2023 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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1. Introduction and background

This technical report outlines the methodology used to conduct and analyse responses to the 2023 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 or work after leaving school. The destinations survey findings may also be used to support program evaluation relating to post-school destinations of Aboriginal and/or Torres Strait Islander (Aboriginal) students,[1] students with an identified disability and/or additional learning needs, or other groups of students.

The post-school destinations of students is an area of particular interest to the NSW Department of Education ('the department' or 'DoE') 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 or work. This includes the School to Work Program, school-based apprenticeships and traineeships, and programs specifically targeting Aboriginal and/or 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, school leavers are invited to complete a 10-minute survey online or via phone interview. The destinations survey has 2 main cohorts:

- leavers who completed Year 12 in the year prior to the survey **(Year 12 completers)**
- leavers who left school before completing Year 12 in the year prior to the survey **(early school leavers)**.

In 2023 the destinations survey was conducted by the Social Research Centre (SRC) on behalf of the department.

The destinations survey includes school leavers from government, Catholic and independent schools. The 2023 survey is the 10th consecutive destinations survey.

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1 In the body and all tables in this report 'Aboriginal' refers to Aboriginal and/or Torres Strait Islander peoples. Identification as Aboriginal in the technical report is obtained from school enrolment data as this factors into the survey design. In the Aboriginal recent school leavers fact sheet, identification as Aboriginal is now based on whether recent school leavers identify as Aboriginal and/or Torres Strait Islander peoples in their survey response. This change was made out of respect for Aboriginal school leavers' understandings and expressions of their cultural identity, to promote greater cultural sensitivity and inclusivity, and to improve the recency and validity of the data provided.

2. Methods

Data collection for the 2023 destinations survey was conducted both online and via a telephone survey. In 2021 the sampling strategy for non-Aboriginal and/or Torres Strait Islander and non-Connected Communities (CC) Year 12 completers changed from stratified sampling to census.[2] This sampling strategy continued in 2022 and 2023.

Survey respondents for the 2023 destinations survey only include recent school leavers who:

- completed Year 12 in 2022, or
- left school before completing Year 12 in 2022 (this includes students who left during or at the end of Year 10 or Year 11).

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.

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

Table 1

Total number of interviews completed in each cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal (including non-Aboriginal CC)	Aboriginal	Non-Aboriginal (including non-Aboriginal CC)	Aboriginal	
Total sample provided	62,098	2,389	22,937	3,326	**90,750**
Sample initiated (following eligibility and opt-out processes)	59,004	2,349	19,751	3,271	**84,375**
Refusals	3,858	228	1,558	249	**5,893**
Total surveys completed	**27,709**	**1,122**	**5,133**	**759**	**34,723**
Sample yield*	**47.0%**	**47.8%**	**26.0%**	**23.2%**	**41.2%**

*Sample yield = (number of surveys completed) ÷ (sample initiated) expressed as a percentage.

Note. In this year's survey, non-Aboriginal students in Connected Communities are included with non-Aboriginal students to form the cohort 'Non-Aboriginal (including non-Aboriginal CC)'. In previous years, all CC students were grouped with Aboriginal students. The change in this year's survey allows Aboriginal students to be delineated exclusively in the survey.

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2   The Connected Communities (CC) Strategy began in 2013. It is a NSW Government approach to address the educational and social aspirations of Aboriginal children and all young people in schools situated within vulnerable communities in NSW. In 2022 there were 33 CC schools located across 16 local government areas in NSW. Of these schools, 17 were central/community or secondary schools that had students enrolled in Years 10 to 12.

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.

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

2.2 Sample design

Year 12 completers

The introduction of the HSC minimum standard tests in 2020 resulted in a slight revision of how Year 12 completers were defined in the 2021 and 2022 sample designs. In 2023, the Year 12 completers cohort included school leavers who:

- did not have an enrolment in 2023

- attended a NSW school in 2022, and

- were aged between 15 and 20 at the end of 2022.

To be included, Year 12 completers also:

- needed to have completed Year 12 and been awarded the HSC in 2022, or

- may have completed Year 12 and satisfied all other requirements but not been awarded their HSC in 2022 as they did not meet the HSC minimum standard at the time of leaving school.

Students who completed Year 12 via an alternative pathway such as the International Baccalaureate are not defined as Year 12 completers in this report. For the purpose of these reports and fact sheets Year 12 completers are synonymous with HSC completers.

Sampling

Prior to 2021 a stratified sampling approach was used for the mainstream Year 12 completer survey (non-Aboriginal and/or Torres Strait Islander and non-CC school leavers). The sampling strategy for this group changed to census for the first time in 2021. The Year 12 completer survey was in field from 31 July until 5 November. It was in field for longer than the early leaver survey due to this sample being much larger.

All Aboriginal Year 12 completers with contact information available (2,368 school leavers) were invited to complete the survey. From this subgroup 2,349 surveys were initiated, after 19 leavers opted out. All non-Aboriginal (including non-Aboriginal CC) Year 12 completers with contact information available (59,098 school leavers) were also invited to complete the survey. From this subgroup 59,004 surveys were initiated, after 302 leavers opted out.

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

Table 2

Demographics of the Year 12 completer cohort

Demographic	Non-Aboriginal (including non-Aboriginal CC)		Aboriginal	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	**27,709**	**31,389**	**1,222**	**1,246**
Age				
15	0.0	0.0	0.0	0.0
16	0.1	0.0	0.0	0.0
17	31.6	30.1	27.2	30.8
18+	68.4	69.9	72.8	69.2
Gender				
Male	45.5	49.1	42.6	48.4
Female	54.5	50.9	57.4	51.6
Vocational education and training (VET)				
Yes	29.4	31.5	55.5	61.3
Life Skills course participant				
Yes	2.3	2.6	9.2	12.2
Region				
Greater Sydney	68.9	69.3	28.7	29.4
Rest of NSW	31.1	30.7	71.3	70.6
Sector				
Government	59.1	53.7	81.9	81.1
Catholic	18.6	18.9	11.3	9.0
Independent	22.4	27.4	6.8	10.0

Note. Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. Refer to Life Skills (NESA website).

Early school leavers

This cohort includes school leavers who were in Years 10, 11 or 12 in 2022 and left school before completing Year 12.

To be included these students also needed to:

- have a valid enrolment in 2022 and not have an enrolment in 2023
- attend a NSW school in 2022, and
- be aged between 15 and 20 at the time of leaving school (does not apply to Aboriginal or CC students).

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

Sampling

All Aboriginal early school leavers with contact information available (3,303 school leavers) were invited to complete the survey. From this subgroup 3,271 surveys were initiated, after 35 leavers opted out. The early school leaver survey was in field from 31 July until 8 October.

All non-Aboriginal (including non-Aboriginal CC) early school leavers with contact information available (19,884 school leavers) were also invited to complete the survey. From this subgroup 19,751 surveys were initiated, after 271 leavers opted out.

It is possible that not all students selected were early school leavers. For example, some students may have moved to a school outside NSW or 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.

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

Table 3

Demographics of the early school leaver cohort

Demographic	Non-Aboriginal (including non-Aboriginal CC)		Aboriginal	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	5,133	14,751	759	2,544
Age				
15	8.3	9.7	12.1	10.5
16	41.2	39.1	43.0	42.1
17	41.6	37.5	36.0	34.0
18+	8.8	13.7	9.0	13.4
Gender				
Male	58.9	58.6	51.4	55.4
Female	41.1	41.4	48.6	44.6
Vocational education and training (VET)				
Yes	40.0	37.3	42.7	36.5
Life Skills course participant				
Yes	3.1	4.8	8.2	12.5
Region				
Greater Sydney	43.6	44.9	24.0	21.4
Rest of NSW	56.4	55.1	76.0	78.6
Sector				
Government	79.4	80.9	95.1	93.7
Catholic	10.9	8.6	3.0	3.9
Independent	9.7	10.5	1.8	2.4

2.3 Survey design

The 2023 destinations survey consisted of 2 surveys: one for Year 12 completers and the other for early school leavers. These surveys are provided as separate attachments to the reports and fact sheets and can be accessed via the 2023 destinations survey page on the Centre for Education Statistics and Evaluation (CESE) website. The 2023 surveys were almost identical to the surveys used in 2022, the only difference being that a module with questions about the Teacher Supply Strategy evaluation was excluded.

There were 2 modules included in the 2023 destinations survey:

- All Year 12 completers who reported they were studying or enrolled to study at university were asked questions about their experiences with early entry offers while they were at school. Findings from these questions are not included in the 2023 NSW Post-School Destinations and Experiences Survey annual report or fact sheets.

- All early school leavers, all Aboriginal and non-Aboriginal Connected Communities Year 12 completers, and a random subsample of non-Aboriginal and non-Connected Communities Year 12 completers (19.2% of the available subsample) were asked questions about parent/carer education and occupation to derive a measure of socioeconomic advantage. School-level Index of Community Socio-Educational Advantage (ICSEA) quartile breakdowns are used to report on main destination in the appendices of the main report.

The numbers of school leavers who were asked these additional questions are provided in Table 4, which also includes the broad topic areas covered in the Year 12 completer and early school leaver destinations surveys. The surveys for each cohort are largely the same, with only minor variations to account for issues relating to a particular group.

Table 4

Summary of survey topics and targeted sample size for additional questions

Survey topic	Year 12 completers	Early school leavers
Confirmation of status – Year 12 completer or early school leaver	All	All
Current status – paid work and/or further study (including apprenticeship/traineeship)	All	All
Reason(s) for leaving school early	–	All
Details of paid employment (including hours worked and job description)	All	All
Details of apprenticeship or traineeship	All	All
Main activity if not in the labour force, education or training (NILFET)	All	All
Level of study	All	All
Study details (including institution, degrees and fields of education)	All	All
Early entry offers*	17,724 respondents	–
Demographics	All	All
Parental education and occupation	6,526 respondents	All
Whether the leaver identifies as having a disability or additional learning needs	All	All

*All Year 12 completers who reported they were studying or enrolled to study at university were given the early entry offer questions. There was no random assignment to this module. A further 30 Year 12 completers who were enrolled to study at university did not get to see these items due to back-coding.

Responses to the surveys are analysed and reported in the 2023 NSW Post-School Destinations and Experiences Survey annual report. Key findings for all leavers are also included. There are also 4 themed fact sheets:

- Aboriginal Year 12 completers and early school leavers
- Year 12 completers and early school leavers with an identified disability and/or additional learning needs
- Year 12 completers and early school leavers from major city, regional and remote areas of NSW
- Post-school destinations of male and female recent school leavers.

2.4 Contact strategy

The destinations survey was delivered in 2 modes: online self-complete and by a computer-assisted telephone interview (CATI).

A number of communication channels and strategies were used to invite school leavers to participate in the destinations survey.

Primary approach letter

A primary approach letter was initially sent to all school leavers, inviting them to participate and providing them with details on how to opt out. This letter was emailed to school leavers with a valid email address and posted to those without a valid email address. Refer to Appendix A for an example of the primary approach letter sent to school leavers.

Invitation letter

After the opt-out period, those participants in the sample frame with valid contact details and who did not opt out 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 (refer to 'Incentive strategy'). The letter was emailed to school leavers with a valid email address and posted to those without a valid email address. Refer to Appendix B for the invitation letters to Year 12 completers and Appendix C for the invitation letters to early school leavers.

Reminder emails

To increase the proportion of participants completing the survey online, school leavers were sent up to 16 reminder emails. Early school leavers were sent fewer emails (up to 10 in total) than Year 12 completers due to this cohort having a shorter fieldwork period. An example of the reminder email is in Appendix D.

To maximise online responses, most reminder emails were sent prior to the commencement of the CATI interviews for each cohort. Thereafter, reminder emails were sent on the closing day of the weekly prize draw to provide incentive to complete the survey (refer to 'Incentive strategy' for more information).

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.

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.

There were 10 prize draws each for the Year 12 completer and early school leaver cohorts. Each prize draw was for a $200 JB Hi-Fi voucher. For early leavers, the prize draw was run weekly (10 weeks in field), while for Year 12 completers the prize draw was run weekly up until the ninth prize draw had occurred. The 10th and final prize draw for Year 12 completers occurred about 5 weeks after the ninth due to the extended fieldwork period (14 weeks in field).

CATI fieldwork

Early school leavers and Year 12 completers who did not complete the online survey within the first 2 weeks of fieldwork were invited to complete a CATI interview from the third week of fieldwork.

1800 and email help desk

The 1800 help desk was operational during this survey to give school leavers the opportunity to seek clarification or ask for assistance regarding any survey matters. The details for the help desk were provided to respondents via a valid email address and posted to those without a valid email address. A project-specific email address was also created for participants. The help desk 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

This section presents the final outcome data for each cohort.

Sample yield refers to the number of surveys completed divided by the sample initiated (those invited to participate in the survey after opt outs and leavers without valid contact details were excluded). For the final call outcomes of Year 12 completers, refer to Appendix E. For the final call outcomes of early leavers, refer to Appendix F.

Year 12 completers

Of the 61,353 Year 12 completers invited to take part in the survey, 28,831 (47.0%) completed the survey (including online and by CATI). A total of 4,086 Year 12 completers refused to participate.

The final call outcomes (the breakdown of how many responded and how many did not and why) were relatively consistent between Aboriginal Year 12 completers and non-Aboriginal (including non-Aboriginal CC) Year 12 completers. The biggest difference was in the percentage of non-contacts (for example, the phone rang but no one answered), where non-Aboriginal (including non-Aboriginal CC) Year 12 completers (38.9%) were less likely to answer the phone than Aboriginal Year 12 completers (30.4%).

Further details on the final call outcomes for the Year 12 completer sample are in Appendix E.

Early school leavers

Of the 23,022 early school leavers invited to take part in the survey, 5,892 (25.6%) recent school leavers completed the survey (including online and by CATI). A total of 1,807 school leavers refused to participate (refer to Appendix F).

Final call outcomes were relatively consistent between the 2 early leaver cohorts. Similar to the Year 12 completers, the biggest difference was in the percentage of non-contacts between the groups (for example, the phone rang but no one answered). There were more non-contacts for Aboriginal early school leavers (49.0%) than for non-Aboriginal (including non-Aboriginal CC) leavers (43.4%).

Respondent profile

This 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 (including non-Aboriginal CC) Year 12 completer cohort the response rate was:[3]

- higher for leavers aged 17 years or under (48.1%) than for leavers aged 18 years or over (46.3%) at the end of 2022
- higher for females (48.6%) than for males (45.0%)
- higher for leavers not in VET courses at school (47.6%) than for those who were (45.2%)
- higher for leavers not in Life Skills courses (47.0%) than for those who were (43.8%)
- higher for leavers from government schools (49.3%) than for leavers from Catholic (46.5%) or independent schools (41.9%).

For the Aboriginal Year 12 completer cohort the response rate was:

- higher for females (50.0%) than for males (44.2%)
- higher for leavers not in VET courses at school (50.9%) than for those who were (44.9%)
- higher for leavers from government (47.6%) and Catholic schools (53.1%) than for leavers from independent schools (38.0%).

The weighting strategy (refer to **Section 3.3 Weighting** on page 25) seeks to address any imbalances in demographic profiles. A breakdown of estimated response rate differences for Year 12 completers is provided in Table 5.

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3   The response rates in Tables 5 and 6 are estimated from the column percentages and population totals provided in Tables 1 and 2 respectively and use the available sample (population totals after leavers with missing details are excluded but before opt outs are subtracted) as the base.

Table 5

Demographic breakdown of estimated response rate differences – Year 12 completer cohort

Demographic	Non-Aboriginal (including non-Aboriginal CC)			Aboriginal		
	Completers	Non-responders	Response rate %	Completers	Non-responders	Response rate %
Total	27,709	31,389	46.9	1,122	1,246	47.4
Age						
17	8,756	9,448	48.1	305	384	44.3
18+	18,953	21,941	46.3	817	862	48.6
Gender						
Male	12,608	15,412	45.0	478	603	44.2
Female	15,101	15,977	48.6	644	643	50.0
Vocational education and training (VET)						
Yes	8,146	9,888	45.2	623	764	44.9
No	19,563	21,502	47.6	499	482	50.9
Life Skills						
Yes	637	816	43.8	103	152	40.4
No	27,072	30,573	47.0	1,019	1,094	48.2
Region						
Greater Sydney	19,092	21,753	46.7	322	366	46.8
Rest of NSW	8,618	9,636	47.2	800	880	47.6
Sector						
Government	16,376	16,856	49.3	919	1,011	47.6
Catholic	5,154	5,933	46.5	127	112	53.1
Independent	6,207	8,601	41.9	76	125	38.0

Early school leavers

For the non-Aboriginal (including non-Aboriginal CC) early school leaver cohort the response rate was:

- higher for leavers aged 16 (26.8%) or 17 (27.9%) than for leavers aged 15 (22.9%) or 18 years or over (18.3%) at the end of 2022

- higher for leavers in school VET courses (27.2%) than for those who were not (25.0%)

- higher for leavers not in Life Skills courses at school (26.2%) than for those who were (18.3%)

- higher for leavers from Catholic schools (30.6%) than for leavers from government (25.5%) or independent schools (24.3%).

For the Aboriginal early school leaver cohort the response rate was:

- higher for leavers aged 15 (25.6%), 16 (23.4%) or 17 (24.0%) than for leavers aged 18 years or over (16.7%) at the end of 2022

- higher for leavers who were in school VET courses (25.9%) than for those not in school VET courses (44.9%)

- higher for leavers who were not in Life Skills courses at school (16.4%) than for those who were (23.8%).

A breakdown of estimated response rate differences for early school leavers is provided in Table 6.

Table 6

Demographic breakdown of estimated response rate differences – early school leaver cohort

Demographic	Non-Aboriginal (including non-Aboriginal CC)			Aboriginal		
	Completers	Non-responders	Response rate %	Completers	Non-responders	Response rate %
Total	5,133	14,751	25.8	759	2,544	23.0
Age						
15	426	1,431	22.9	92	267	25.6
16	2,115	5,768	26.8	326	1,071	23.4
17	2,135	5,532	27.9	273	865	24.0
18+	452	2,021	18.3	68	341	16.7
Gender						
Male	3,023	8,644	25.9	390	1,409	21.7
Female	2,110	6,107	25.7	369	1,135	24.5
Vocational education and training (VET)						
Yes	2,053	5,502	27.2	324	929	25.9
No	3,080	9,249	25.0	435	1,615	21.2
Life Skills						
Yes	159	708	18.3	62	318	16.4
No	4,974	14,043	26.2	697	2,226	23.8
Region						
Greater Sydney	2,238	6,623	25.3	182	544	25.1
Rest of NSW	2,895	8,128	26.3	577	2,000	22.4
Sector						
Government	4,076	11,934	25.5	722	2,384	23.2
Catholic	559	1,269	30.6	23	99	18.7
Independent	498	1,549	24.3	14	61	18.3

Mode of completion

This section and Table 7 provide an analysis of respondents based on the 2 survey modes: CATI and online self-complete.

Table 7

Mode of survey completion by cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal (including non-Aboriginal CC)	Aboriginal	Non-Aboriginal (including non-Aboriginal CC)	Aboriginal	
Completed online	18,338	543	2,531	294	**21,706**
Completed by CATI	9,371	579	2,602	465	**13,017**
Total interviews completed	**27,709**	**1,122**	**5,133**	**759**	**34,723**

Year 12 completers

Overall, the Year 12 completers were more likely to complete the online survey, with 65.5% completing it online compared to 47.9% of early school leavers.

The Aboriginal cohort was less likely to complete online, with under half (48.4%) completing the survey online compared to 66.2% of the non-Aboriginal (including non-Aboriginal CC) cohort. 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 (52.1%) than online (47.9%). Again, this is likely to be due to less up-to-date contact details or an unwillingness to engage with the study compared to Year 12 completers.

The Aboriginal early leaver cohort was less likely to complete online, with only 38.7% completing the survey online compared to 49.3% of the non-Aboriginal (including non-Aboriginal CC) cohort.

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, Australian Bureau of Statistics catalogue number 1220.0) at the major (1-digit), sub-major (2-digit), minor (3-digit) and unit (4-digit) level. Coding of occupation is not disaggregated further than the unit level during data collection.

Coding of field of education

'Field of education' was coded using Australian Standard Classification of Education (Australian Bureau of Statistics catalogue number 1272.0) at the broad (2-digit) and narrow (4-digit) field levels.

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 7 and Year 9 NAPLAN results, were provided by NESA and are included in the final data.

The set of variables that comprise the attainment data shows the highest level of attainment achieved for each school leaver, including HSC performance in English and mathematics, highest VET certificate with full qualification, statement of attainment or no outcome attained, and the student's NAPLAN band and results. Attainment data in English and mathematics for Years 10 and 11 is also included.

The last year of schooling for early school leavers is derived from various factors sourced from NESA. 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 school year. If a school leaver 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 socioeconomic status

Parental socioeconomic status (SES) is an individual measure of SES derived from students' recollection of the main occupation and highest level of education of their parent(s). 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 school leaver is based on 4 derived numeric measures:

- Parent1 education status
- Parent2 education status
- Parent1 occupation status
- Parent2 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 / International Baccalaureate.

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 postgraduate degree / 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 scale score based on the 4-digit ANZSCO unit group code 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 0 and a standard deviation of 1).
4. Average the 4 standardised measures to yield 'paredoc' for each respondent.
5. Divide 'paredoc' into quartiles to yield 'paredoc_quartile'.

This process enables a useful comparison of students within cohorts for a given year but, due to the standardisation step, does not enable comparisons between cohorts or across years. For example, early school leavers 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).

2. Find the AUSEI06 scale score based on the 4-digit ANZSCO unit group codes 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 socioeconomic 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.

Due to survey time and budgeting restraints in the 2023 destinations survey, the parental SES questions were only given to a random subsample of non-Aboriginal and non-CC Year 12 completers (all responding early school leavers and Aboriginal and non-Aboriginal CC Year 12 completers were asked these questions) and hence parental SES data was not provided for all survey completers.

Main post-school destination

Recent school leavers were assigned to one of 10 post-school destinations based on their survey responses to a series of questions about education, training and employment.

Where respondents indicated several destination choices, a hierarchical system facilitated prioritisation of education-related post-school destinations over participation in employment. As such, the measure represents a young person's main destination since leaving school. The post-school destinations and their descriptions are in Table 8.

Table 8

Main destination definition for cross-sectional samples

Destination	Definition
Bachelor degree	Currently studying and level is bachelor or higher; and are not employed as an apprentice or trainee
VET cert IV+	Currently studying and level is cert IV or higher (but below bachelor); and are not employed as an apprentice or trainee
VET cert III	Currently studying and level is cert III or equivalent; and are not employed as an apprentice or trainee
VET cert I–II	Currently studying and level is cert I-II or equivalent; and are not employed as an apprentice or trainee
Apprenticeship	Are employed as an apprentice (but not as a trainee); and/or are currently studying and level is apprenticeship (but not traineeship)
Traineeship	Are employed as a trainee (but not as an apprentice); and/or are currently studying and level is traineeship (but not apprenticeship)
Full-time work	Are in paid employment for 35 hours or more a week; and are not employed as an apprentice or trainee; and are either not currently studying (may be deferred, or refused to answer this question) or are currently studying but responded 'other', 'not sure' or 'prefer not to say' to level of study
Part-time work	Are in paid employment for less than 35 hours a week (or do not know / refuse to say how many hours); and are not employed as an apprentice or trainee; and are either not currently studying (may be deferred, or refused to answer this question) or are currently studying but responded 'other', 'not sure' or 'prefer not to say' to level of study
Looking for work	Are not employed but looking for work; and are either not currently studying (may be deferred, or refused to answer question) or are currently studying but responded 'other', 'not sure' or 'prefer not to say' to level of study
NILFET	Are not employed and not looking for work (or refused to answer question); and either not currently studying (may be deferred; or refused to answer) or are currently studying but responded 'other', 'not sure' or 'prefer not to say' to level of study

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.

2. Compute a base weight for each respondent as the ratio of their design weight to the response rate.

3. Adjust the base weights so they align with known population distributions for a range of respondent characteristics.

These steps aim to reduce non-coverage and non-response bias, ensure that survey estimates are consistent with the population totals, and enable the use of inferential statistical methods. Each step will now be covered in turn.

Design weights

In previous waves of the survey, some or all subgroups of the population were subject to random selection for invitation to the survey. This meant that the selection probabilities varied across subgroups as did the resulting base weights for responding school leavers.

The design weight for a subgroup is the ratio of the population to the selections for that subgroup:

$$dw_k = \frac{Population_k}{Selected_k}$$

The design weight for a subgroup respondent is then scaled by the response rate for that subgroup to yield a base weight:

$$bw_k = dw_k \times \frac{1}{RR_k} = \frac{Population_k}{Selected_k} \times \frac{Selected_k}{Responded_k} = \frac{Population_k}{Responded_k}$$

For the 2023 destinations survey, a census was taken of all subgroups so that the base weight was the same for all respondents:

$$bw = \frac{Population}{Responded}$$

Adjusted weights

To ensure that estimates made from the dataset are representative of the target population, the base weights were adjusted so that they matched population distributions for school leaver characteristics. The choice of characteristics to use in the adjustment process was guided by 3 considerations:

- Which characteristics show the largest differences in representation for respondents compared to the population?

- Which characteristics show the strongest association with the survey's key outcome measures (such as main destination)?

- Which characteristics have been used for adjustment in previous waves?

These 3 considerations together ensure that non-response bias for these estimates is minimised to the extent that these variables account for whether or not a school leaver will respond. Additionally, they allow estimates to be better compared across different iterations of the survey. The characteristics used to adjust the base weights were:

- geographic location
  - Statistical Area Level 4 (SA4) cluster both in isolation and for Association of Independent Schools of NSW (AISNSW), Catholic Schools NSW (CSNSW) and Aboriginal recent leavers[4]
  - SA4 region– for non-Aboriginal Department of Education (DoE) recent leavers
- age group
- gender
- Life Skills status
- VET status.

Each of these was cross-classified by the following subgroups:

- Aboriginal (all sectors combined), or
- non-Aboriginal (including non-Aboriginal CC) (DoE, AISNSW, CSNSW).

The categories and population counts are shown in Appendix G. To avoid introducing numerical instabilities into the weighting algorithm due to low cell counts, some categories were combined with others. Appendix H maps out the differences between SA4 regions and SA4 clusters in more detail.

The method for calibrating the design weights was generalised regression (GREG) weighting which uses non-linear optimisation to minimise the distance between the base and adjusted weights subject to the weights meeting the benchmarks. Calibration procedures are typically used to improve sampling efficiency. However, given the undertaking of a census for this year's survey, the weighting attempts instead to address issues arising from non-response.

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4 SA4 cluster refers to groups of Australian Statistical Geography Standard (ASGS) Statistical Area 4 (SA4) boundaries in NSW that have been combined into 11 groups for reporting and publication. The SA4 clusters used for the destinations survey vary slightly from those used in other department publications. Refer to Appendix H for more detail.

4. References

Pennay DW, Borg K and Lavrakas PJ (12–14 May 2016) 'Experimenting with advance text messages to increase response rates and improve calling efficiency: findings from two Australian dual-frame RDD surveys' [unpublished conference presentation], *69th World Association for Public Opinion Research Annual Conference*, Austin, Texas.

Polesel J, Leahy M, Gillis S, Dulhunty M and Calvitto L (2013) *Expectations and destinations of NSW senior secondary students: research report*, Melbourne Graduate School of Education.

5. Appendices

Appendix A:
Example of primary approach letter

Reference: «ID»

«FNAME» «SNAME»
«PAFADDRESS 1»
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»
«Barcode_opt_out»

NSW Post-School Destinations and Experiences Survey 2023

Dear «FNAME»,

The NSW Department of Education would like to hear about what you're doing after leaving school 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 July and November 2023 to invite you to complete the survey. You can skip any questions that you prefer not to answer. By participating, SRC will enter you into a weekly prize draw for the chance to win a $200 JB Hi-Fi voucher.

You can see the reports from previous surveys on the NSW Department of Education website (https://education.nsw.gov.au/about-us/educational-data/cese/publications). This year's survey is being undertaken by SRC on behalf of the Centre for Education Statistics and Evaluation (CESE). SRC will lead project management and fieldwork components of the survey and CESE will lead analysis and reporting components of the survey. If you consent, we may use demographic information about you to link your survey responses to other government data. This linked data will then be used to shape policy and programs to support improved student outcomes.

NAPLAN, HSC, disability, HSC minimum standard, education, employment and administrative data, already collected or held by the NSW Department of Education, the NSW Education Standards Authority (NESA), TAFE NSW and the Australian Bureau of Statistics (ABS) 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 www.srcentre.com.au/NSWdestinationssurvey.

If you do **not** wish to take part in the survey you can either opt out prior to 7 July 2023 by following the instructions at www.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. More information is available at www.srcentre.com.au/NSWdestinationssurvey.

Yours sincerely

Participant information sheet

Why should I participate?

The NSW Post-School Destinations and Experiences Survey (PSDES) 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 pathways choices of secondary students.

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 July to November 2023. You will be entered into a prize draw after taking part in the survey. The earlier you complete the survey, the more chances you have to win a $200 JB Hi-Fi voucher.

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 2022. The survey is voluntary. You can choose not to take part in the survey at any time. 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 7 July 2023, or let SRC know that you do not want to participate when they contact you to complete the survey.

What is the project about?

The PSDES collects information to provide up-to-date research and informed advice to schools, the NSW Department of Education, the NSW Minister for Education and other education agencies about what young people in NSW do after they leave school. The survey collects information on the education pathways, destinations, attainment, further education and training and aspirations of school leavers.

The survey is now in its 12th year, and over 35,000 young people took part in the survey in 2022. Reports from previous years are available on the NSW Department of Education website (https://education.nsw.gov.au/about-us/educational-data/cese/publications).

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.

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 may 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.

Prior to completing the survey you will be asked if you consent to having identifiers included with your survey responses so that CESE can link your survey responses to other government held data sources (including disability, education and employment information). The linked data will be used for measuring post-school outcomes and informing school policy. This will help schools to better support students to achieve positive post-school pathways. If you consent to having student identifiers included with your survey responses, you will be asked to re-confirm your consent at the conclusion of the survey. If you do not agree, but still want to participate in the survey, SRC will de-identify your survey responses prior to providing this data to CESE. The fieldwork component of the survey will be led by SRC.

Research: CESE will use the datasets provided by SRC to analyse and report on the research. Only aggregated findings will be reported, with no individual student survey responses reported. This research component of the survey will be led by CESE.

What data will be linked through student identifiers?

Should you provide your consent, data linkage will be conducted using the separation principle. Access to identifying information will be restricted to a specialised linkage team within CESE who will create the link, while CESE researchers will analyse and manage the de-identified survey data. Linkage officers will not have access to survey data, while researchers will not have access to any personal identifying information.

The government-held data that will be linked to your survey responses includes:

- school records of disability adjustments (including data collected under the Nationally Consistent Collection of Data on School Students with Disability)
- HSC minimum standard
- government school enrolments
- Record of School Achievement (RoSA) / Higher School Certificate (HSC)

- NAPLAN

- government-funded VET enrolments, including apprentices and trainees

- Medicare Enrolment Database (demographic data only, for purposes of linkage to the ABS data below)

- ABS-held databases from the Multi-Agency Data Integration Project (MADIP) (Social Security and Related Information, Personal Income Tax Payment Summaries, Census of Population and Housing 2021, Higher Education data and VET activity).

What will happen to my information?

All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Individuals who take part in the survey will not be identified in any report or publication. Although we are using students' identifiers to link the data, your individual results will not be identified in any reporting from the survey: we will only report de-identified, aggregated results.

The survey and government data will be collected in a well-governed, secure NSW Department of Education data server for analysis by the authorised CESE researchers for linking. Once the data has been linked, the student identifiers will be securely disposed of, so that only the de-identified data remains for further analysis.

You have the right of access to personal information held about you by the NSW Department of Education, the right to request correction and amendment of it, and the right to make a complaint about a breach of the Information Protection Principles as contained in the Privacy and Personal Information Protection Act 1998 (NSW). Further information on how the NSW Department of Education protects personal information is available in the NSW Department of Education's Privacy Management Plan: www.srcentre.com.au/EduNSWPrivacyManagementPlan.

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 my data be used?

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 2023 survey will be published on the NSW Department of Education website in 2024

- advise the NSW Government on education and career outcomes for NSW school leavers

- advise the NSW Government about the post-school destinations of students with disability

- inform policy and program decisions to improve the post-school outcomes of recent school leavers

- report high-level information back to schools about the post-school destinations of their recent school leavers to improve post-school outcomes of students at a school level
- advise the NSW Government of the impact of the HSC minimum standard on students' post-school destinations.

All information collected for the study will be managed in accordance with *Privacy and Personal Information Protection Act 1998* (NSW) and State Records NSW legislation.

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 feel 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 feel 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 13 11 14.

Who should I contact for more information or to make suggestions?

For information about the research project, please contact the Centre for Education Statistics and Evaluation (CESE) via email at info.cese@det.nsw.edu.au

More information: https://education.nsw.gov.au/about-us/educational-data/cese

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

More information: www.srcentre.com.au/NSWdestinationssurvey

Who should I contact with my concerns or to make a complaint?

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) via email at info.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 email 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 5288 Sydney NSW 2001 or call 1300 363 992.

NSW Post-School Destinations and Experiences Survey 2023 – 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 **7 July 2023**.

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 and Experiences Survey 2023.

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

By email
Email: studentdestinations@srcentre.com.au
Subject: NSW Post-School Destinations and Experiences Survey 2023 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 and Experiences Survey 2023
Social Research Centre
Locked Bag 13800
Melbourne VIC 8010

------------------------------ Please sign and return this slip --------------------------------------

NSW Post-School Destinations Survey 2023

I do **not** wish to participate in the NSW Post-School Destinations and Experiences Survey 2023. My details are:

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

Appendix B:
Year 12 completers invitation letter

«FNAME» «SNAME»
«PAFADDRESS 1»
«PAFADDRESS 2»
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear «FNAME»,

Congratulations on completing Year 12 last year! The NSW Post-School Destinations Survey 2022 helps us understand how you have been going since leaving school.

By completing the survey, you have a chance to share in $2,000 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 Monday 7 August 2023, you will be entered into all 10 prize draws and receive an extra chance to win in the first draw. **For full prize draw terms and conditions go to www.srcentre.com.au/NSWdestinationssurvey**.

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

Complete the survey online:

1. Go to: 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. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC, disability, education, employment and administrative data already collected or held by the NSW Department of Education or 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 consent, data the department receives from SRC will have identifiers included in it that we can use to link your survey responses to other government data.

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

Yours sincerely

Appendix C:
Early school leavers invitation letter

«FNAME» «SNAME»
«PAFADDRESS 1»
«PAFADDRESS 2»
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear «FNAME»,

The NSW Post-School Destinations Survey 2023 helps us understand how you have been going since leaving school.*

By completing the survey, you have a chance to share in $2,000 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 Monday 7 August 2023, you will be entered into all 10 prize draws and receive an extra chance to win in the first draw. For full prize draw terms and conditions go to **www.srcentre.com.au/NSWdestinationssurvey**.

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

Complete the survey online:

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

1. Go to: srcentre.com.au/NSWdestinationssurvey

2. Click: Start survey

3. Enter your Username: %username%

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. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC, disability, education, employment and administrative data already collected or held by the NSW Department of Education or 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 consent, data the department receives from SRC will have identifiers included in it that we can use to link your survey responses to other government data.

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

Yours sincerely

* If you did not leave school before completing Year 12, have returned to secondary studies or left school to commence an International Baccalaureate, please contact the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

Appendix D:
Survey reminder letter

<div align="right">**Reference:** «ID»</div>

«FNAME» «SNAME»
«PAFADDRESS 1»
«PAFADDRESS 2»
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear FNAME,

You recently received an invitation to take part in the NSW Post-School Destinations Survey 2023. 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 Monday 25 September to be entered into 6 prize draws for a $200 JB Hi-Fi voucher**!

For full prize draw terms and conditions go to **www.srcentre.com.au/NSWdestinationssurvey**.

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

Complete the survey online:

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

1. Go to: srcentre.com.au/NSWdestinationssurvey

2. Click: Start survey

3. Enter your Username: %username%

All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. 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 or visit www.srcentre.com.au/NSWdestinationssurvey.

Thank you in advance for being part of the NSW Post-School Destinations Survey 2022. We wish you all the best in your future activities.

Yours sincerely

Appendix E:
Final call outcomes – Year 12 completers

Outcome	Non-Aboriginal (including non-Aboriginal CC)		Aboriginal	
	n	%	n	%
Sample initiated	59,004	100	2,349	100
Completed	27,709	47.0	1,122	47.8
Refusals	3,858	6.5	228	9.7
Respondent refusal	1,264	2.1	111	4.7
Email refusal	1,254	2.1	23	1.0
Household refusal	560	0.9	70	3.0
Midway termination	97	0.2	5	0.2
Inbound refusal	554	0.9	13	0.6
SMS refusal	50	0.1	4	0.2
Remove number from list	79	0.1	2	0.1
Unresolved contacts (appointments)	268	0.5	13	0.6
Other contacts	2,354	4.0	143	6.1
Stopped (partway through online completion) / transferred to online	1,553	2.6	105	4.5
Too old / frail / ill health	87	0.1	7	0.3
Away for duration	316	0.5	18	0.8
Claims to have done survey	118	0.2	4	0.2
Language other than English – no follow-up	143	0.2	1	0.0
Unreliable respondent / drunk	110	0.2	8	0.3
Agreed to complete online	27	0.0	0	0.0
Screened out / ineligible to participate	221	0.4	41	1.7
Did not complete Year 12 last year	219	0.4	41	1.7
Named respondent deceased	2	0.0	0	0.0
Non-contacts	22,929	38.9	714	30.4
Answering machine – no message left	15,122	25.6	463	19.7
No answer	5,451	9.2	182	7.7
Engaged	2,356	4.0	69	2.9
Unusable	1,665	2.8	88	3.7
Number disconnected	511	0.9	17	0.7
Named person / organisation not known	960	1.6	55	2.3
Not a residential number	186	0.3	15	0.6
Incoming call restriction	6	0.0	0	0.0
Fax	2	0.0	1	0.0

Appendix F:
Final call outcomes – early school leavers

Outcome	Non-Aboriginal (including non-Aboriginal CC)		Aboriginal	
	n	%	n	%
Sample initiated	**19,751**	**100**	**3,271**	**100**
Completed	**5,133**	**26.0**	**759**	**23.2**
Refusals	**1,558**	**7.9**	**249**	**7.6**
Household refusal	431	2.2	67	2.0
Respondent refusal	662	3.4	141	4.3
SMS refusal	34	0.2	4	0.1
Email refusal	95	0.5	7	0.2
Midway termination	52	0.3	5	0.2
Inbound refusal	232	1.2	15	0.5
Remove number from list	47	0.2	9	0.3
Proxy refused to provide information	3	0.0	0	0.0
Proxy not parent / guardian / carer / next of kin or does not know enough to provide information	2	0.0	1	0.0
Unresolved contacts (appointments)	**265**	**1.3**	**63**	**1.9**
Other contacts	**1,436**	**7.3**	**114**	**3.5**
Away for duration	184	0.9	22	0.7
Too old / frail / ill health	80	0.4	15	0.5
Stopped (partway through online completion) / transferred to online	995	5.0	61	1.9
Language other than English – no follow-up	72	0.4	3	0.1
Unreliable respondent / drunk	83	0.4	10	0.3
Claims to have done survey	22	0.1	3	0.1
Screened out / ineligible to participate	**1,619**	**8.2**	**292**	**8.9**
Completed Year 12	316	1.6	76	2.3
Returned to secondary schooling	459	2.3	77	2.4
Returned to secondary schooling – doing HSC in TAFE	190	1.0	24	0.7
Returned to secondary schooling – changed schools	180	0.9	29	0.9
Did not leave school and did not return to school	251	1.3	61	1.9
Leaving status unknown	124	0.6	22	0.7
Doing International Baccalaureate	93	0.5	0	0.0

Outcome	Non-Aboriginal (including non-Aboriginal CC)		Aboriginal	
	n	%	n	%
Named respondent deceased	2	0.0	1	0.0
Other	4	0.0	2	0.1
Non-contact	**8,570**	**43.4**	**1,604**	**49.0**
Answering machine	4,921	24.9	981	30.0
No answer	2,843	14.4	427	13.1
Engaged	806	4.1	196	6.0
Unusable	**1,170**	**5.9**	**190**	**5.8**
Named person / organisation not known	678	3.4	121	3.7
Number disconnected	238	1.2	61	1.9
Not a residential number	248	1.3	7	0.2
Incoming call restriction	6	0.0	0	0.0
Fax	0	0.0	1	0.0

Appendix G: Weighting benchmarks

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
Weighting group × Age in 2022 (from sample)				
AISNSW × 15–16 years	2,143	8.2		
AISNSW × 16–17 years			4,660	7.2
AISNSW × 17 years	910	3.5		
AISNSW × 18+ years	279	1.1	11,963	18.6
CSNSW × 15–16 years	1,771	6.7		
CSNSW × 16–17 years			3,650	5.7
CSNSW × 17 years	1,234	4.7		
CSNSW × 18+ years	270	1.0	8,516	13.2
DoE × 15–16 years	7,996	30.4		
DoE × 16–17 years			10,740	16.7
DoE × 17 years	6,213	23.7		
DoE × 18+ years	2121	8.1	22,569	35.0
Aboriginal × 15–16 years	1,767	6.7		
Aboriginal × 16–17 years			693	1.1
Aboriginal × 17 years	1,146	4.4		
Aboriginal × 18+ years	413	1.6	1,696	2.6
Weighting group × Gender (from sample)				
AIS × Female	1,361	5.2	8,269	12.8
AIS × Male	1,971	7.5	8,354	13.0
CEC × Female	1,259	4.8	6,562	10.2
CEC × Male	2,016	7.7	5,604	8.7
DoE × Female	6,708	25.5	17,344	26.9
DoE × Male	9,622	36.6	15,965	24.8
Aboriginal × Female	1,515	5.8	1,296	2.0
Aboriginal × Male	1,811	6.9	1,093	1.7
Geographic location (from sample)				
AISNSW × Central Coast Hunter	557	2.1	1,245	1.9
AISNSW × North East NSW	287	1.1	685	1.1
AISNSW × North West NSW	84	0.3	298	0.5
AISNSW × South East NSW	223	0.8	957	1.5
AISNSW × South West NSW	244	0.9	735	1.1

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
AISNSW × Sydney – Inner and West	849	3.2	4,927	7.6
AISNSW × Sydney – North, South and North West	845	3.2	6,468	10.0
AISNSW × Sydney – South West	243	0.9	1,308	2.0
CSNSW × Central Coast Hunter	615	2.3	1,274	2.0
CSNSW × North East NSW	386	1.5	1,073	1.7
CSNSW × North West NSW	131	0.5	244	0.4
CSNSW × South East NSW	327	1.2	652	1.0
CSNSW × South West NSW	338	1.3	747	1.2
CSNSW × Sydney – Inner and West	490	1.9	3,180	4.9
CSNSW × Sydney – North, South and North West	676	2.6	3,466	5.4
CSNSW × Sydney – South West	312	1.2	1,530	2.4
DoE × Capital Region	686	2.6	761	1.2
DoE × Central Coast	1,036	3.9	1,462	2.3
DoE × Central West	690	2.6	668	1.0
DoE × Coffs Harbour – Grafton	456	1.7	612	0.9
DoE × Far West and Orana	290	1.1	376	0.6
DoE × Hunter Valley excluding Newcastle	900	3.4	810	1.3
DoE × Illawarra	935	3.6	1,329	2.1
DoE × Mid North Coast	675	2.6	635	1.0
DoE × Murray	351	1.3	398	0.6
DoE × New England and North West	426	1.6	681	1.1
DoE × Newcastle and Lake Macquarie	1,237	4.7	1,614	2.5
DoE × Richmond – Tweed	707	2.7	769	1.2
DoE × Riverina	474	1.8	563	0.9
DoE × Southern Highlands and Shoalhaven	432	1.6	533	0.8
DoE × Sydney – Baulkham Hills and Hawkesbury	349	1.3	1,394	2.2
DoE × Sydney – Blacktown	628	2.4	1,565	2.4
DoE × Sydney – City and Inner South	252	1.0	989	1.5
DoE × Sydney – Eastern Suburbs	150	0.6	864	1.3
DoE × Sydney – Inner South West	775	3.0	2,299	3.6
DoE × Sydney – Inner West	229	0.9	1,003	1.6
DoE × Sydney – North Sydney and Hornsby	309	1.2	2,054	3.2
DoE × Sydney – Northern Beaches	285	1.1	1,383	2.1

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
DoE × Sydney – Outer South West	892	3.4	1,415	2.2
DoE × Sydney – Outer West and Blue Mountains	911	3.5	1,801	2.8
DoE × Sydney – Parramatta	575	2.2	2,056	3.2
DoE × Sydney – Ryde	159	0.6	1,019	1.6
DoE × Sydney – South West	905	3.4	2,742	4.3
DoE × Sydney – Sutherland	616	2.3	1,514	2.3
Aboriginal × Central Coast Hunter	703	2.7	492	0.8
Aboriginal × North East NSW	539	2.1	327	0.5
Aboriginal × North West NSW	598	2.3	338	0.5
Aboriginal × South East NSW	349	1.3	263	0.4
Aboriginal × South West NSW	409	1.6	279	0.4
Aboriginal × Sydney – Inner and West	257	1.0	245	0.4
Aboriginal × Sydney – North, South and North West	259	1.0	273	0.4
Aboriginal × Sydney – South West	212	0.8	172	0.3
Weighting group × Enrolment in Life Skills course (from sample)				
AISNSW	3,332	12.7	16,623	25.8
CSNSW	3,275	12.5	12,166	18.9
DoE × Enrolled in Life Skills course	827	3.1	1,261	2.0
DoE × Not enrolled in Life Skills course	15,503	59.0	32,048	49.7
Aboriginal × Enrolled in Life Skills course	388	1.5	257	0.4
Aboriginal × Not enrolled in Life Skills course	2,938	11.2	2,132	3.3
Weighting group × Enrolment in VET course (from sample)				
AIS × Enrolled in VET course	641	2.4	2,811	4.4
AIS × Not enrolled in VET course	2,691	10.2	13,812	21.4
CEC × Enrolled in VET course	1,329	5.1	4,493	7.0
CEC × Not enrolled in VET course	1,946	7.4	7,673	11.9
DoE × Enrolled in VET course	6,221	23.7	11,707	18.2
DoE × Not enrolled in VET course	10,109	38.5	21,602	33.5
Aboriginal × Enrolled in VET course	1,261	4.8	1,402	2.2
Aboriginal × Not enrolled in VET course	2,065	7.9	987	1.5

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
SA4 cluster (from sample)				
Central Coast Hunter	5,048	19.2	6,897	10.7
North East NSW	3,050	11.6	4,101	6.4
North West NSW	1,529	5.8	1,937	3.0
South East NSW	2,952	11.2	4,495	7.0
South West NSW	2,506	9.5	3,390	5.3
Sydney – Inner	1,450	5.5	7,665	11.9
Sydney – North	1,268	4.8	9,588	14.9
Sydney – North West	2,078	7.9	5,585	8.7
Sydney – South	1,838	7.0	6,498	10.1
Sydney – South West	2,564	9.8	7,167	11.1
Sydney – West	1,980	7.5	7,164	11.1

Appendix H:
Statistical Area 4 clusters

Name of SA4 cluster	SA4 name
Sydney – North	Sydney –North Sydney and Hornsby Sydney – Northern Beaches Sydney – Ryde
Sydney – Inner	Sydney – City and Inner South Sydney – Eastern Suburbs Sydney – Inner West
Sydney – South	Sydney – Inner South West Sydney – Sutherland
Sydney – South West	Sydney – Outer South West Sydney – South West
Sydney – West	Sydney – Blacktown Sydney – Parramatta
Sydney – North West	Sydney – Baulkham Hills and Hawkesbury Sydney – Outer West and Blue Mountains
North East NSW	Coffs Harbour – Grafton Mid North Coast Richmond – Tweed
North West NSW	Far West and Orana New England and North West
South West NSW	Central West Murray Riverina
South East NSW	Capital Region Illawarra Southern Highlands and Shoalhaven
Central Coast Hunter	Central Coast Newcastle and Lake Macquarie Hunter Valley excluding Newcastle

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