>Year 12 completer population</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
DoE – Western Plains	–	–	67	0.1089537
DoE – Wollemi	120	0.6399659	170	0.2764497
DoE – Wollondilly	114	0.6079676	129	0.2097766
DoE – Wollongong	338	1.8025705	593	0.9643217
DoE – Wollongong North	201	1.0719428	587	0.9545647
DoE – Woronora River	195	1.0399445	623	1.013107
DoE – Wyong	478	2.5491974	735	1.1952386
DoE – Other	70	0.3733134	–	–
16 years or less	8,005	42.691056	–	–
17 years	7,808	41.640446	18,145	29.506944
18 years or more	2,938	15.668498		70.493056
Female	7,510	40.051197	32,847	53.414967
Male	11,241	59.948803	–	46.585033
Did not study Life Skills	17,823	95.050931	–	97.39812
Studied Life Skills	928	4.9490694	1,600	2.6018799
Did not study VET	11,042	58.887526	41,979	68.265197
Studied VET	7,709	41.112474	19,515	31.734803



## Appendix B: Summary of Year 12 completers questionnaire

A. Current status	
Y12A3	<p>Our records show that you completed Year 12 last year. Is this correct?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
A5a	<p>Do you currently have a paid job?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.</li> <li>• If you are currently receiving a JobKeeper payment – where your employer continues to pay you a wage, even if you are not currently working – select <b>Yes</b>.</li> </ul>	
A5b	<p>Are you currently looking for work?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)x</li> </ol>
C1	<p>Is your paid job part of an apprenticeship or traineeship?</p> <ol style="list-style-type: none"> <li>1. Yes, Apprenticeship</li> <li>2. Yes, Traineeship</li> <li>3. No/neither</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer <b>No</b>.</p>	
A6	<p>Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE?</p> <ol style="list-style-type: none"> <li>1. Yes – currently studying</li> <li>2. Yes – enrolled but not yet started (including deferred/gap year)</li> <li>3. No</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer <b>No</b>.</p>	

## B. VET questions

B7a	<p>Now just a quick question about Vocational Education and Training or <b>VET courses</b>.</p> <p>According to our records you undertook a VET course while at school. Your VET course may have been a school based apprenticeship or traineeship.</p> <p>Can you please confirm whether you undertook a VET course while at school?</p> <ol style="list-style-type: none"> <li>1. Yes (I <b>did</b> undertake a VET course at school)</li> <li>2. No (I did <b>not</b> undertake a VET course at school)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
B7b	<p>Now just a quick question about Vocational Education and Training or <b>VET courses</b>. According to our records you <b>did not</b> undertake a VET course while at school.</p> <p>Can you please confirm you did not undertake a VET course while at school?</p> <ol style="list-style-type: none"> <li>1. Yes (I <b>did</b> undertake a VET course at school)</li> <li>2. No (I did <b>not</b> undertake a VET course at school)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

## C. Employment

*(Currently have a paid job)	
C2	<p>Earlier you mentioned that you currently have a paid job. How many hours on average a week do you work in your job?</p> <ol style="list-style-type: none"> <li>1. (Numeric box) Hours (Range 0-168)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you are working more than one job, please provide total hours worked in paid employment</p> <p>A5b If you are receiving JobKeeper, please provide the total hours you have <b>worked</b> in all jobs.</p>	
C3	<p>Would you prefer to be working more hours?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not applicable)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C4</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Bar attendant/barista</li> <li>2. Café worker</li> <li>3. Checkout operator</li> <li>4. Kitchen hand</li> <li>5. Sales assistant (general)</li> <li>6. Store person</li> <li>7. Waiter</li> <li>8. Private tutors and teachers</li> <li>9. Other job (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> The main job is the one in which you work the most hours at in an average week.</p>	
<b>C4b</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure/prefer not to say)</li> <li>3. Other (please specify)</li> </ol>
<b>C4a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C5</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Bricklayers and stonemason</li> <li>2. Cabinetmaker</li> <li>3. Carpenter and joiner</li> <li>4. Chef</li> <li>5. Electrician</li> <li>6. Hairdresser</li> <li>7. Metal fitter/turner/machinist</li> <li>8. Motor mechanic</li> <li>9. Plumber</li> <li>10. Other (please specify)</li> <li>11. (Not sure)</li> <li>12. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C5b</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure/prefer not to say)</li> <li>3. Other (please specify)</li> </ol>
<b>C5a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C6</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Childcare</li> <li>2. Bar attendants and Barista</li> <li>3. Café worker</li> <li>4. Secretaries</li> <li>5. Office administration (General clerk)</li> <li>6. Retail operation (Sales assistant (general))</li> <li>7. Accountants</li> <li>8. Other (please specify)</li> <li>9. (Not sure)</li> <li>10. (Prefer not to say)</li> </ol>
<b>C6b</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure/prefer not to say)</li> <li>3. Other (please specify)</li> </ol>
<b>C6a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

## C. Employment

<b>C8</b>	<p><b>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?</b></p> <ol style="list-style-type: none"> <li>1. Unpaid work</li> <li>2. Home duties</li> <li>3. Looking after child/children</li> <li>4. Travel or holiday/gap year</li> <li>5. Illness/unable to work</li> <li>6. Pregnant/preparing for birth</li> <li>7. Study/training</li> <li>8. Carer for another person</li> <li>9. Waiting for course to start/looking to enrol</li> <li>10. Unemployed and looking for work</li> <li>11. Recreational activities (e.g. socialising, hobbies, playing sport or video games)</li> <li>12. Doing nothing</li> <li>13. Other (please specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>
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## D. Study

\*(Studying or enrolled to study)

<b>D2</b>	<p><b>Earlier you mentioned that you are currently studying or enrolled to study. What level of study is it?</b></p> <ol style="list-style-type: none"> <li>1. Postgraduate level (PhD, Masters)</li> <li>2. Graduate Diploma/Graduate Certificate</li> <li>3. Bachelor degree</li> <li>4. Advanced Diploma/Associate Degree/Diploma</li> <li>5. Certificate IV</li> <li>6. Certificate III</li> <li>7. Certificate II</li> <li>8. Certificate I</li> <li>9. Apprenticeship</li> <li>10. Traineeship</li> <li>11. Other (please specify)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>
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**Interviewer note:**

We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.

<b>D. Study</b>	
<b>D2a</b>	<p><b>What level is your apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Advanced Diploma/Associate Degree/Diploma</li> <li>2. Certificate IV</li> <li>3. Certificate III</li> <li>4. Certificate II</li> <li>5. Certificate I</li> <li>6. Other (please specify)</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol> <p>*(Studying or enrolled to study)</p>
<b>D2a</b>	<p><b>What level is your apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Advanced Diploma/Associate Degree/Diploma</li> <li>2. Certificate IV</li> <li>3. Certificate III</li> <li>4. Certificate II</li> <li>5. Certificate I</li> <li>6. Other (please specify)</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol> <p>*(Studying or enrolled to study)</p>
<b>D3a</b>	<p><b>What type of education institution do you attend/will you be attending?</b></p> <ol style="list-style-type: none"> <li>1. TAFE or government vocational education and training (VET) provider</li> <li>2. Private training college or Adult &amp; Community Education provider</li> <li>3. University</li> <li>4. Other (please specify)</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>PRED4</b>	<p><b>Are you undertaking a double degree?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>



<b>D. Study</b>	
<b>D4</b>	<p><b>What field of education is the closest match to your first degree/degree/course or area of study?</b></p> <p><b>If you are undertaking a double degree, please indicate your other field of education at the next question.</b></p> <ol style="list-style-type: none"> <li>1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information Technology (e.g. Computer graphics, systems analysis)</li> <li>3. Engineering and Related Technologies</li> <li>4. Architecture and Building</li> <li>5. Agriculture, Environmental and Related Studies</li> <li>6. Health (e.g. Medicine, nursing)</li> <li>7. Education (e.g. Teaching)</li> <li>8. Management and Commerce (e.g. Accounting, marketing, banking and finance)</li> <li>9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)</li> <li>12. Mixed Field Programmes (e.g. Employment Skills/General Education/Social Skills programs)</li> <li>13. Other</li> <li>14. Not sure</li> <li>15. Prefer not to say</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you are studying an Arts degree but have not yet chosen a major please select 'Society and Culture'.</p>	
<b>D4a</b>	<p><b>What field of education is the closest match to your second degree?</b></p> <ol style="list-style-type: none"> <li>1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information Technology (e.g. Computer graphics, systems analysis)</li> <li>3. Engineering and Related Technologies</li> <li>4. Architecture and Building</li> <li>5. Agriculture, Environmental and Related Studies</li> <li>6. Health (e.g. Medicine, nursing)</li> <li>7. Education (e.g. Teaching)</li> <li>8. Management and Commerce (e.g. Accounting, marketing, banking and finance)</li> <li>9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)</li> <li>12. Mixed Field Programmes (e.g. Employment Skills/General Education/Social Skills programs)</li> <li>13. Other</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>

<b>H. School experiences and influences</b>	
<b>B1</b>	<p><b>When you started high school, did you expect that you would finish Year 12?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Other (please specify)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<b>B6</b>	<p><b>What did you enjoy most about school?</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Nothing)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>B3</b>	<p><b>What did you enjoy least about school?</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Nothing)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

<b>I. Influence of COVID-19</b>	
<b>I1</b>	<p><b>In terms of work and study, thinking back to the start of 2020, what was the main thing you planned to do this year?</b></p> <p><b>Think back to before restrictions were introduced from March 16 to combat the spread of coronavirus.</b></p> <ol style="list-style-type: none"> <li>1. Study a bachelor degree</li> <li>2. Study a VET Certificate IV+</li> <li>3. Study a VET Certificate III</li> <li>4. Study a VET Certificate I-II</li> <li>5. Undertake a traineeship</li> <li>6. Undertake an apprenticeship</li> <li>7. Work full-time</li> <li>8. Work part-time</li> <li>9. Other (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<b>I2</b>	<p><b>Are you now doing something different because of COVID-19?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Other (please specify)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

## I. Influence of COVID-19

13	<p><b>How did COVID-19 change your plans?</b> Please select all that apply.</p> <ol style="list-style-type: none"> <li>1. My course/traineeship/apprenticeship was delayed or postponed</li> <li>2. My study/traineeship/apprenticeship was changed to remote learning</li> <li>3. I stopped studying/doing a traineeship/doing an apprenticeship because I was worried I may not be able to get a job in my field of study</li> <li>4. I cannot currently afford to study/do a traineeship/do an apprenticeship</li> <li>5. I am now studying/undertaking a traineeship/undertaking an apprenticeship when I did not expect to be</li> <li>6. I have been made redundant (or sacked)</li> <li>7. I have been stood down until my workplace reopens</li> <li>8. I work less hours than I normally do</li> <li>9. I work more hours than I normally do</li> <li>10. I have not been able to find a job</li> <li>11. I am now working in a job when I did not expect to be</li> <li>12. Other (please specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>
14	<p><b>What impact do you think COVID-19 will have on your career opportunities in the future?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>

## J. Influences for post-school destinations

J1	<p><b>You have indicated that you are currently studying or training/employed. How satisfied are you with your current course/apprenticeship/traineeship/job?</b></p> <ol style="list-style-type: none"> <li>1. Not at all satisfied</li> <li>2. Slightly satisfied</li> <li>3. Moderately satisfied</li> <li>4. Very satisfied</li> <li>5. Extremely satisfied</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
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## J. Influences for post-school destinations

B11	<p><b>What kind of career or job do you expect to have when you are about 30 years old?</b></p> <ol style="list-style-type: none"> <li>1. Carpenter/joiner</li> <li>2. Motor mechanic</li> <li>3. Electrician</li> <li>4. Plumber</li> <li>5. Hairdresser</li> <li>6. Chef</li> <li>7. Beauty therapist</li> <li>8. Early childhood teacher</li> <li>9. Child carer</li> <li>10. Defence force member – other rank</li> <li>11. Police</li> <li>12. Registered nurse</li> <li>13. Gardener</li> <li>14. Other (please specify)</li> <li>15. (None)</li> <li>16. (Not sure)</li> <li>17. (Prefer not to say)</li> </ol>
B11a	<p><b>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?</b></p> <p><b>Think about what you would do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
J5	<p><b>How relevant do you think your current course/traineeship/apprenticeship/job is to your future career?</b></p> <p><b>If you're studying more than one course, please think about the highest level qualification you are currently studying or enrolled to study.</b></p> <p><b>If you have more than one job, please think about your main job (the one you work the most hours in).</b></p> <ol style="list-style-type: none"> <li>1. Completely relevant</li> <li>2. Quite relevant</li> <li>3. Slightly relevant</li> <li>4. Not at all relevant</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>

## J. Influences for post-school destinations

<b>J6</b>	<p><b>To what extent do you think the courses you did at school prepared you for your future career?</b></p> <ol style="list-style-type: none"> <li>1. A lot</li> <li>2. A fair bit</li> <li>3. A little bit</li> <li>4. Not at all</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
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**Interviewer note:**

By 'courses' we mean 'classes' or 'subjects'

## E. Demographics

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.

<b>E1</b>	<p><b>Are you of Aboriginal or Torres Strait Islander origin?</b></p> <ol style="list-style-type: none"> <li>1. Aboriginal</li> <li>2. Torres Strait Islander</li> <li>3. Both Aboriginal and Torres Strait Islander</li> <li>4. No – neither</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
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<b>E2</b>	<p><b>Do you speak a language other than English at home?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
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**Interviewer note:**

The next few questions are about your parents or guardians.

<b>E4</b>	<p><b>What was the highest year of school your mother (or female caregiver) completed?</b></p> <p><b>If necessary: (If your two main caregivers are male, what was the highest year of school your first male caregiver completed?)</b></p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10/School Certificate/O levels</li> <li>4. Finished Year 12/HSC/A levels/International Baccalaureate</li> <li>5. No schooling</li> <li>6. No mother/female guardian figure in life at any time/I have not had contact with my mother or a female guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
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E. Demographics	
E5	<p><b>What is the highest post-school qualification your mother (or female caregiver) has completed, if any?</b></p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate/TAFE Certificate I-IV/VET Certificate I-IV</li> <li>2. VET diploma/advanced diploma</li> <li>3. University undergraduate degree/Bachelor degree/Honours degree/Graduate diploma</li> <li>4. Post-graduate degree/Masters/Doctoral Degree/PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
E6	<p><b>What is your mother's (or female caregiver's) occupation?</b></p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed/Unable to work due to illness/injury/disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> <li>8. Other (please specify)</li> </ol>
E6a	<p><b>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?</b></p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
E7	<p><b>What was the highest year of school your father (or male caregiver) completed?</b></p> <p><b>If necessary: (If your two main caregivers are female, what was the highest year of school your second female caregiver completed?)</b></p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10/School Certificate/O levels</li> <li>4. Finished Year 12/HSC/A levels/International Baccalaureate</li> <li>5. No schooling</li> <li>6. No father/male guardian figure in life at any time/I have not had contact with my father or a male guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>

<b>E. Demographics</b>	
<b>E8</b>	<p><b>What is the highest post-school qualification your father (or male caregiver) has completed, if any?</b></p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate/TAFE Certificate I-IV/VET Certificate I-IV</li> <li>2. VET diploma/advanced diploma</li> <li>3. University undergraduate degree/Bachelor degree/Honours degree/Graduate diploma</li> <li>4. Post-graduate degree/Masters/Doctoral Degree/PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>E9</b>	<p><b>What is your father's (or male caregiver's) occupation?</b></p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed/Unable to work due to illness/injury/disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> <li>8. Other (please specify)</li> </ol>
<b>E9a</b>	<p><b>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?</b></p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

## Appendix C: Summary of early school leavers questionnaire

A. Current status	
A3	<p>Our records show that you left school before you completed Year 12. Is this correct?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No, I did not leave school before completing Year 12</li> <li>3. No, I am doing the International Baccalaureate</li> <li>4. No, I completed Year 12 and was awarded a Higher School Certificate/HSC</li> <li>5. No, I completed Year 12 but was not awarded a Higher School Certificate/HSC</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
A4	<p>Have you returned to secondary or high school studies this year?</p> <ol style="list-style-type: none"> <li>1. No</li> <li>2. Yes, I have returned to secondary school studies this year/I never left high school</li> <li>3. Yes, I am is doing the International Baccalaureate (IB)</li> <li>4. Yes, but I have changed schools this year</li> <li>5. Yes, but I am now doing the HSC in TAFE</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
A5a	<p>Do you currently have a paid job? Do you currently have a paid job? Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.</p> <p>If you are currently receiving a JobKeeper payment – where your employer continues to pay you a wage, even if you are not currently working – select <b>Yes</b>.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
A5b	<p>Are you currently looking for work?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>



A. Current status	
C1	<p>Is your paid job part of an apprenticeship or traineeship?</p> <p><b>Note: If you are not currently working due to the outbreak of COVID-19, but are still signed on a training contract, select Yes.</b></p> <ol style="list-style-type: none"> <li>1. Yes, Apprenticeship</li> <li>2. Yes, Traineeship</li> <li>3. No/neither</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
A6	<p>Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE?</p> <p><b>Note: If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer No.</b></p> <ol style="list-style-type: none"> <li>1. Yes – currently studying</li> <li>2. Yes – enrolled but not yet started (including deferred/gap year)</li> <li>3. No</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

B. Influences & aspirations	
B1	<p>What is the main reason why you left school early?</p> <ol style="list-style-type: none"> <li>1. Work or career reasons</li> <li>2. Didn't like school or teachers</li> <li>3. Was not interested in going (bored)</li> <li>4. Not coping well at school or failed or failing subjects or too hard</li> <li>5. School was not for me or not a good environment for learning</li> <li>6. School did not offer vocational education and training (VET) options</li> <li>7. School did not offer subject choices I wanted</li> <li>8. I was bullied</li> <li>9. Family commitments (not including pregnancy)</li> <li>10. Pregnancy</li> <li>11. Asked to leave (expelled) or got in trouble</li> <li>12. Disability or school couldn't cater for my disability</li> <li>13. Financial hardship</li> <li>14. Wanted to study elsewhere or TAFE or different course</li> <li>15. Moved away from area</li> <li>16. Travel time (too long a commute)</li> <li>17. Physical illness or sickness</li> <li>18. Mental health issues</li> <li>19. Other (please specify)</li> <li>20. (Not sure)</li> <li>21. (Prefer not to say)</li> </ol>

## B. VET questions

B7a	<p>Now just a quick question about Vocational Education and Training or <b>VET courses</b>.</p> <p>According to our records you undertook a VET course while at school. Your VET course may have been a school based apprenticeship or traineeship.</p> <p>Can you please confirm whether you undertook a VET course while at school?</p> <ol style="list-style-type: none"> <li>1. Yes (I <b>did</b> undertake a VET course at school)</li> <li>2. No (I did <b>not</b> undertake a VET course at school)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
B7b	<p>Now just a quick question about Vocational Education and Training or <b>VET courses</b>. According to our records you <b>did not</b> undertake a VET course while at school.</p> <p>Can you please confirm you did not undertake a VET course while at school?</p> <ol style="list-style-type: none"> <li>1. Yes (I did <b>not</b> undertake a VET course at school)</li> <li>2. No (I <b>did</b> undertake a VET course at school)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

## C. Employment

C2	<p>Earlier you mentioned that you currently have a paid job. How many hours on average a week do you work in your job?</p> <ol style="list-style-type: none"> <li>1. (Numeric box) Hours (Range 0-168)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you are working more than one job, please provide total hours worked in paid employment. If you are receiving JobKeeper, please provide the total hours you have <b>worked</b> in all jobs.</p>	
C3	<p>Would you prefer to be working more hours?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not applicable)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C4</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Sales assistant (general)</li> <li>2. Checkout operator</li> <li>3. Kitchen hand</li> <li>4. Store person</li> <li>5. Café worker</li> <li>6. Waiter</li> <li>7. Building and plumbing labourer</li> <li>8. Bar attendants and Barista</li> <li>9. Other job (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> The main job is the one in which you work the most hours at in an average week.</p>	
<b>C4b</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure/prefer not to say)</li> <li>3. Other (please specify)</li> </ol>
<b>C4a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C5</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Carpenters and joiner</li> <li>2. Motor mechanic</li> <li>3. Plumber</li> <li>4. Electrician</li> <li>5. Hairdresser</li> <li>6. Chef</li> <li>7. Metal fitter/turner/machinist</li> <li>8. Structural steel and welding trades workers</li> <li>9. Butchers and smallgoods makers</li> <li>10. Cabinetmaker</li> <li>11. Air conditioning and refrigeration mechanics</li> <li>12. Bricklayers and stonemasons</li> <li>13. Gardeners</li> <li>14. Other (please specify)</li> <li>15. (Not sure)</li> <li>16. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C5b</b>	<p><b>What apprenticeship are you doing?</b></p> <p>1. Full title of main job 999. (Not sure/prefer not to say) *(Other specify)</p>
<b>C5a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <p>1. (Full text box) 2. (Not sure) 3. (Prefer not to say) 4. Other (please specify)</p>
<b>C5b</b>	<p><b>What traineeship are you doing?</b></p> <p>1. Full title of main job 2. (Not sure/prefer not to say) 3. Other (please specify)</p>
<b>C6</b>	<p><b>What traineeship are you doing?</b></p> <p>1. Childcare 2. Café Worker 3. Office administration (General clerk) 4. Retail operations (Sales assistant (general)) 5. Farm, forestry and garden workers 6. Gardeners 7. Concreters 8. Other (please specify) 9. (Not sure) 10. (Prefer not to say)</p>
<b>C6a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <p>1. (Full text box) 2. (Not sure) 3. (Prefer not to say)</p>

## C. Employment

<b>C8</b>	<p>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 <b>main</b> activity?</p> <ol style="list-style-type: none"> <li>1. Unpaid work</li> <li>2. Home duties</li> <li>3. Looking after child/children</li> <li>4. Travel or holiday/gap year</li> <li>5. Illness/unable to work</li> <li>6. Pregnant/preparing for birth</li> <li>7. Study/training</li> <li>8. Carer for another person</li> <li>9. Waiting for course to start/looking to enrol</li> <li>10. Unemployed and looking for work</li> <li>11. Recreational activities (e.g. socialising, hobbies, playing sport or video games)</li> <li>12. Doing nothing</li> <li>13. Other (please specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>
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## D. Study

<b>D2</b>	<p>Earlier you mentioned that you are currently studying or enrolled to study. What level of study is it?</p> <ol style="list-style-type: none"> <li>1. Postgraduate level (PhD, Masters)</li> <li>2. Graduate Diploma/Graduate Certificate</li> <li>3. Bachelor degree</li> <li>4. Advanced Diploma/Associate Degree/Diploma</li> <li>5. Certificate IV</li> <li>6. Certificate III</li> <li>7. Certificate II</li> <li>8. Certificate I</li> <li>9. Apprenticeship</li> <li>10. Traineeship</li> <li>11. Other (please specify)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>
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**Interviewer note:**

We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.

<b>D. Study</b>	
<b>D2a</b>	<p><b>What level is your apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Advanced Diploma/Associate Degree/Diploma</li> <li>2. Certificate IV</li> <li>3. Certificate III</li> <li>4. Certificate II</li> <li>5. Certificate I</li> <li>6. Other (please specify)</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>D3a</b>	<p><b>What type of education institution do you attend/will you be attending?</b></p> <ol style="list-style-type: none"> <li>1. TAFE or government vocational education and training (VET) provider</li> <li>2. Private training college or Adult &amp; Community Education provider</li> <li>3. University</li> <li>4. Other (please specify)</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>PRED4</b>	<p><b>Are you undertaking a double degree?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>D4</b>	<p><b>What field of education is the closest match to your first degree, degree, course or area of study)?</b></p> <p><b>If you are undertaking a double degree, please indicate your other field of education at the next question.</b></p> <ol style="list-style-type: none"> <li>1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information Technology (e.g. Computer graphics, systems analysis)</li> <li>3. Engineering and Related Technologies</li> <li>4. Architecture and Building</li> <li>5. Agriculture, Environmental and Related Studies</li> <li>6. Health (e.g. Medicine, nursing)</li> <li>7. Education (e.g. Teaching)</li> <li>8. Management and Commerce (e.g. Accounting, marketing, banking and finance)</li> <li>9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)</li> <li>12. Mixed Field Programmes (e.g. Employment Skills/General Education/Social Skills programs)</li> <li>13. Other</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>

## D. Study

### Interviewer note:

If you are studying an Arts degree but have not yet chosen a major please select 'Society and Culture'.

D4a

**What field of education is the closest match to your second degree?**

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)

## H. School experiences and influences

B1

**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)

B5

**Approximately what year of school were you in when you made the decision to leave school?**

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)

## H. School experiences and influences

### Interviewer note:

We are asking about when you made the decision to leave school rather than the year that you left school.

B6	<p><b>What did you enjoy most about school?</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Nothing)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
B3	<p><b>What did you enjoy least about school?</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Nothing)</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

## I. Influence of COVID-19

I1	<p><b>In terms of work and study, thinking back to the start of 2020, what was the main thing you planned to do this year?</b></p> <p><b>Think back to before restrictions were introduced from March 16 to combat the spread of coronavirus.</b></p> <ol style="list-style-type: none"> <li>1. Study a bachelor degree</li> <li>2. Study a VET Certificate IV+</li> <li>3. Study a VET Certificate III</li> <li>4. Study a VET Certificate I-II</li> <li>5. Undertake a traineeship</li> <li>6. Undertake an apprenticeship</li> <li>7. Work full-time</li> <li>8. Work part-time</li> <li>9. Other (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
I2	<p><b>Are you now doing something different because of COVID-19?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Other (please specify)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>



## I. Influence of COVID-19

I3	<p><b>How did COVID-19 change your plans?</b> Please select all that apply.</p> <ol style="list-style-type: none"> <li>1. My course/traineeship/apprenticeship was delayed or postponed</li> <li>2. My study/traineeship/apprenticeship was changed to remote learning</li> <li>3. I stopped studying/doing a traineeship/doing an apprenticeship because I was worried I may not be able to get a job in my field of study</li> <li>4. I cannot currently afford to study/do a traineeship/do an apprenticeship</li> <li>5. I am now studying/undertaking a traineeship/undertaking an apprenticeship when I did not expect to be</li> <li>6. I have been made redundant (or sacked)</li> <li>7. I have been stood down until my workplace reopens</li> <li>8. I work less hours than I normally do</li> <li>9. I work more hours than I normally do</li> <li>10. I have not been able to find a job</li> <li>11. I am now working in a job when I did not expect to be</li> <li>12. Other (please specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>
I4	<p><b>What impact do you think COVID-19 will have on your career opportunities in the future?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>

## J. Influences for post-school destinations

J1	<p>You have indicated that you are currently &lt;studying or training&gt; /&lt;employed&gt;. How satisfied are you with your current &lt;course&gt;/&lt;apprenticeship&gt;/&lt;traineeship&gt;/&lt;job&gt;?</p> <ol style="list-style-type: none"> <li>1. Not at all satisfied</li> <li>2. Slightly satisfied</li> <li>3. Moderately satisfied</li> <li>4. Very satisfied</li> <li>5. Extremely satisfied</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
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## J. Influences for post-school destinations

B11	<p><b>What kind of career or job do you expect to have when you are about 30 years old?</b></p> <ol style="list-style-type: none"> <li>1. Carpenter/joiner</li> <li>2. Motor mechanic</li> <li>3. Electrician</li> <li>4. Plumber</li> <li>5. Hairdresser</li> <li>6. Chef</li> <li>7. Beauty therapist</li> <li>8. Early childhood teacher</li> <li>9. Child carer</li> <li>10. Defence force member – Other rank</li> <li>11. Police</li> <li>12. Registered nurse</li> <li>13. Gardener</li> <li>14. Other (please specify)</li> <li>15. (None)</li> <li>16. (Not sure)</li> <li>17. (Prefer not to say)</li> </ol>
B11a	<p><b>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?</b></p> <p><b>Think about what you would do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
J5	<p><b>How relevant do you think your current course/traineeship/apprenticeship/job is to your future career?</b></p> <p><b>If you're studying more than one course, please think about the highest level qualification you are currently studying or enrolled to study</b></p> <p><b>If you have more than one job, please think about your main job (the one you work the most hours in).</b></p> <ol style="list-style-type: none"> <li>1. Completely relevant</li> <li>2. Quite relevant</li> <li>3. Slightly relevant</li> <li>4. Not at all relevant</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>

## J. Influences for post-school destinations

J6	<p>To what extent do you think the courses you <b>did at school</b> prepared you for your future career?</p> <ol style="list-style-type: none"> <li>1. A lot</li> <li>2. A fair bit</li> <li>3. A little bit</li> <li>4. Not at all</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
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**Interviewer note:**

By 'courses' we mean 'classes' or 'subjects'

## E. Demographics

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.

E1	<p><b>Are you of Aboriginal or Torres Strait Islander origin?</b></p> <ol style="list-style-type: none"> <li>1. Aboriginal</li> <li>2. Torres Strait Islander</li> <li>3. Both Aboriginal and Torres Strait Islander</li> <li>4. No – neither</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
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E2	<p><b>Do you speak a language other than English at home?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
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**Interviewer note:**

The next few questions are about your parents or guardians.

E4	<p><b>What was the highest year of SCHOOL your mother (or female caregiver) completed?</b></p> <p><b>If necessary: (If your two main caregivers are male, what was the highest year of school your first male caregiver completed?)</b></p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10/School Certificate/O levels</li> <li>4. Finished Year 12/HSC/A levels/International Baccalaureate</li> <li>5. No schooling</li> <li>6. No mother/female guardian figure in life at any time/I have not had contact with my mother or a female guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
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E. Demographics	
E5	<p><b>What is the highest post-school qualification your mother (or female caregiver) has completed, if any?</b></p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate/TAFE Certificate I-IV/VET Certificate I-IV</li> <li>2. VET diploma/advanced diploma</li> <li>3. University undergraduate degree/Bachelor degree/Honours degree/Graduate diploma</li> <li>4. Post-graduate degree/Masters/Doctoral Degree/PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
E6	<p><b>What is your mother's (or female caregiver's) occupation?</b></p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed/Unable to work due to illness/injury/disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. Prefer not to say)</li> <li>8. Other (please specify)</li> </ol>
E6a	<p><b>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?</b></p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
E7	<p><b>What was the highest year of SCHOOL your father (or male caregiver) completed?</b></p> <p><b>If necessary: (If your two main caregivers are female, what was the highest year of school your second female caregiver completed?)</b></p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10/School Certificate/O levels</li> <li>4. Finished Year 12/HSC/A levels/International Baccalaureate</li> <li>5. No schooling</li> <li>6. No father/male guardian figure in life at any time/I have not had contact with my father or a male guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>

<b>E. Demographics</b>	
<b>E8</b>	<p><b>What is the highest post-school qualification your father (or male caregiver) has completed, if any?</b></p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate/TAFE Certificate I-IV/VET Certificate I-IV</li> <li>2. VET diploma/advanced diploma</li> <li>3. University undergraduate degree/Bachelor degree/Honours degree/Graduate diploma</li> <li>4. Post-graduate degree/Masters/Doctoral Degree/PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>E9</b>	<p><b>What is your father's (or male caregiver's) occupation?</b></p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed/Unable to work due to illness/injury/disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<b>E9a</b>	<p><b>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?</b></p> <p>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

## Appendix D: Example of primary approach letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»  
«Barcode\_opt\_out»

### NSW Post-School Destinations Survey 2020

Dear «FNAME»,

We would like to know what young people are doing after they leave school. The Centre for Education Statistics and Evaluation (CESE) in the NSW Department of Education would like to hear about your experiences and is inviting you to participate in a survey of recent NSW school leavers. Knowing about your experiences since leaving school will help in shaping education policy and programs to improve post-school outcomes for recent school leavers.

The survey is voluntary and takes about 10 minutes to complete either online or by phone. A representative from the Social Research Centre (SRC) will contact you between August to November 2020 to invite you to complete the survey. You can skip any questions that you prefer not to answer. By participating you will be entered into a prize draw for the chance to win a \$200 JB HI-FI voucher.

You can see the reports from previous surveys on the CESE website ([cese.nsw.gov.au](https://cese.nsw.gov.au)). This year's survey is being undertaken by SRC on behalf of CESE. SRC will lead project management and fieldwork components of the survey and CESE will lead analysis and reporting components of the survey. All data that CESE receives from SRC to complete analysis and reporting will be de-identified.

NAPLAN, HSC and administrative data, already collected or held by the New South Wales Education Standards Authority (NESA) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation. More information about how your data will be used is provided at [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey).

**If you do NOT wish to take part in the survey you can either opt out prior to 10 August 2020 by following the instructions at [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey) or you can simply advise SRC that you do not wish to participate when they contact you to complete the survey.**

All personal information will be treated with the strictest confidence and you will not be identified in any reports. An information sheet about this survey at [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey).

Yours sincerely

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## Participant information sheet

### What is the project about?

The NSW Post-School Destinations Survey (the survey) collects information to provide up-to-date research and informed advice to the NSW Minister for Education on what young people in NSW do after they leave school. The survey collects information on the education pathways, destinations, attainment, further education and training, aspirations and work of school leavers.

The research helps the NSW Government to better understand how to improve educational and career outcomes achieved by school students in NSW. It collects important information on the factors that may influence the engagement, retention and pathway choices of secondary students.

The survey is now in its ninth year, and over 25,000 young people took part in the survey in 2019. Reports from previous years are available on the CESE website [cese.nsw.gov.au](http://cese.nsw.gov.au).

### Who is involved in the project?

The NSW Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged the Social Research Centre (SRC) to manage and conduct the survey. CESE will be undertaking all analysis and reporting components of the survey. This research project is supported by the NSW Education Standards Authority (NESA), Catholic Schools NSW and the Association of Independent Schools of NSW.

### Why have I been invited to participate?

You have been invited to participate in the research because administrative records show that you may have left school in 2019. The survey is voluntary. You can choose not to take part in the survey at any time and it won't change your relationship with the researchers or anyone else. If you do not want to take part in the survey you can either: advise SRC through one of the methods discussed at the end of this information sheet by 10 August 2020, or let SRC know that you do not want to participate when they contact you to complete the survey.

### What will the researchers do and when?

If you are contacted to participate, you can choose to complete the survey yourself online or by a telephone interview. The survey will take about 10 minutes of your time and will be conducted from August to November 2020. You will be entered into a prize draw after taking part in the survey.

### What are the research steps?

**Sample frame:** NESA, in conjunction with the Department of Education, will create a sample frame that includes student administrative data of recent school leavers. NESA will provide this sample frame to the department's contractor SRC, who will use the sample frame to conduct the opt-out process for the survey. The final sample frame for the survey will consist of former students who do not opt-out of the survey during this initial opt-out period. This sample frame component of the survey will be led by SRC.

**Fieldwork:** SRC will invite former students who did not opt out of the survey to take part in the survey. SRC may send this invitation via email, text or mail. You will be asked to complete the survey either online or via the phone. You can also choose to opt-out of the survey when you are contacted by SRC to take part in the survey. You will be asked information about your post-school destinations and experiences by an interviewer from SRC. This will include some basic information about your background and family characteristics (such as level of education

and occupation of parents/carers). NESA will then provide SRC with NAPLAN and HSC data if you take part in the survey. SRC will append this attainment data to the survey data and will provide CESE with clean and de-identified datasets at the completion of fieldwork. This fieldwork component of the survey will be led by SRC.

**Research:** CESE will use the de-identified datasets provided by SRC to analyse and report on the research. As part of reporting, all data will be de-identified and only aggregated findings will be reported. This research component of the survey will be led by CESE.

### What will happen to my information?

All information and data associated with the survey will be confidential and handled in accordance with privacy and other relevant legislation.<sup>1</sup>

To ensure confidentiality of your information, each participant will receive a unique survey login. Your personal information will be used to invite you to participate in the survey this year and to send reminders. Your details will be kept by SRC for the purposes of maintaining any request to opt-out of the survey or if SRC is legally required to disclose information collected as part of the survey.

### How will your data be used?

Attainment data including NAPLAN, HSC and administrative data, already collected or held by NESA (the NSW Education Standards Authority), will be used to conduct, analyse and report on the survey. All data will be de-identified and reported in aggregate. De-identified data may be used to:

- Report on the findings of the survey. The report for the 2020 survey will be published on the CESE website in 2021. You can find out more about this survey in the latest report: [cese.nsw.gov.au/publications-filter/nsw-post-school-destinations-and-experiences-survey-2019](https://cese.nsw.gov.au/publications-filter/nsw-post-school-destinations-and-experiences-survey-2019).
- Advise the NSW government on education and career outcomes for NSW school leavers.
- Inform policy and program decisions to improve the post-school outcomes of recent school leavers.

De-identified survey results will also be used for other research purposes, including sharing with education bodies who request the data in order to improve education and career services. Standard departmental data governance processes will apply to all data sharing.

All information collected for the study will be returned in a de-identified format to the NSW Department of Education and will remain confidential and be stored securely. The information will be managed in accordance with Privacy and Personal Information Protection Act 1998 (NSW) and NSW State Records legislation.

All survey participants will maintain their existing rights to gain access to, and correct their personal information held by NESA.

<sup>1</sup> Your personal information will not be disclosed to any other person or body unless you consent or it is required by law. Individuals who take part in the survey will not be identified in any report or publication.



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### Is there anything that might make me upset if I take part in the survey?

This survey is not likely to be upsetting. If you are feeling uncomfortable during the survey, you can choose to stop the survey at any time. You can skip any questions if you prefer not to answer. If you are feeling worried or anxious, please contact the researchers or seek help from your family, friends or health professionals. Alternatively, there is free counselling available 24 hours a day by phone through Lifeline on phone 13 11 14.

### Who to contact for more information or make suggestions?

**For information about the research project**, please contact the Centre for Education Statistics and Evaluation (CESE) on 1300 679 332 or email [cese@det.nsw.edu.au](mailto:cese@det.nsw.edu.au).

More information: [cese.nsw.gov.au](http://cese.nsw.gov.au)

**For information about the opt out process or survey**, please contact the Social Research Centre (SRC) on 1800 023 040 (free hotline) or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

More information: [srcentre.com.au/NSWdestinationssurvey](http://srcentre.com.au/NSWdestinationssurvey)

### Who to contact for concerns or complaints

If you have concerns about privacy issues, in the first instance you can contact the organisation that you believe holds the information. If you have concerns about privacy issues in relation to this letter, please contact the Centre for Education Statistics and Evaluation (CESE) on 1300 679 332 or email [cese@det.nsw.edu.au](mailto:cese@det.nsw.edu.au).

If you remain dissatisfied, you can write to the Information and Privacy Commissioner, GPO Box 7011, Sydney NSW 2001 or phone 1800 472 679 or [ipcinfo@ipc.nsw.gov.au](mailto:ipcinfo@ipc.nsw.gov.au).

If you have concerns about privacy issues in relation to the survey, you can contact the Social Research Centre. If you remain dissatisfied, you can write to the Office of the Australian Information Commissioner, GPO Box 5218 Sydney NSW 2001 or call 1300 363 992.

## NSW Post-School Destinations Survey 2020 – how to opt out

If you do NOT wish to participate in the survey, please let us know by one of the methods below, by **10 August 2020**.

Please provide the following identifying details when you call, email or mail so that we can remove your name. Your **SRC ID** is the number following the word **reference** in the top right hand corner of the email we sent you about the NSW Post-School Destinations Survey 2020.

Family name:  
Given name:  
SRC ID: –  
Previous school:

### By email

Email: [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au)  
Subject: NSW Post-School Destinations Survey 2020 opt-out

### By phone

Phone: 1800 023 040 (free hotline)

### By mail

**Please print, fill out, sign and return this page to the Social Research Centre at:**

NSW Post-School Destinations Survey 2020  
Social Research Centre  
PO BOX 13328  
Law Courts VIC 8010



..... Please sign and return this slip .....

## NSW Post-School Destinations Survey 2020

I do NOT wish to participate in the NSW Post-School Destinations Survey 2020. My details are:

Family name:  
Given name:  
SRC ID: –  
Previous school

# Appendix E: Year 12 completers invitation letter

Reference: SRC Reference #

FNAME SURNAME  
PAFADDRESS 1  
PAFADDRESS 2  
PAFSUBURB PAFSTATE PAFPOSTCODE

DATE

Dear FNAME,

Congratulations on completing Year 12 last year! The NSW Post-School Destinations Survey 2020 helps us understand how you have been going since leaving school.

**By completing the survey, you have a chance to share in \$2,200 worth of prizes!** The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by [DATE] you will be entered into all ten weekly prize draws and receive an extra chance to win in the first draw. **For full prize draw terms and conditions go to [srcentre.com.au/nswschoolleavers](http://srcentre.com.au/nswschoolleavers).**

The survey is voluntary and takes about **10 minutes** to complete!

### Complete the survey online:

1. **Go to:** [srcentre.com.au/NSWdestinationssurvey](http://srcentre.com.au/NSWdestinationssurvey)
2. **Click:** Start survey
3. **Enter your Username:** %username%

To go straight to the survey,  
please scan the QR code below:



The survey is being conducted by the Social Research Centre (SRC) on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes. All information and data associated with the survey handled in accordance with privacy and other relevant legislation. Your personal information will not be disclosed to any other person or body unless it is required by law. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC and administrative data, already collected or held by the NSW Education Standards Authority (NESA) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation.

If you have any questions about the survey please call SRC (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [srcentre.com.au/NSWdestinationssurvey](http://srcentre.com.au/NSWdestinationssurvey).

For more information about the NSW Post-School Destinations Survey, please visit [cese.nsw.gov.au](http://cese.nsw.gov.au).

Yours sincerely

# Appendix F: Early school leavers Invitation letter

Reference: SRC Reference #

FNAME SURNAME  
PAFADDRESS 1  
PAFADDRESS 2  
PAFSUBURB PAFSTATE PAFPOSTCODE

DATE

Dear FNAME,

The NSW Post-School Destinations Survey 2020 helps us understand how you have been going since leaving school.

**By completing the survey, you have a chance to share in \$1,800 worth of prizes!** The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by [DATE] you will be entered into all eight weekly prize draws and receive an extra chance to win in the first draw. For full prize draw terms and conditions go to [srcentre.com.au/our-research/nswdestinationssurvey](https://srcentre.com.au/our-research/nswdestinationssurvey).

The survey is voluntary and takes about **10 minutes** to complete!

### Complete the survey online:

1. **Go to:** [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey)
2. **Click:** Start survey
3. **Enter your Username:** %username%

To go straight to the survey,  
please scan the QR code below:



The survey is being conducted by the Social Research Centre (SRC) on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes. All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Your personal information will not be disclosed to any other person or body unless it is required by law. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC and administrative data, already collected or held by the NSW Education Standards Authority (NESA) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation.

If you have any questions about the survey please call SRC (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey).

For more information about the NSW Post-School Destinations Survey, please visit [cese.nsw.gov.au](https://cese.nsw.gov.au).

Yours sincerely

## Appendix G: Survey reminder letter

FNAME SURNAME  
PAFADDRESS 1  
PAFADDRESS 2  
PAFSUBURB PAFSTATE PAFPOSTCODE

DATE

Dear FNAME,

You recently received an invitation to take part in NSW Post-School Destinations Survey 2020. This survey collects important information on how you have been going since completing Year 12 last year.

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes.

If you have already completed the survey, many thanks and please disregard this letter. If not, complete the survey **by [DATE] to be entered into ten weekly prize draws for a \$200 JB Hi-Fi voucher!** For full prize draw terms and conditions go to [srcentre.com.au/our-research/nswdestinationssurvey](https://srcentre.com.au/our-research/nswdestinationssurvey).

The survey is voluntary and takes about **10 minutes** to complete!

### Complete the survey online:

1. **Go to:** [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey)
2. **Click:** Start survey
3. **Enter your Username:** %username%

To go straight to the survey,  
please scan the QR code below:



All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Your personal information will not be disclosed to any other person or body unless it is required by law. Individuals who take part in the survey will not be identified in any report or publication.

If you have any questions about the survey please call SRC (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [srcentre.com.au/NSWdestinationssurvey](https://srcentre.com.au/NSWdestinationssurvey).

For more information about the NSW Post-School Destinations Survey, please visit [cese.nsw.gov.au](https://cese.nsw.gov.au).

Thank you in advance for being part of the NSW Post-School Destinations Survey 2020. We wish you all the best in your future activities.

Yours sincerely

## Appendix H: Final call outcomes – Year 12 completers

Final call outcomes	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	n
<b>Total sample</b>	<b>29,995</b>	<b>100</b>	<b>2,311</b>	<b>100</b>
<b>Completed</b>	<b>17,681</b>	<b>58.9</b>	<b>1,184</b>	<b>51.2</b>
<b>Refusals</b>	<b>2,799</b>	<b>9.3</b>	<b>216</b>	<b>9.3</b>
Respondent refusal	870	2.9	55	2.4
Email refusal	607	2.0	30	1.3
Household refusal	607	2.0	67	2.9
SMS refusal	456	1.5	49	2.1
Inbound refusal	140	0.5	8	0.3
Midway termination	119	0.4	7	0.3
<b>Unresolved contacts</b>	<b>6</b>	<b>&lt;0.1</b>	<b>10</b>	<b>0.4</b>
Appointments	6	<0.1	10	0.4
<b>Other contacts</b>	<b>558</b>	<b>1.9</b>	<b>50</b>	<b>2.2</b>
Away for duration	186	0.6	18	0.8
Too old/frail/ill-health	118	0.4	23	1.0
Claims to have done survey	92	0.3	3	0.1
Stopped (partway through online completion)/ transferred to online	61	0.2	4	0.2
LOTE – no follow up	69	0.2	–	–
No telephone number – did not complete online	21	0.1	2	0.1
Unreliable respondent/drunk	11	<0.1	–	–
<b>Screened out/ineligible to participate</b>	<b>44</b>	<b>0.1</b>	<b>4</b>	<b>0.2</b>
Not completed Year 12 last year	43	0.1	3	0.1
Named respondent deceased	1	<0.1	1	<0.1
<b>Non-contacts</b>	<b>8,441</b>	<b>28.1</b>	<b>800</b>	<b>34.6</b>
Answering machine – no message left	4,871	16.2	465	20.1
No answer	3,410	11.4	324	14.0
Engaged	160	0.5	11	0.5
<b>Unusable</b>	<b>466</b>	<b>1.6</b>	<b>47</b>	<b>2.0</b>
Number disconnected	226	0.8	24	1.0
Named person/organisation not known	173	0.6	21	0.9
Not a residential number	48	0.2	–	–
Incoming call restriction	16	0.1	1	<0.1
Fax	3	<0.1	1	<0.1

## Appendix I: Final call outcomes – Early school leavers

Final call outcomes	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	n
<b>Total sample</b>	<b>15,830</b>	<b>100</b>	<b>2,473</b>	<b>100</b>
<b>Completed</b>	<b>5,252</b>	<b>33.2</b>	<b>726</b>	<b>29.4</b>
<b>Refusals</b>	<b>2,119</b>	<b>13.4</b>	<b>361</b>	<b>14.6</b>
SMS refusal	899	5.7	119	4.8
Household refusal	528	3.3	101	4.1
Respondent refusal	394	2.5	96	3.9
Email refusal	145	0.9	13	0.5
Midway termination	66	0.4	13	0.5
Inbound refusal	61	0.4	16	0.6
Remove number from list	26	0.2	3	0.1
<b>Unresolved contacts</b>	<b>217</b>	<b>1.4</b>	<b>46</b>	<b>1.9</b>
Appointments	217	1.4	46	1.9
<b>Other contacts</b>	<b>453</b>	<b>2.9</b>	<b>62</b>	<b>2.5</b>
Away for duration	155	1.0	28	1.1
Too old/frail/ill-health	138	0.9	18	0.7
Stopped (partway through online completion)/ transferred to online	65	0.4	8	0.3
LOTE – no follow up	43	0.3	1	<0.1
No telephone number – did not complete online	20	0.1	2	0.1
Unreliable respondent/drunk	21	0.1	3	0.1
Claims to have done survey	11	0.1	2	0.1
<b>Screened out/ineligible to participate</b>	<b>1,070</b>	<b>6.8</b>	<b>140</b>	<b>5.7</b>
Completed Year 12	283	1.8	47	1.9
Returned to secondary schooling	259	1.6	34	1.4
Returned to secondary schooling – doing HSC in TAFE	156	1.0	21	0.8
Returned to secondary schooling – changed schools	142	0.9	10	0.4
Did not leave school and did not return to school	85	0.5	14	0.6
Leaving status unknown	69	0.4	14	0.6
Doing International Baccalaureate	67	0.4	–	–
Named respondent deceased	9	0.1	–	–
<b>Non-contact</b>	<b>6,004</b>	<b>37.9</b>	<b>901</b>	<b>36.4</b>
Answering machine	3,379	21.3	488	19.7

Final call outcomes	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	n
No answer	2,486	15.7	384	15.5
Engaged	139	0.9	29	1.2
<b>Unusable</b>	<b>715</b>	<b>4.5</b>	<b>237</b>	<b>9.6</b>
Number disconnected	406	2.6	118	4.8
Named person/organisation not known	253	1.6	112	4.5
Incoming call restriction	30	0.2	4	0.2
Not a residential number	22	0.1	3	0.1
Fax	4	<0.1	–	–



Author: **CESE**

**Centre for Education Statistics and Evaluation**

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