



# Finished college, where are you now?

A survey of students who successfully  
completed Year 12 in 2006

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# Highlights

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The major findings from this survey are presented below.

## **Currently studying**

- ✧ Over half of students reported that they were currently undertaking study.
- ✧ LOTE students were more likely than non-LOTE students to be undertaking study.

## **Currently studying FT or PT**

- ✧ Of students that reported that they were currently undertaking study - 79% reported studying full-time and 21% part-time.
- ✧ More than 97% of students with a UAI of 86 or higher were currently studying full-time.

## **Currently studying Institution**

- ✧ A greater proportion of females than males were studying at university.
- ✧ While non-government students were more likely than government students to be studying at university, government sector students were more likely to be studying at CIT/TAFE.
- ✧ Over two thirds of students that did not gain a UAI were undertaking study at either CIT/TAFE; and nearly a quarter were studying at other institutions such as private provider institutions.

## **Currently studying Level**

- ✧ Compared to the proportion of males, a greater proportion of females were studying at a Bachelor Degree level or higher.
- ✧ The proportion of males studying at Certificate III level was nearly twice the proportion of females studying at that level.
- ✧ The proportion of students that did obtain a VET certificate during Year 11 or Year 12 that were studying at Certificate III level was twice that of Certificate III level students that did not gain a VET certificate.
- ✧ Over 90% of students that obtained a UAI of 86 or higher reported currently studying at a Bachelor Degree level or higher.
- ✧ Just over forty percent of students that did not gain a UAI were currently studying at Certificate III level.

### **Reason not currently studying**

- ✧ Of the 43% of students that were not currently studying, 44% reported their main reason for not studying as “Taking a gap year” and 29% reported “Got a job”.
- ✧ Non-government sector students were more likely than government sector students to not currently be studying for the reason of “Taking a gap year”.
- ✧ “Got a job” was the most frequently reported main reason for not studying for 44% of students that did not gain a UAI.

### **Intention to study**

- ✧ Of all students, 48% intended to start (further) study in the next two years.

### **Labour Force Status**

- ✧ Over eighty percent of students reported currently having a paid job.
- ✧ Of all students, 7% reported not currently having a paid job and actively looking for work, with nearly 3 of every 4 of these students looking for part-time work.
- ✧ There does appear to be a difference in the proportion of students by labour force status for LOTE students and non-LOTE students with 83% of non-LOTE students employed compared to 72% for LOTE student. Also, over twice the proportion of LOTE students reported being unemployed (13%) when compared to the proportion of non-LOTE students (6%).
- ✧ Undertaking a VET course while at school does appear to be a factor in a student’s labour force status on leaving school. Of students that did obtain a VET certificate, 87% were employed compared to 78% of those that did not; and 5% of students that obtained a VET certificate were unemployed compared to 8% of students that did not obtain a VET certificate.

### **Unemployment Rate**

- ✧ The unemployment rate for all students was 7.9%.
- ✧ The unemployment rate for LOTE students was over two times the rate for non-LOTE students.
- ✧ The unemployment rate for students that did not obtain a VET certificate in Year 11 or Year 12 was 9.3% compared to only 5.4% for those that did.
- ✧ Unemployment rates were generally lower for students that did not have a UAI or for students that had a UAI of 75 or less.

### **Labour Force Participation Rate**

- ✧ The labour force participation rate for all students was 89.4%.
- ✧ Participation rates were higher for females, non-LOTE students, and students that obtained a VET certificate in Year 11 or Year 12.

### **Labour Force Status and Currently Studying**

- ✧ Of the 81% of students that were employed, over half were also currently studying.
- ✧ Of the 11% of students that were not in the labour force, 65% were currently studying.

### **Satisfaction with Study**

- ✧ Over 90% of students gave a positive response to the following statements about their Year 11 and Year 12 experience:
  - ◆ It was satisfying and rewarding, 90%
  - ◆ A range of subjects were available, 92%
- ✧ Overall 95% of students reported a positive Year 11 and Year 12 experience in the ACT in 2006.
- ✧ A greater proportion of students that undertook career counselling reported positive overall satisfaction than those that did not.
- ✧ Students receiving higher UAI scores tended to be more satisfied overall than students with no UAI or a UAI of 65 or less.
- ✧ More than 84% of students at each college reported positive overall satisfaction with their Year 11 and Year 12 experience.

### **Key Outcomes**

- ✧ After completing Year 12 in the ACT in 2006, 93% of all students reported that they were employed or studying in 2007.
- ✧ Just over eighty percent of all students were employed and more than half of all students were currently studying.
- ✧ While students' personal characteristics generally do not appear to influence the proportion of all students employed or studying, non-LOTE students were more likely to be employed than LOTE students; and LOTE students were more likely to be currently studying than non-LOTE students.
- ✧ Undertaking a VET course at school does appear to have an impact on outcomes for students with 96% of students that undertook a VET course at school reporting that they were employed or studying in 2007 compared to 92% for those students that did not. Also, 87% of students that undertook a VET course were employed compared to 78% of students that did not undertake a VET course at school.
- ✧ Not having a UAI does not appear to negatively impact a student's employment outcomes with 87% of students with no UAI being employed compared to 81% for all students. However, not having a UAI does appear to impact on the likelihood of the student undertaking further study as only 47% of students without a UAI were currently studying in 2007 compared to 57% for all students.



# Introduction

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## Purpose

Conducted in 2007, *Finished college, where are you now?* is a survey of students who successfully completed Year 12 in the Australian Capital Territory in 2006.

The survey was undertaken so that findings may inform the ACT Department of Education and Training, the Board of Senior Secondary Studies (BSSS), Universities, Vocational Education and Training providers, and Schools to ensure that senior school education remains relevant, and is of the highest quality.

The major research questions for the survey were:

- what proportion of students, and which students, continue to study after Year 12?
- what do they study, and where?
- if they are not studying, what are they doing?
- are they intending to undertake further study in the future?
- what do they think of their ACT senior secondary experience?

## Scope

Drawn from the BSSS administrative records, the population of interest was defined as those students who were awarded a Year 12 certificate from an ACT school, college, or the Canberra Institute of Technology in 2006. This included:

- students who lived outside the ACT but who did Year 12 there
- students of diplomatic families
- mature age students

The population excluded full fee paying students usually resident overseas.

# Methodology

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## Survey Instrument

A draft questionnaire was developed taking into account the research objectives and the amount of time available to conduct a telephone interview.

A pilot test was undertaken to validate the questionnaire and the interviewing procedures - this resulted in several improvements being made. A copy of the final questionnaire is provided in Appendix I.

## Data Collection

A primary approach letter was sent to all potential respondents at their last known address. This letter introduced the survey and provided information about:

- the purpose and importance of the study
- the broad content of the survey
- the amount of time the interview would take
- confidentiality

A sample letter is provided in Appendix II.

Following special training of interviewers, interviews were conducted by telephone over the period 16 July to 30 August 2007. Wherever possible information was obtained from the student themselves, but in some cases a parent or guardian supplied the information where the student could not be contacted directly, and where the parent/guardian was able to answer the questions.

## Data Analysis

Survey results are presented in the Findings section of this report. Findings for the major survey questions are presented as a percentage of total respondents by sex, LOTE, sector, VET course, and UAI Group. Where applicable, graphs are presented to highlight major findings.

### Age & Indigenous Analysis

Findings for the major survey questions have not been presented by age or Indigenous status.

Findings are not presented by age due to low variability in the age of respondents, and findings are not presented by Indigenous status due to the potential for interpretation of percentages to be misleading when summarising the low numbers of respondents. Nine students (0.4% of total respondents) identified as being of Indigenous status. Refer Table 2 for a profile of respondents by sex, age, Indigenous status and LOTE.

## Data Validation

Survey information was merged with information from the BSSS records (such as UAI score, date of birth, school name) and then edited to ensure quality.

The editing strategy is provided in Appendix III.

A post-stratification exercise was undertaken on the two main variables of currently studying and labour force status by UAI Group, to determine whether variations in survey response rates impact on survey findings. It was concluded that post-stratifying by UAI Group would make little difference to survey findings.

## Definitions and Terminology

The definitions and terminologies used throughout this report are provided in Appendix V.

# Findings

## Response Rates

### Survey Response Rates

A total of 2,216 students were surveyed from a total population of 3,544 in-scope students. This provided a response rate of 62.5%.

Table 1 shows survey response rates by the schooling characteristics of sector, college, and UAI Group.

**Table 1: Survey Response Rates by Schooling Characteristics**

	No. of Respondents	Total Population	Response Rate
<b>Sector</b>			
Government	1,214	2,026	59.9
Non-government	1,002	1,518	66.0
<b>College</b>			
MacKillop Catholic College	150	193	77.7
Orana School	3	4	75.0
Radford College	120	169	71.0
St Francis Xavier College	107	152	70.4
Merici College	90	131	68.7
Copland College	81	118	68.6
Marist College	130	197	66.0
Erindale College	191	291	65.6
Canberra Girls Grammar School	101	155	65.2
St Clare's College	98	154	63.6
Narrabundah College	207	329	62.9
Hawker College	178	289	61.6
Lake Tuggeranong College	175	285	61.4
The Canberra College	163	278	58.6
Daramalan College	126	221	57.0
St Edmund's College	62	110	56.4
Dickson College	95	177	53.7
Lake Ginninderra College	108	204	52.9
Trinity Christian School	15	32	46.9
Canberra Institute of Technology	16	55	29.1
<b>UAI Group</b>			
1-65	287	475	60.4
66-75	288	445	64.7
76-85	320	474	67.5
86-95	371	526	70.5
96-100	183	248	73.8
No UAI	767	1,376	55.7
<b>Total</b>	<b>2,216</b>	<b>3,544</b>	<b>62.5</b>

Response rates were lower than the survey's average response rate of 62.5% for: government school students (59.9%), nine colleges, and students with No UAI (55.7%) or a UAI of less than 65 (60.4%). Interestingly response rates improved the higher the UAI Group, from 60.4% for UAI Group 1-65 to 73.8% for UAI Group 96-100.

Important note: For colleges with low response rates, such as Trinity Christian School and Canberra Institute of Technology, survey findings should be interpreted with caution as there is a greater likelihood that survey responses will not be representative of the total college survey population.

## Non-response by survey question

Survey question non-response is shown in the analysis tables as 'Not Stated'. Non-response rates were one percent or less for survey questions relating to current study, not studying, future study, and personal information. Non-responses to questions relating to work situation and seeking work were also very low but when combined with 'Don't Know' responses, labour force status could not be determined for 1.3% of students.

For the satisfaction survey questions, student responses of 'Don't Know' were not able to be distinguished from question non-response and they were all recorded as 'system missing' in the data file. As the six satisfaction questions had between 16.5% and 16.7% system missing values, these responses/non-responses were excluded from the analysis so that percentages of students with positive, neutral and negative responses could be determined.

# Respondent Profile

## Personal Characteristics

Table 2 shows a profile of survey respondents by personal characteristics: sex, age, Indigenous status, and LOTE.

**Table 2: Respondent Personal Characteristics**

	No.	%
<b>Sex</b>		
Female	1,184	53.4
Male	1,032	46.6
<b>Age</b>		
18 years or less	585	26.4
19 years	1,565	70.6
20 years	54	2.4
21 to 40 years	12	0.5
More than 40 years	0	0.0
<b>Indigenous Status</b>		
No	2,207	99.6
Yes	9	0.4
<b>LOTE</b>		
No	1,904	85.9
Yes	303	13.7
Don't know	1	0.0
Not Stated	8	0.4
<b>Total</b>	<b>2,216</b>	<b>100.0</b>

Nearly all students surveyed (97.0%) were aged 19 years or less. Less than one percent of students were aged 21-40 years, and no students were aged 40 years or more. There were slightly more females than males surveyed with 53.4% of students surveyed being females. Of all students surveyed, 0.4% were of Indigenous background and 13.7% of students reported speaking a language other than English at home.

## Schooling Characteristics

Table 3 provides a profile of survey respondents by the schooling characteristics: sector, college, VET course, UAI Group and career counselling.

**Table 3: Respondent Schooling Characteristics**

	No.	%
<b>Sector</b>		
Government	1,214	54.8
Non-government	1,002	45.2
<b>College</b>		
Narrabundah College	207	9.3
Erindale College	191	8.6
Hawker College	178	8.0
Lake Tuggeranong College	175	7.9
The Canberra College	163	7.4
MacKillop Catholic College	150	6.8
Marist College	130	5.9
Daramalan College	126	5.7
Radford College	120	5.4
Lake Ginninderra College	108	4.9
St Francis Xavier College	107	4.8
Canberra Girls Grammar School	101	4.6
St Clare's College	98	4.4
Dickson College	95	4.3
Merici College	90	4.1
Copland College	81	3.7
St Edmund's College	62	2.8
Canberra Institute of Technology	16	0.7
Trinity Christian School	15	0.7
Orana School	3	0.1
<b>VET Course</b>		
No	1,466	66.2
Yes	750	33.8
<b>UAI Group</b>		
1-65	287	13.0
66-75	288	13.0
76-85	320	14.4
86-95	371	16.7
96-100	183	8.3
No UAI	767	34.6
<b>Career counselling</b>		
No	975	44.0
Yes	1,157	52.2
Don't know	75	3.4
Not Stated	9	0.4
<b>Total</b>	<b>2,216</b>	<b>100.0</b>

Slightly more students surveyed undertook Year 11 and Year 12 in the government sector (54.8%) than the non-government sector (45.2%). There was a reasonably even distribution of students across colleges with no college accounting for more than 10% of respondents.

Two thirds of students surveyed (66.2%) did not obtain at least one VET certificate during their Year 11 or Year 12 studies.

One third (34.6%) of students surveyed did not receive a UAI.

Just over half of students surveyed (52.2%), reported that they had received career counselling during years 11 and 12.

Important note: Survey findings, particularly percentage rates, for Orana School may be misleading and should be interpreted with caution due to the low number of students (3) from this college. Other colleges with low numbers of students include Canberra Institute of Technology (16 students) and Trinity Christian School (15 students).

Comparing the profile of students surveyed by sector, college, and UAI Group to the profile of the survey population (Refer Appendix IV), while there were more government school students than non-government school students in the survey population, 57.2% compared to 42.8%, the survey received a higher response rate from non-government school students. This resulted in a slightly lower proportion of government school students represented in the survey sample than are represented in the survey population.

The profile of respondents by UAI grouping is similar to that of the population as is the profile of students across colleges – thus survey findings by UAI and college will be representative of the target population.

# Currently Studying

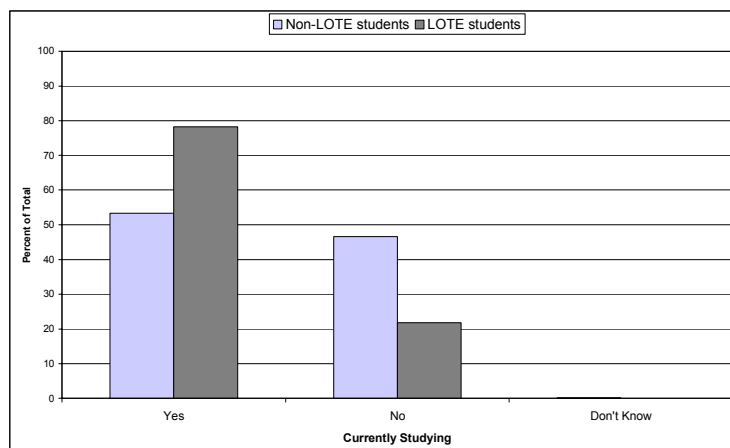
## Profile

Table 4 shows percentages of students currently studying by student personal and schooling characteristics.

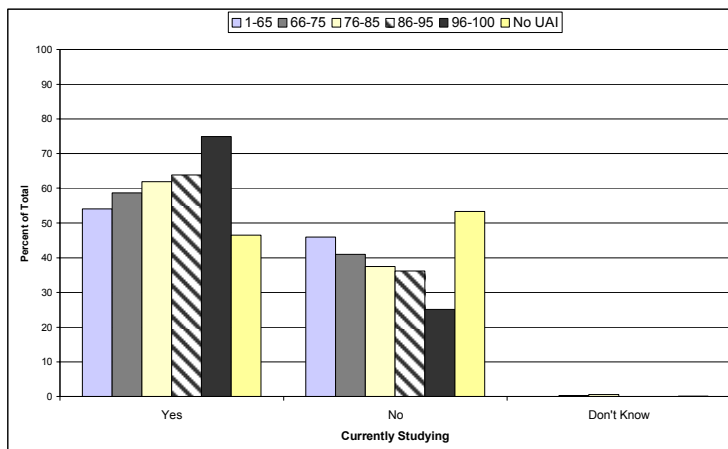
**Table 4: Percentage of Currently Studying Profile**

		Yes	No	Don't Know	Total
<b>Sex</b>					
	Females	55.7	44.2	0.1	100.0
	Males	57.5	42.2	0.3	100.0
<b>LOTE</b>					
	No	53.3	46.6	0.1	100.0
	Yes	78.2	21.8	0.0	100.0
	Don't know	0.0	0.0	100.0	100.0
	Not Stated	12.5	75.0	12.5	100.0
<b>Sector</b>					
	Government	55.4	44.6	0.1	100.0
	Non-government	58.0	41.7	0.3	100.0
<b>VET Course</b>					
	No	56.1	43.8	0.1	100.0
	Yes	57.5	42.3	0.3	100.0
<b>UAI Group</b>					
	1-65	54.0	46.0	0.0	100.0
	66-75	58.7	41.0	0.3	100.0
	76-85	61.9	37.5	0.6	100.0
	86-95	63.9	36.1	0.0	100.0
	96-100	74.9	25.1	0.0	100.0
	No UAI	46.5	53.3	0.1	100.0
<b>Total</b>		<b>56.5</b>	<b>43.3</b>	<b>0.2</b>	<b>100.0</b>
		1,253	959	4	2,216

**Figure 1: Percentage Currently Studying – LOTE**



**Figure 2: Percentage Currently Studying – UAI Group**



Over half of students surveyed (1,253, 56.5%) reported that they were currently undertaking study.

LOTE students were more likely than non-LOTE students to be undertaking study with 78.2% of LOTE students currently studying compared to 53.3% for non-LOTE students. (Figure 1)

Perhaps reflecting admission requirements for university study, the proportion of students that reported they were currently undertaking study increased by UAI Grouping. i.e. 54.0% of students in UAI grouping 1-65 were currently studying, compared to 74.9% of students in the UAI Group 96-100. (Figure 2)

Less than half (46.5%) of students that did not gain a UAI were currently studying. (Figure 2)

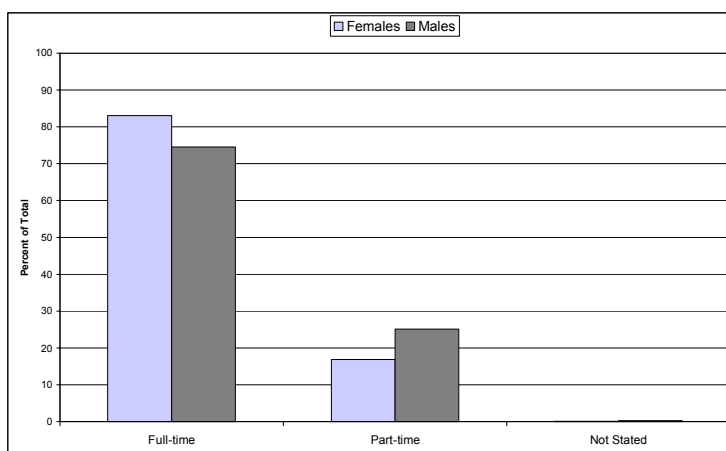
## Currently Studying FT or PT

Table 5 shows percentages of students currently studying by whether they are studying full-time or part-time.

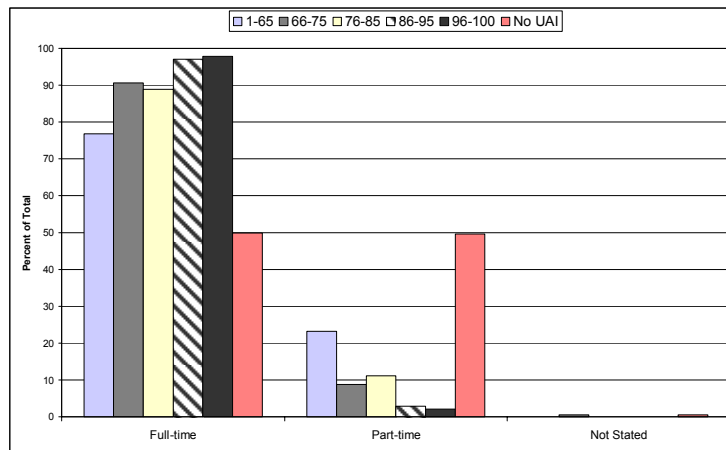
**Table 5: Percentage of Currently Studying FT or PT**

		Full-time	Part-time	Not Stated	Total
<b>Sex</b>					
	Females	83.0	16.8	0.2	100.0
	Males	74.5	25.1	0.3	100.0
<b>LOTE</b>					
	No	76.7	23.1	0.2	100.0
	Yes	88.6	11.0	0.4	100.0
	Not Stated	100.0	0.0	0.0	100.0
<b>Sector</b>					
	Government	78.0	22.0	0.0	100.0
	Non-government	80.2	19.3	0.5	100.0
<b>VET Course</b>					
	No	82.4	17.5	0.1	100.0
	Yes	72.6	26.9	0.5	100.0
<b>UAI Group</b>					
	1-65	76.8	23.2	0.0	100.0
	66-75	90.5	8.9	0.6	100.0
	76-85	88.9	11.1	0.0	100.0
	86-95	97.0	3.0	0.0	100.0
	96-100	97.8	2.2	0.0	100.0
	No UAI	49.9	49.6	0.6	100.0
<b>Total</b>		<b>79.0</b>	<b>20.8</b>	<b>0.2</b>	<b>100.0</b>
		990	260	3	1,253

**Figure 3: Percentage Currently Studying FT or PT – Sex**



**Figure 4: Percentage Currently Studying FT or PT – UAI Group**



Of the 1,253 (56.5%) students that reported that they were currently undertaking study - 79.0% reported studying full-time and 20.8% part-time.

A greater proportion of females were studying full-time - 83.0% of females compared to 74.5% of males. (Figure 3)

More than 97.0% of students with a UAI of 86 or higher were currently studying full-time. (Figure 4)

## Institution Currently Studying

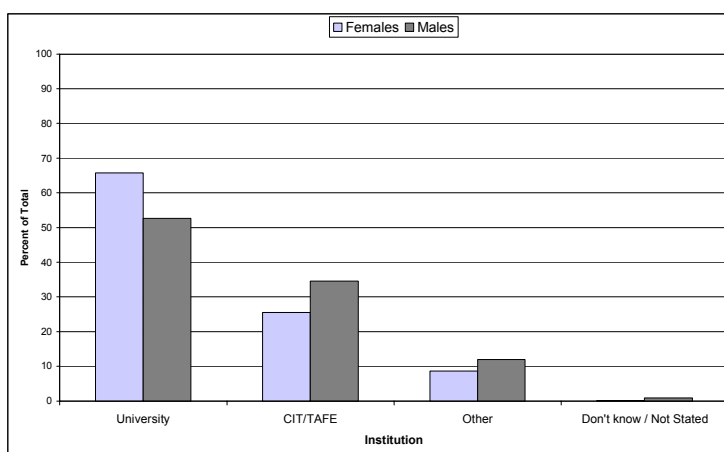
Table 6 shows percentages of students currently studying by their institution of study.

**Table 6: Percentage Currently Studying Institution**

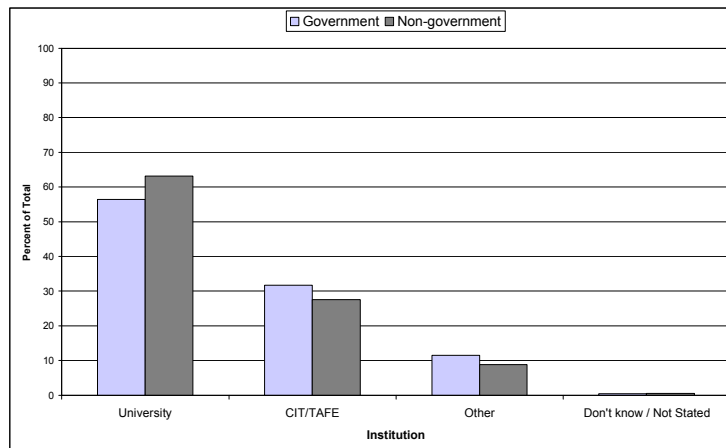
	University	CIT/TAFE	Other	Don't know / Not Stated	Total
<b>Sex</b>					
Females	65.8	25.5	8.6	0.2	100.0
Males	52.6	34.6	12.0	0.8	100.0
<b>LOTE</b>					
No	56.4	31.9	11.1	0.6	100.0
Yes	73.4	20.3	6.3	0.0	100.0
Not Stated	0.0	100.0	0.0	0.0	100.0
<b>Sector</b>					
Government	56.4	31.7	11.5	0.4	100.0
Non-government	63.2	27.5	8.8	0.5	100.0
<b>VET Course</b>					
No	69.0	22.4	8.0	0.6	100.0
Yes	41.5	43.9	14.4	0.2	100.0
<b>UAI Group</b>					
1-65	38.1	51.6	10.3	0.0	100.0
66-75	77.5	15.4	7.1	0.0	100.0
76-85	87.4	8.6	4.0	0.0	100.0
86-95	95.4	2.1	2.1	0.4	100.0
96-100	97.1	0.7	2.2	0.0	100.0
No UAI	6.7	68.3	23.5	1.4	100.0
<b>Total</b>	<b>59.5</b>	<b>29.8</b>	<b>10.2</b>	<b>0.5</b>	<b>100.0</b>
	746	373	128	6	1,253

Note: "CIT/TAFE" includes survey responses of 'CIT/TAFE Institute' and 'TAFE division of a university'. "Other" includes survey responses of 'Private Provider', 'ACE Provider', and 'Other'.

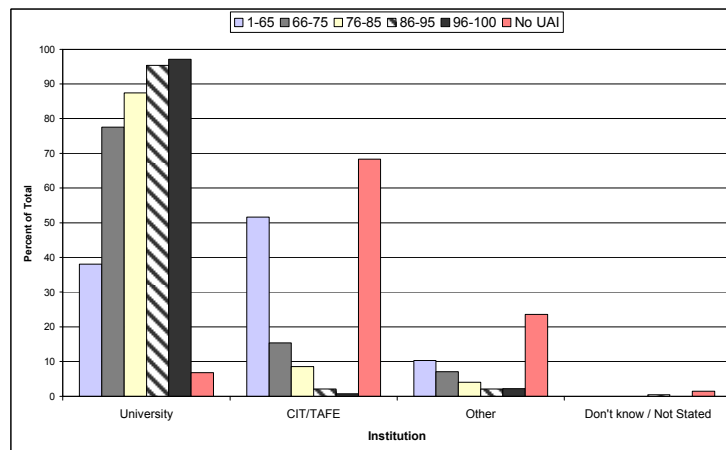
**Figure 5: Percentage Currently Studying Institution – Sex**



**Figure 6: Percentage Currently Studying Institution – Sector**



**Figure 7: Percentage Currently Studying Institution – UAI Group**



Of the 1,253 students that reported that they were currently undertaking study, 59.5% were studying at a university, 29.8% at a CIT/TAFE Institute, and 10.2% at other institutions.

A greater proportion of females than males were studying at university – 65.8% of females compared to 52.6% of males. (Figure 5)

While non-government students were more likely than government students to be studying at university - 63.2% of non-government students compared to 56.4% of government sector students, government sector students were more likely to be studying at a CIT/TAFE - 31.7% for government students and 27.5% for non-government students. (Figure 6)

Over two thirds (68.1%) of students that did not gain a UAI were undertaking study at CIT/TAFE. Nearly a quarter (23.5%) of students were studying at other institutions such as private provider institutions. (Figure 7)

## Level Currently Studying

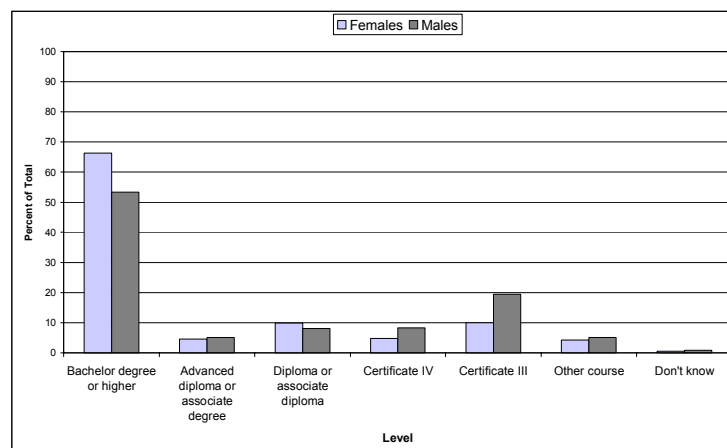
Table 7 shows percentages of students currently studying by their level of study.

**Table 7: Percentage Currently Studying Level**

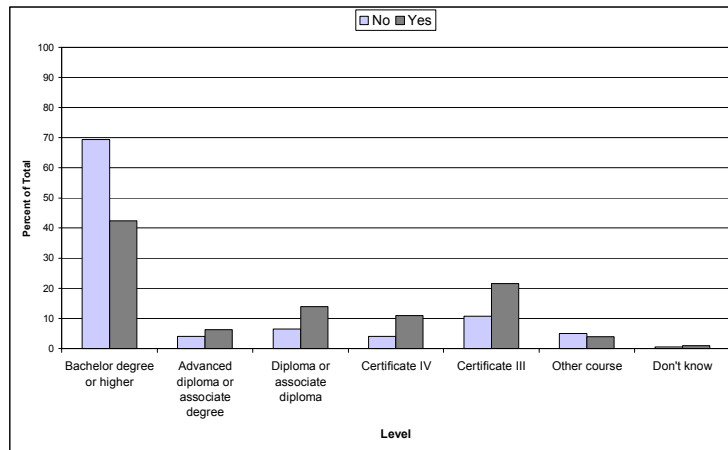
		Bachelor degree or higher	Advanced diploma or associate degree	Diploma or associate diploma	Certificate IV	Certificate III	Other course	Don't know	Total
<b>Sex</b>									
	Females	66.2	4.5	9.8	4.7	10.0	4.2	0.5	100.0
	Males	53.3	5.1	8.1	8.3	19.4	5.1	0.8	100.0
<b>LOTE</b>									
	No	56.9	4.7	9.7	6.9	16.0	5.0	0.8	100.0
	Yes	73.8	5.1	6.3	4.2	8.0	2.5	0.0	100.0
	Not Stated	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
<b>Sector</b>									
	Government	57.0	4.6	10.1	7.6	13.8	6.0	0.9	100.0
	Non-government	63.7	5.0	7.7	5.0	15.1	3.1	0.3	100.0
<b>VET Course</b>									
	No	69.3	4.0	6.4	4.0	10.7	5.0	0.5	100.0
	Yes	42.5	6.3	13.9	10.9	21.6	3.9	0.9	100.0
<b>UAI Group</b>									
	1-65	40.6	8.4	21.9	12.9	12.3	3.2	0.6	100.0
	66-75	79.3	4.7	7.1	4.1	3.6	1.2	0.0	100.0
	76-85	86.4	2.5	2.5	3.5	3.0	2.0	0.0	100.0
	86-95	96.2	0.4	0.4	0.8	0.4	1.3	0.4	100.0
	96-100	97.1	0.7	0.0	0.7	0.0	1.5	0.0	100.0
	No UAI	6.7	9.0	17.1	12.0	41.7	11.8	1.7	100.0
<b>Total</b>		<b>60.1</b>	<b>4.8</b>	<b>9.0</b>	<b>6.4</b>	<b>14.4</b>	<b>4.6</b>	<b>0.6</b>	<b>100.0</b>
		753	60	113	80	181	58	8	1,253

Note: "Other Course" includes survey responses of 'Certificate II', 'Certificate I', 'Other Certificate', 'Secondary school qualification', 'Statement of Attainment', and 'Other Course'.

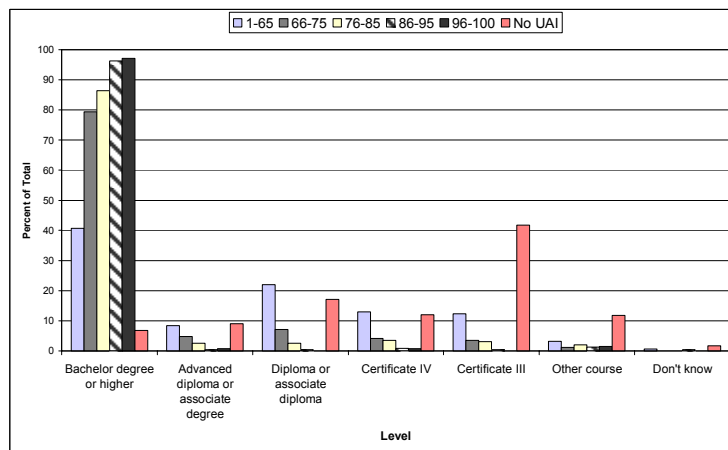
**Figure 8: Percentage Currently Studying Level – Sex**



**Figure 9: Percentage Currently Studying Level – VET Course**



**Figure 10: Percentage Currently Studying Level – UAI Group**



Sixty percent of students that reported they were currently studying were studying at a Bachelor Degree level or higher, 14.4% at Certificate III level, 9.0% at Diploma or Associate Diploma level, 6.4% at Certificate IV level, 4.8% at Advanced Diploma or Associate Degree level, and 4.6% at other lower levels.

Compared to the proportion of males, a greater proportion of females were studying at a Bachelor Degree level or higher– 66.2% of females and 53.3% of males. The proportion of males studying at Certificate III level was nearly twice the proportion of females studying at that level – 19.4% of males compared to 10.0% of females. (Figure 8)

Of students that did not obtain at least one VET certificate during Year 11 or Year 12, a greater proportion of students were currently studying at a level of Bachelor Degree or higher when compared to students that did gain a VET certificate – 69.3% of those that did not undertake VET course compared to 42.5% of those that did undertake a VET course. The proportion of students that did obtain a VET certificate during Year 11 or Year 12 that were studying at Certificate III level was twice that of VET students that did not gain a VET certificate – 21.6% for VET course compared to 10.7% for no VET course. (Figure 9)

Over 90% of students that obtained a UAI of 86 or higher reported currently studying at a Bachelor Degree level or higher. Just over forty percent (41.7%) of students that did not gain a UAI were currently studying at Certificate III level. (Figure 10)

## Reason Currently Studying

Table 8 shows percentages of students currently studying by their reason for undertaking study.

**Table 8: Percentage Currently Studying Reason**

	It's a course that interests me	To get/start/help in a job/business	Part of apprenticeship / traineeship	To improve my education	Other	Don't Know / Not Stated	Total
<b>Sex</b>							
Females	52.3	26.7	5.2	10.8	5.0	0.2	100.0
Males	43.8	24.8	17.2	8.1	5.1	1.0	100.0
<b>LOTE</b>							
No	47.9	25.0	11.9	9.9	4.7	0.6	100.0
Yes	50.2	29.1	6.3	8.0	6.3	0.0	100.0
Not Stated	0.0	0.0	0.0	0.0	0.0	100.0	100.0
<b>Sector</b>							
Government	46.1	28.0	10.7	9.8	4.9	0.4	100.0
Non-government	50.8	23.2	11.0	9.1	5.2	0.7	100.0
<b>VET Course</b>							
No	50.7	26.6	6.9	10.5	4.9	0.4	100.0
Yes	43.6	24.1	18.3	7.7	5.3	0.9	100.0
<b>UAI Group</b>							
1-65	42.6	26.5	12.9	12.3	5.8	0.0	100.0
66-75	55.0	30.8	3.0	9.5	1.8	0.0	100.0
76-85	49.0	35.9	2.0	9.6	3.5	0.0	100.0
86-95	58.2	25.3	0.4	10.1	5.5	0.4	100.0
96-100	67.2	19.7	0.0	5.1	8.0	0.0	100.0
No UAI	33.3	20.2	29.7	9.5	5.6	1.7	100.0
<b>Total</b>	<b>48.3</b>	<b>25.8</b>	<b>10.9</b>	<b>9.5</b>	<b>5.0</b>	<b>0.6</b>	<b>100.0</b>
	605	323	136	119	63	7	1,253

Note: "To get/start/help in a job/business" includes survey responses of 'To get/start a job/business' and 'To help in a job/business or a requirement of my job'. "Part of apprenticeship/traineeship" includes survey responses of 'Part of apprenticeship/pre-apprenticeship course' and 'Part of my traineeship'. "Improve my education" includes survey responses of 'To help get into another course' and 'To improve my education generally'. "Other" includes survey responses of 'Other personal related' and 'Other'.

The most popular main reason reported for currently undertaking study, reported by 48.3% of students, was "It's a course that interests me", with the next most popular reason being "To get/start/help a job/business" (25.8%).

For students that did not have a UAI, 33.3% reported their main reason for currently studying as "It's a course that interests me", and 29.7% reported that it was because the study was "part of apprenticeship / pre-apprenticeship course".

## Reason not Studying

Table 9 shows percentages of students currently not studying by their reason for not currently undertaking study.

**Table 9: Percentage of Reason not Currently Studying**

		<b>Taking a gap year</b>	<b>Got a job</b>	<b>Travelling</b>	<b>Never planned/intended to study</b>	<b>Other</b>	<b>Not Stated</b>	<b>Total</b>
<b>Sex</b>								
	Females	45.9	29.1	6.9	3.3	14.1	0.8	100.0
	Males	42.4	29.1	6.0	8.0	13.5	0.9	100.0
<b>LOTE</b>								
	No	45.2	28.2	6.4	5.6	13.8	0.8	100.0
	Yes	33.3	42.4	6.1	3.0	15.2	0.0	100.0
	Not Stated	33.3	16.7	16.7	0.0	16.7	16.7	100.0
<b>Sector</b>								
	Government	39.7	33.1	4.3	6.8	15.0	1.1	100.0
	Non-government	50.2	23.9	9.3	3.6	12.4	0.5	100.0
<b>VET Course</b>								
	No	47.7	26.3	7.6	5.1	12.6	0.6	100.0
	Yes	37.5	34.7	4.1	6.0	16.4	1.3	100.0
<b>UAI Group</b>								
	1-65	43.2	28.8	5.3	4.5	18.2	0.0	100.0
	66-75	58.5	22.0	11.9	1.7	5.9	0.0	100.0
	76-85	69.2	16.7	8.3	0.0	5.8	0.0	100.0
	86-95	74.6	10.4	9.7	0.0	5.2	0.0	100.0
	96-100	76.1	4.3	13.0	0.0	4.3	2.2	100.0
	No UAI	19.8	43.8	2.9	10.8	21.0	1.7	100.0
<b>Total</b>		<b>44.3</b>	<b>29.1</b>	<b>6.5</b>	<b>5.4</b>	<b>13.9</b>	<b>0.8</b>	<b>100.0</b>
		425	279	62	52	133	8	959

Note: "Taking a gap year" includes survey responses of 'Taking a gap year' and 'Deferred'. "Other" includes survey responses of 'Couldn't decide what to study', 'I didn't feel ready for study at the moment', 'Intend to start some study later this year', and 'Other'.

Of the 959 (43.3%) students surveyed that were not currently studying, 44.3% reported their main reason for not studying as "Taking a gap year" and 29.1% reported "Get a job".

Non-government sector students were more likely than government sector students to not currently be studying for the reason of "Taking a gap year" – 50.2% of non-government sector students, compared to 39.7% of government sector students. Also, a higher proportion of government sector students reported not currently studying for reasons of 'having a job' than non-government sector students – 33.1% of government sector students compared to 23.9% of non-government sector students.

"Get a job" was the most frequently reported main reason for not studying for 43.8% of students that did not gain a UAI.

# Intention to Study

## Profile

Of all students surveyed, 48.2% intended to start (further) study in the next two years. Of the other students, 44.0% did not intend to start (further) study and 6.8% did not know whether they were going to start (further) study or not.

**Table 10: Percentage Intending to study**

	%
No	44.0
Yes	48.2
Don't know	6.8
Not Stated	1.0
<b>Total</b>	<b>100.0</b>
	2,216

## Institution

Of the 1,068 (48.2%) of students that did intend to start (further) study in the next two years, 57.7% expect to study at university and 31.6% at a TAFE/CIT Institute.

**Table 11: Percentage of Study Institution**

	%
University	57.7
CIT/TAFE institute	31.6
Private Provider	6.1
Adult and Community Education Provider	0.5
TAFE division of a university	0.2
Other	0.9
Don't Know	2.5
Not Stated	0.5
<b>Total</b>	<b>100.0</b>
	1,068

# Labour Force Status

## Summary

Table 12 shows a summary of the labour force status of students. (Refer to Appendix V for definitions and terminology.)

**Table 12: Labour Force Status Summary**

	No.	%
<b>In Labour Force</b>	<b>1,955</b>	<b>88.2</b>
<b>Employed</b>	<b>1,801</b>	<b>81.3</b>
Full-time	847	38.2
Part-time	916	41.3
Not Stated	38	1.7
<b>Not Employed, seeking work</b>	<b>154</b>	<b>6.9</b>
Full-time	34	1.5
Part-time	113	5.1
Either FT/PT / DK	7	0.3
<b>Not in Labour Force</b>	<b>232</b>	<b>10.5</b>
Labour Force Status Not Stated / Known	29	1.3
<b>Total</b>	<b>2,216</b>	<b>100.0</b>
<b>Participation Rate</b>		<b>89.4</b>
<b>Unemployment Rate</b>		<b>7.9</b>

Over eighty percent of students surveyed (81.3%) reported currently having a paid job – 38.2% of all students were currently in paid full-time work and 41.3% currently in paid part-time work.

Of all students surveyed, 6.9% reported not currently having a paid job and actively looking for work, with nearly 3 of every 4 of these students looking for part-time work.

## Profile

Table 13 shows percentages of student’s labour force status by student personal and schooling characteristics.

A slightly higher proportion of females than males were employed – 83.2% of females and 79.1% of males. Also, a greater proportion of males were not employed and seeking work - 5.9% of females compared to 8.1% of males, or not in the labour force - 9.9% of females and 11.1% of males.

There does appear to be a difference in the proportion of students by labour force status for LOTE students and non-LOTE students with 83.1% of non-LOTE students employed compared to 71.6% for LOTE student. Also, over twice the proportion of LOTE students reported not being employed and seeking work (12.9%) when compared to the proportion of non-LOTE students (6.0%).



While government and non-government sector students have similar proportions of employed students, government sector students had 8.2% of students unemployed compared to 5.5% for non-government students.

Interestingly, undertaking a VET course while at school does appear to be a factor in a student's labour force status on leaving school. Of students that did obtain a VET certificate, 87.2% were employed compared to 78.2% of those that did not; and 4.9% of students that obtained a VET certificate were not employed but looking for work compared to 8.0% of students that did not obtain a VET certificate during their Year 11 and Year 12 studies.

## Unemployment Rates

Table 13 includes an indicative unemployment rate for students for whom Labour Force Status was known.

The unemployment rate for all students surveyed was 7.9%. However, as shown in Figure 11, unemployment rates did vary considerably for the following groups of students:

- The female unemployment rate was 6.6% compared to 9.3% for males,
- The unemployment rate for LOTE students was over two times the rate for non-LOTE students – 15.2% for LOTE students compared to 6.8% for non-LOTE students.
- The unemployment rate for government sector students was 9.2% compared to a rate of 6.3% for non-government sector students, and
- The unemployment rate for students that did not obtain a VET certificate in Year 11 or Year 12 was 9.3% compared to only 5.4% for those that did.

Unemployment rates were generally lower for students that did not have a UAI or for students that had a UAI of 75 or less.

## Labour Force Participation Rates

Table 13 includes an indicative labour force participation rate for students for whom Labour Force Status was known.

The labour force participation rate for all students surveyed was 89.4%. However, as shown in Figure 12, participation rates were higher for: females, non-LOTE students, and students that obtained a VET certificate in Year 11 or Year 12. Participation rates for government and non-government sector students were similar.

Figure 11: Unemployment Rates

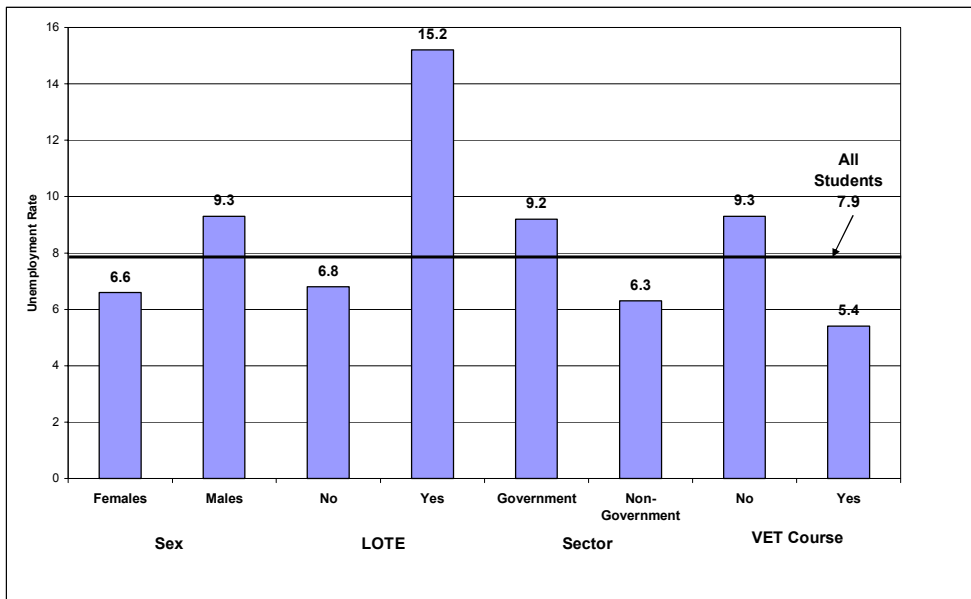
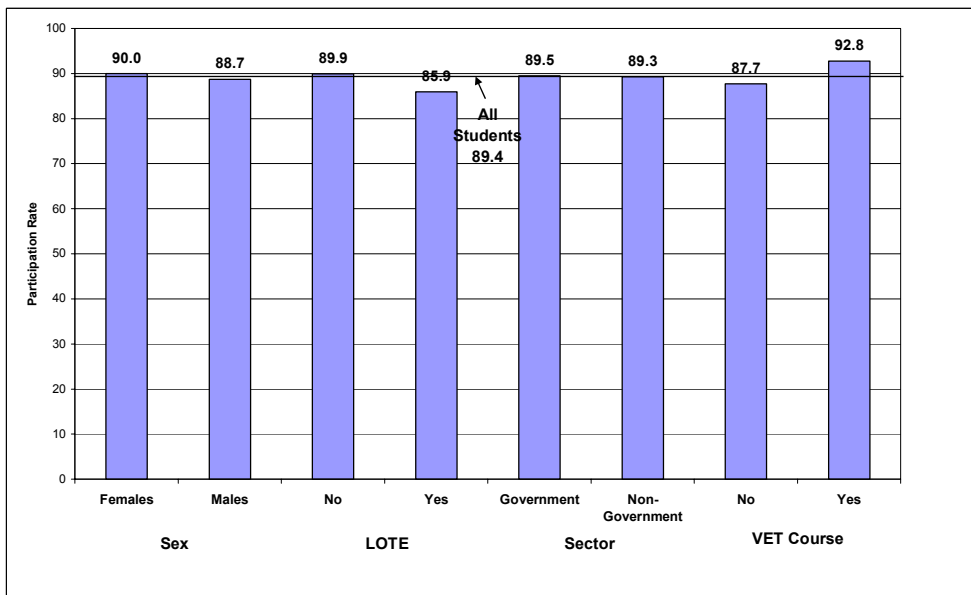


Figure 12: Labour Force Participation Rates



## Labour Force Status & Currently Studying

Table 14 shows student's labour force status by whether the student reported to be currently undertaking study.

**Table 14: Percentage of Labour Force Status by Currently Studying**

	No	Yes	Don't Know	Total
<b>In Labour Force</b>	<b>44.0</b>	<b>55.9</b>	<b>0.1</b>	<b>100.0</b>
<b>Employed</b>	<b>45.2</b>	<b>54.7</b>	<b>0.1</b>	<b>100.0</b>
Full-time	67.8	32.1	0.1	100.0
Part-time	23.9	76.0	0.1	100.0
Not Stated	55.3	44.7	0.0	100.0
<b>Not Employed, seeking work</b>	<b>30.5</b>	<b>69.5</b>	<b>0.0</b>	<b>100.0</b>
Full-time	85.3	14.7	0.0	100.0
Part-time	12.4	87.6	0.0	100.0
Either FT/PT / DK	57.1	42.9	0.0	100.0
<b>Not in Labour Force</b>	<b>35.3</b>	<b>64.7</b>	<b>0.0</b>	<b>100.0</b>
Not Stated / Known	55.2	37.9	6.9	100.0
<b>Total</b>	<b>43.3</b>	<b>56.5</b>	<b>0.2</b>	<b>100.0</b>
	959	1,253	4	2,216

Of the 1,801 (81.3%) of students that were currently in paid work (employed), over half (54.7%) were also currently studying.

Also, of the 232 (10.5%) students that were not in the labour force, 64.7% were currently studying.

## Satisfaction with Study

### Satisfaction Statements

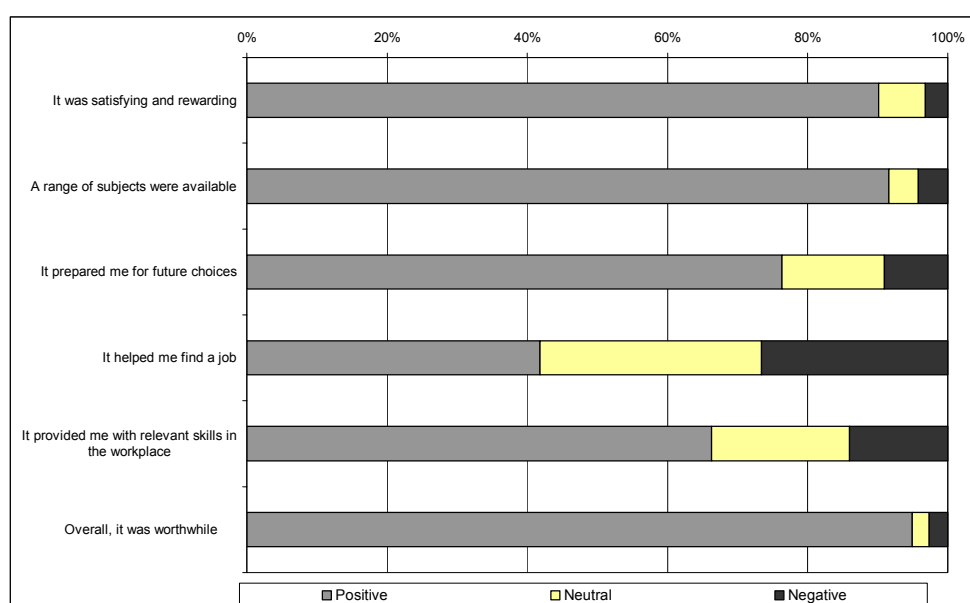
Table 15 and Figure 13 summarise the responses of students to 6 satisfaction questions regarding their experience in Year 11 and 12 in the ACT. Responses of strongly agree or agree were classified as a "positive", responses of strongly disagree or disagree as a "negative" and responses of neither agree nor disagree as "neutral".

**Table 15: Percentage of Satisfaction with Study**

	Positive	Neutral	Negative	Total	#
It was satisfying and rewarding	90.1	6.6	3.2	100.0	16.5
A range of subjects were available	91.6	4.2	4.2	100.0	16.5
It prepared me for future choices	76.4	14.5	9.1	100.0	16.6
It helped me find a job	41.8	31.6	26.6	100.0	16.8
It provided me with relevant skills in the workplace	66.3	19.7	14.0	100.0	16.8
Overall, it was worthwhile	94.9	2.4	2.7	100.0	16.7

# % Not Stated / Known

**Figure 13: Student Satisfaction with their Year 11 & Year 12 Experience**



Over 90.0% of students gave a positive response (i.e. agreed or strongly agreed) to the following statements about their Year 11 and Year 12 experience:

- It was satisfying and rewarding, 90.1%
- A range of subjects were available, 91.6%
- Overall, it was worthwhile, 94.9%

Over three quarters of students (76.4%) gave a positive response (i.e. agreed or strongly agreed) to the statement that their Year 11 and Year 12 experience “prepared them for future choices”.

However, just over a quarter of students (26.6%) gave a negative response (i.e. disagreed or strongly disagreed) to the statement that their Year 11 and Year 12 experience “helped them find a job”.

Fourteen percent of students gave a negative response to the statement that their Year 11 and Year 12 experience “provided them with relevant skills in the workplace”.

## Overall Satisfaction

Table 16 shows student's responses to the statement "Overall, it was worthwhile" – as referring to their Year 11 and Year 12 experience.

**Table 16: Percentage of Overall Satisfaction Summary**

		Positive	Neutral	Negative	Total	% Not Stated/ Don't Know
<b>Sex</b>	Females	94.9	2.4	2.8	100.0	18.0
	Males	94.9	2.6	2.5	100.0	15.2
<b>LOTE</b>	No	94.8	2.6	2.6	100.0	17.2
	Yes	95.1	1.9	3.0	100.0	12.2
	Don't Know	100.0	0.0	0.0	100.0	0.0
	Not Stated	100.0	0.0	0.0	100.0	62.5
<b>Sector</b>	Government	95.7	1.6	2.7	100.0	13.7
	Non-government	93.7	3.6	2.6	100.0	20.4
<b>VET Course</b>	No	94.9	2.0	3.1	100.0	18.2
	Yes	94.7	3.4	1.9	100.0	13.7
<b>UAI Group</b>	1-65	91.7	4.5	3.7	100.0	15.7
	66-75	97.1	1.2	1.6	100.0	15.3
	76-85	96.6	1.1	2.3	100.0	17.2
	86-95	98.6	0.7	0.7	100.0	23.7
	96-100	97.3	0.7	2.1	100.0	20.2
	No UAI	92.3	3.9	3.8	100.0	13.2
<b>College</b>	Orana School*	100.0	0.0	0.0	100.0	0.0
	Trinity Christian School*	100.0	0.0	0.0	100.0	13.3
	Marist College	99.0	0.0	1.0	100.0	23.8
	Narrabundah College	98.2	0.6	1.2	100.0	17.4
	MacKillop Catholic College	97.7	2.3	0.0	100.0	11.3
	Copland College	97.3	2.7	0.0	100.0	9.9
	Dickson College	97.3	1.4	1.4	100.0	22.1
	Erindale College	96.4	0.6	3.0	100.0	11.5
	Lake Tuggeranong College	96.2	1.3	2.5	100.0	10.3
	Hawker College	95.7	2.5	1.9	100.0	9.0
	The Canberra College	95.5	1.5	3.0	100.0	19.0
	Radford College	95.2	3.6	1.2	100.0	30.8
	St Francis Xavier College	94.7	5.3	0.0	100.0	12.1
	Merici College	93.7	1.3	5.1	100.0	12.2
	Canberra Girls Grammar School	92.4	6.1	1.5	100.0	34.7
	St Edmund's College	90.6	7.5	1.9	100.0	14.5
Daramalan College	89.4	3.8	6.7	100.0	17.5	
Lake Ginninderra College	88.4	4.2	7.4	100.0	12.0	
Canberra Institute of Technology*	86.7	0.0	13.3	100.0	6.3	
St Clare's College	84.5	7.0	8.5	100.0	27.6	
<b>Career Counselling</b>	No	93.4	2.4	4.2	100.0	6.9
	Yes	96.2	2.6	1.2	100.0	20.6
	Don't know	100.0	0.0	0.0	100.0	84.0
	Not Stated	100.0	0.0	0.0	100.0	22.2
<b>Total</b>	<b>94.9</b>	<b>2.5</b>	<b>2.7</b>	<b>100.0</b>	<b>16.7</b>	
		1,751	46	49	1,846	

\* Caution due to low numbers of survey respondents for this college. Refer to Table 3 for size of sample.

Overall 94.9% of students surveyed reported a positive Year 11 and Year 12 experience in the ACT in 2006, with satisfaction not appearing to differ by student personal characteristics of sex and LOTE.

Looking at overall satisfaction and student's schooling characteristics, there appeared to be:

- a slightly greater proportion of government sector students reporting positive overall satisfaction than non-government sector students - 95.7% for government sector students compared to 93.7% for non-government sector students,
- a slightly greater proportion of students that did not gain a VET certificate during Year 11 or 12 reporting a negative experience overall compared to students that did gain a VET certificate at school – 3.1% negative for students that did not, 1.9% negative students that did, and
- a greater proportion of students that undertook career counselling reported positive overall satisfaction than those that did not - 96.2% that did compared to 93.4% that did not - highlighting the importance of career counselling in schools.

It should be noted that non-government sector students, students that did not gain a VET certificate, and students that did undertake career counselling; all had higher non-response rates to the overall satisfaction question than government sector students, students that did gain a VET certificate, and students that did not undertake career counselling.

Students receiving higher UAI scores tended to be more satisfied overall than students with no UAI or a UAI of 65 or less. Over 96% of students in the higher UAI Group reported a positive experience compared to less than 93% of students in the No UAI or UAI of 65 or less group.

More than 84% of students at each college reported positive overall satisfaction with their Year 11 and Year 12 experience.

## Key Outcomes Summary

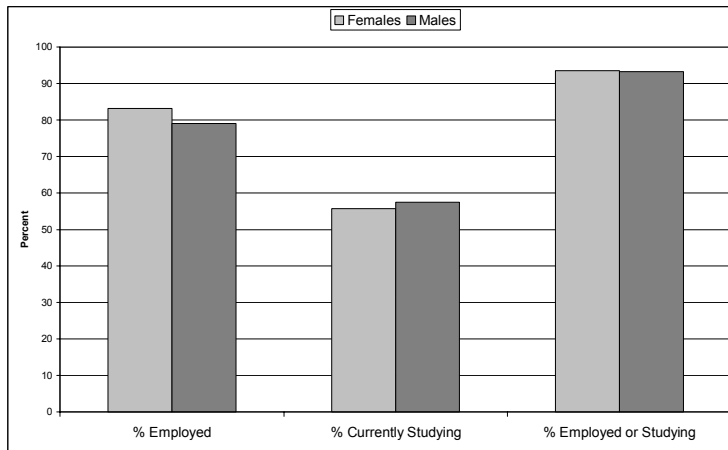
Table 17 and Figures 14 to 17 provide a summary of three key outcome indicators for this survey by student personal and schooling characteristics: percentage of all students surveyed that are employed, percentage of all students surveyed that are currently studying, and percentage of all students that are employed or studying.

**Table 17: Percentage of Employed or Studying Summary**

		% Employed	% Currently Studying	% Employed or Studying
<b>Sex</b>				
	Females	83.2	55.7	93.5
	Males	79.1	57.5	93.2
<b>LOTE</b>				
	No	83.1	53.3	93.3
	Yes	71.6	78.2	95.7
	Don't Know	0.0	0.0	0.0
	Not Stated	25.0	12.5	37.5
<b>Sector</b>				
	Government	80.7	55.4	93.8
	Non-government	81.9	58.0	92.8
<b>VET Course</b>				
	No	78.2	56.1	92.0
	Yes	87.2	57.5	96.1
<b>UAI Group</b>				
	1-65	85.7	54.0	95.1
	66-75	81.3	58.7	92.7
	76-85	77.2	61.9	92.2
	86-95	76.0	63.9	92.2
	96-100	67.2	74.9	92.9
	No UAI	87.2	46.5	94.1
<b>College</b>				
	Canberra Institute of Technology*	81.3	56.3	100.0
	Orana School*	100.0	66.7	100.0
	St Francis Xavier College	91.6	57.9	98.1
	Merici College	85.6	62.2	96.7
	Hawker College	85.4	52.2	96.6
	MacKillop Catholic College	89.3	53.3	96.0
	Daramalan College	85.7	69.0	96.0
	Narrabundah College	72.5	69.6	95.2
	St Clare's College	86.7	50.0	94.9
	Lake Tuggeranong College	84.6	57.1	94.3
	Erindale College	89.5	49.7	94.2
	Copland College	74.1	56.8	93.8
	Trinity Christian School*	73.3	66.7	93.3
	Lake Ginninderra College	79.6	53.7	92.6
	The Canberra College	79.8	48.5	92.0
	St Edmund's College	79.0	62.9	91.9
	Marist College	75.4	58.5	90.0
	Dickson College	73.7	50.5	87.4
	Radford College	73.3	49.2	86.7
	Canberra Girls Grammar School	69.3	60.4	84.2
<b>Career Counselling</b>				
	No	84.3	58.8	94.6
	Yes	79.9	56.1	93.6
	Don't know	64.0	37.3	77.3
	Not Stated	66.7	33.3	66.7
<b>Total</b>		<b>81.3</b>	<b>56.5</b>	<b>93.4</b>

\* Caution due to low numbers of survey respondents for this college. Refer Table 3 for size of sample.

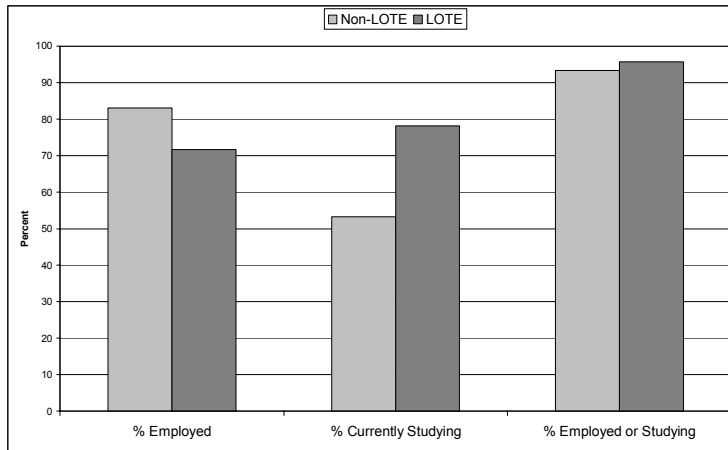
**Figure 14: Percentage Employed or Studying Summary – Sex**



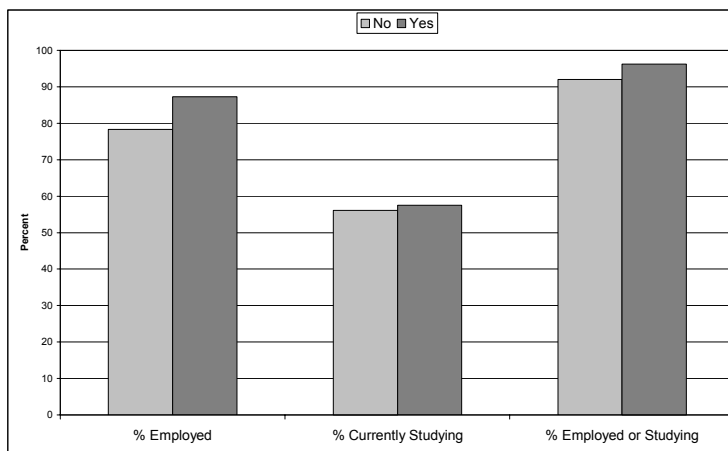
**Figure 15:**

**Employed or Studying Summary – LOTE**

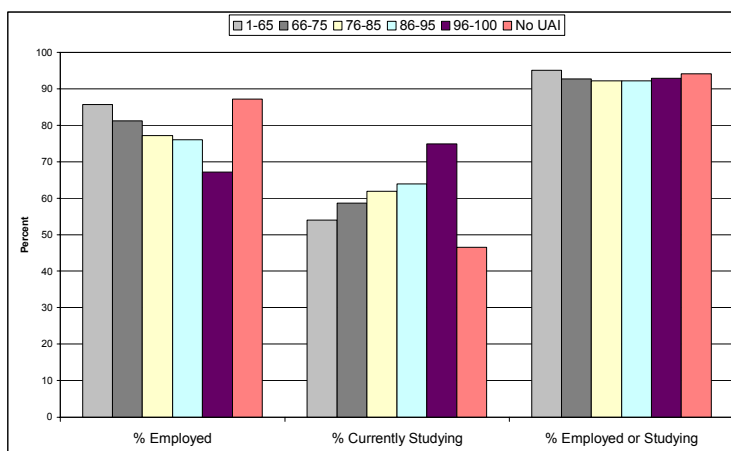
**Percentage**



**Figure 16: Percentage Employed or Studying Summary – VET Course**



**Figure 17: Percentage Employed or Studying Summary – UAI Group**



After completing Year 12 in the ACT in 2006, 93.4% of all students surveyed reported that they were employed or studying in 2007. Just over eighty percent (81.3%) of all students were employed in paid work and more than half of all students (56.5%) were currently studying. (Table 17)

While students' personal characteristics generally do not appear to influence the proportion of all students employed or studying:

- Females were more likely to be employed - 83.2% of females compared to 79.1% of males; and males were more likely to be currently studying - 55.7% of females compared to 57.5% of males. (Figure 14)
- Non-LOTE students were more likely to be employed (83.1%) than LOTE students (71.6%); and LOTE students were more likely to be currently studying (78.2%) than non-LOTE students (53.3%). (Figure 15)

Undertaking a VET course at school does appear to have an impact on outcomes of students with 96.1% of students that undertook a VET course at school reporting that they were employed or studying in 2007 compared to 92.0% for those students that did not. Also, 87.2% of students that undertook a VET course were employed compared to 78.2% of students that did not undertake a VET course at school. (Figure 16)

Not having a UAI does not appear to negatively impact a student's employment outcomes with 87.2% of students with no UAI being employed compared to 81.3% for all students. However, not having a UAI does appear to impact on the likelihood of the student undertaking further study as only 46.5% of students without a UAI were currently studying in 2007 compared to 56.5% for all students. (Figure 17)

# Appendix I

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Survey questionnaire

# Finished college, where are you now?

(A survey of students who have completed year 12)

## **What is it?**

The 2007 finished college, where are you now survey is a survey of students who successfully completed year 12 in 2006, that is, they were awarded an ACT Year 12 certificate. This is the first time the survey has been conducted in this way.

## **Why is it done?**

The survey is being done to collect important information across key strategic priorities for the ACT education system including:

- Did students continue to study after year 12? If so in what field?
- If students were not studying, what they were doing and why?
- Are students intending on undertaking study in the future?
- Satisfaction with senior secondary study in the ACT.

## **How is the information used?**

The information is used by the ACT Department of Education and Training, Universities, Vocational Education and Training providers and schools/colleges to ensure that school/college education remains relevant and is of the highest quality.

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

Your name and contact information were provided by the Board of Senior Secondary Studies. This survey complies with the requirements of the *Privacy Act 1988*.

## **Are my answers confidential?**

Yes, all answers provided will remain confidential. Only group responses, not your individual responses are reported and importantly, all names, addresses and telephone numbers will be deleted from the survey database at the end of the project.

## **Do I have to participate?**

No, participating is voluntary. However, your answers to this survey are important as they provide information on post school destinations of school/college students.

## **Who is doing it?**

The Board of Senior Secondary Studies is undertaking the survey on behalf of the ACT Department of Education and Training. The Department is funding the survey.

Firstly, I would like to ask you about your current study.

**Question 1: Are you currently undertaking any study?**

- Yes
- No → go to 7
- Don't know → go to 8

**Question 2: Are you studying full-time or part-time?**

- Full-time
- Part-time
- Don't know

**Question 3: What level of qualification are you currently studying for?**

Note: If enrolled in more than one course, report the course that is most important.

- Bachelor degree or higher
- Advanced diploma or associate degree
- Diploma or associate diploma
- Certificate IV  
(or advanced certificate/technician)
- Certificate III  
(or trade certificate e.g. apprenticeship)
- Certificate II
- Certificate I
- Other certificate
- Secondary school qualification  
(e.g. mature age, night school)
- Statement of attainment
- Other course
- Don't know

**Question 4: Where are you currently enrolled to do this study?**

- University
- CIT/TAFE institute
- TAFE division of a university
- Private Provider
- Adult and Community Education  
Provider
- Other
- Don't know

**Question 5: What is the main subject you are studying?**

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- Don't know

**Question 6: What is your main reason for doing this course?**

- Part of apprenticeship/pre-apprenticeship
- Part of my traineeship
- To get/start a job/business
- To help in a job/business or a requirement of my job
- Other work related
- Only course I could get into
- Course I could manage
- To help get into another course
- It's a course that interests me
- Other course related
- To improve my education generally
- To improve my confidence/self-esteem
- Other personal related

- Other
- Don't know

**GO TO QUESTION 8**

**NOT STUDYING**

**Question 7: What is the main reason you haven't undertaken further study?**

- Got a job
- Taking a gap year
- Deferred
- Travelling
- Intend to start some study later this year
- Too expensive
- Did not get the marks to get into the course I wanted
- Never planned/intended to study
- I didn't feel ready for study at the moment
- Waiting to qualify for Youth Allowance to support future study
- Waiting to qualify for Austudy/Abstudy to support future study
- I have family commitments that would make study difficult
- I did not know what study options were available to me
- I would have to leave home
- The costs of travel are a barrier
- Other
- Don't know

**FUTURE STUDY**

**Question 8: Do you intend to start any (further) study in the next two years?**

Note: Honours is not classed as further study.

- Yes
- No → go to 10
- Don't know → go to 10

**Question 9: Where do you expect to enrol to do this study?**

- University
- CIT/TAFE institute
- TAFE division of a university
- Private Provider
- Adult and Community Education Provider
- Other
- Don't know

Now a few questions about any work you are doing.

**Question 10: Do you currently have a paid job?**

Note: If more than one job, please report for your **main** job, i.e. the job in which you usually worked the most hours.

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Note: A job means any type of work including full-time, casual, temporary or part-time work, if it was for one hour or more over a two-week period.

- Yes
- No → go to 15
- Don't know → go to 17

**Question 11: How many hours do you usually work each week in your main job?**

- 
- Don't know

**Question 12: Is your main job casual or permanent?**

Note: A casual employee is someone who does not have access to paid sick leave, holiday leave etc.

- Permanent
- Casual
- Don't know

**Question 13: What is your occupation in your main job?**

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- Don't know

**Question 14: What are the main tasks or duties you usually perform in this occupation?**

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- Don't know

**GO TO QUESTION 17**

**Question 15: Are you actively looking for work?**

Note: Examples of actively looking for work include: being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work.

- Yes
- No → go to 17
- Don't know → go to 17

**Question 16: Is that full-time or part-time work?**

- Primarily looking for full-time work

- Primarily looking for part-time work
- I don't care, either full-time or part-time work
- Don't know

I now want to ask you a few questions about you.

**Question 17: Do you speak a language other than English at home?**

- Yes
- No
- Don't know

**Question 18: What is the postcode of your current address?**

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- Don't know

**Question 19: During years 11 and 12 did you receive any career counselling?**

- Yes
- No
- Don't know

## SATISFACTION

Finally, I am going to read you a series of six statements about years 11 and 12 in the ACT.

**Question 20: For each of the following statements can you please tell me if you strongly agree, agree, neither agree nor disagree, disagree or strongly disagree?**

Note: If a proxy interview (ie with a parent or carer, then do not ask these questions).

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know
It was satisfying and rewarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A range of subjects were available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It prepared me for future choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helped me find a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It provided me with relevant skills in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, it was worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR YOUR TIME, THERE ARE NO FURTHER QUESTIONS**

# Appendix II

## Primary Approach Letter



AUSTRALIAN CAPITAL TERRITORY  
**BOARD OF SENIOR SECONDARY STUDIES**

Lyons Education Centre 67 Launceston Street Lyons ACT 2606 PO Box 1584 Tuggeranong ACT 2901 Ph: (02) 6205 7161 Fax: (02) 6205 7167

Survey reference number: «Survey\_Reference\_Number»

«Given1» «Surname»  
«Postal\_Address1» «Postal\_Address2»  
«Suburb» «State» «Pcode»

Dear «Given1»

Congratulations on completing your Year 12 studies at «College».

I am writing to ask for your help with an important survey to find out what 2006 ACT Year 12 graduates are doing now. It won't take much of your time (less than five minutes) and it will help us greatly.

In this survey you will be asked about what you are doing at the moment – are you working, looking for a job, continuing to study (such as at CIT or Uni.), or something else, like having a gap year? There are also some questions about your impressions of your senior secondary years. This information is important in helping to ensure that our school and college education remains relevant, and is of the highest quality.

You have my assurance that all the information provided will be treated in the strictest confidence. Your responses will be combined with those from other year 12 students to give us a broad picture of how last year's Year 12's are faring. No individuals will be identified at all, and no personal information will be provided to any other government department, or to any school or college. All names and contact details will be deleted from the survey database at the end of the project.

Although the survey is voluntary, I hope you will want to participate as it is important that we get a wide range of responses – we need to hear from everyone irrespective of what they are doing now. An interviewer will telephone you in the next four weeks. Our records indicate that your telephone number is «Phone\_Number». If you would like to be involved but this number is not correct, please call Jenny Maher-Smith on (02) 6205 7163 or send an e-mail to [jenny.maher-smith@act.gov.au](mailto:jenny.maher-smith@act.gov.au) by 16 July at the latest – all you need to do is quote the survey reference number at the top of this letter and give us your new phone number.

Once again, I hope that you will want to participate in this important study, which will help improve schooling in the ACT for future students.

Yours sincerely

Bob Edwards  
Executive Officer  
6 July 2007

# Appendix III

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## Editing Strategy

## 2007 Yr 12 Destination Survey

### Editing Strategy

#### Stage 1 – Remove System Errors

The following system errors were removed for the entire data file

1. cells containing '0' will be replaced with a blank cell (30 cells changed)
2. cells containing 'Donâ€™t know' will be replaced with 'Don't know' (40 cells changed)
3. cells containing 'I didnâ€™t feel ready for study at the moment' will be replaced with 'I didn't feel ready for study at the moment' (24 cells changed)

#### Stage 2 – Remove Interviewer Typing Errors

No.	Question	Appropriate Answers	Inappropriate responses	Suggested Action	Record of Action taken
5	What is the main subject you are studying?	Readable text that describes a subject or 'don't know'	Anything else	Correct Misspelt words If answer not able to be interpreted, then delete information in cell	Not edited at this stage
11	How many hours do you usually work each week in your main job?	Should be a discrete number between 1 and 126 written in number format	Range e.g. 15-20 Written number e.g. forty Number greater than 126 (7 days @ 18 hrs per day is the maximum that can be worked)	Change written numbers to numerical numbers  For ranges, replace with the mid point of the range eg 15-20 should be replaced with 17.5  For hours over 126, delete information in cell	19 cells changed to mid point of range  3 cells changed from 'only in holidays' to blank  2 cells changed from 'on call' to blank  8 cells with hours over 126 were changed to blank

13	What is your occupation in your main job?	Readable text that describes an occupation or 'don't know'	Anything else	Correct Misspelt words If answer not able to be interpreted, then delete information in cell	Not edited at this stage
14	What are the main tasks or duties you usually perform in this occupation?	Readable text that describes tasks and duties or 'don't know'	Anything else	Correct Misspelt words If answer not able to be interpreted, then delete information in cell	Not edited at this stage
18	What is the postcode of your current address?	Four digit number or 'don't know'	Anything else	Correct any obvious mistakes eg 25555 could be changed to 2555, 222 could be changed to 2222.  If answer not able to be interpreted, then delete information in cell	2 cells with three digit postcodes changed to blank  9 cells changed to 'overseas'

Stage 3 – Remove Sequence Errors

<b>Cross Tabulation</b>	<b>Inappropriate responses</b>	<b>Suggested Action</b>	<b>Record of Action taken</b>
Q1 * Q2	'No' or 'Don't know' or blank in Q1 and answer in Q2	If answer to Q2 is 'Don't Know' or blank, check answers to Q3-Q7 if answers to those questions are all 'don't know' or not answered delete responses to Q2-Q7. If meaningful answers to Q2-Q6, change Q1 to 'yes'  If answer to Q2 is 'PT' or 'FT' or blank check answers to Q3-Q6 if answers to those questions are all 'don't know' or not answered delete responses to Q2-Q6. If meaningful answers to Q2-Q6, change Q1 to 'yes'	8 SRNs edited
Q1 * Q7	'Yes' or 'Don't know' in Q1 and answer in Q7	Delete answer to Q7	10 SRNs edited
Q8 * Q9	'No' or 'Don't know' or blank in Q8 and answer in Q9	Delete answer to Q9 if answer not meaningful, if answer meaningful then change Q8 to 'yes'	9 SRNs edited
Q10 * Q12	'No' or 'Don't know' or blank in Q10 and answer in Q12	If answer to Q12 is 'Don't Know', check answers to Q13-Q14 if answers to those questions are all 'don't know' or not answered delete responses to Q11-Q14, if meaningful answers to Q13-Q14, change Q10 to 'yes'.  If answer to Q12 is 'permanent' or 'casual' and Q13 and Q14 have been answered, change Q10 to 'yes', if Q13 and Q14 not answered delete responses to Q11-Q12	10 SRNs edited
Q15 * Q16	'No' or 'Don't know' or blank in Q15 and answer in Q16	Delete answer to Q16 if answer not meaningful, if answer meaningful then change Q15 to 'yes'	12 SRNs edited

#### Stage 4 – Add Derived Items

Add the following derived items:

1. Age as at 30 June 2007 (derived from DOB).
2. Work Status, either PT if worked between 1-<35 hrs/wk or FT if worked 35 hrs/wk or more (derived from Q11).
3. Overall Satisfaction, positive if ‘agree’ or ‘strongly agree’ in Q25, negative if ‘disagree’ or ‘strongly disagree’ in Q25 or neutral if ‘neither agree nor disagree’ or ‘don’t know’ in Q25 (derived from Q25).

#### Stage 5 - Confidentialise the Data Set

The following data items will be removed from the data file to ensure confidentiality of the unit record data. This is particularly important because the data set is being provided to an external consultant.

1. Student ID
2. Surname
3. Given names 1-4
4. Date of Birth
5. Telephone Number
6. Postal Address 1-2

Please note, that the Survey Reference Number will become the unique identifier for each record.

# Appendix IV

## Population Schooling Characteristics

	No.	%
<b>Sector</b>		
Government	2,026	57.2
Non-government	1,518	42.8
Total	3,544	100.0
<b>College</b>		
Narrabundah College	329	9.3
Erindale College	291	8.2
Hawker College	289	8.2
Lake Tuggeranong College	285	8.0
The Canberra College	278	7.8
Daramalan College	221	6.2
Lake Ginninderra College	204	5.8
Marist College	197	5.6
MacKillop Catholic College	193	5.4
Dickson College	177	5.0
Radford College	169	4.8
Canberra Girls Grammar School	155	4.4
St Clare's College	154	4.3
St Francis Xavier College	152	4.3
Merici College	131	3.7
Copland College	118	3.3
St Edmund's College	110	3.1
Canberra Institute of Technology	55	1.6
Trinity Christian School	32	0.9
Orana School	4	0.1
<b>UAI Group</b>		
1-65	475	13.4
66-75	445	12.6
76-85	474	13.4
86-95	526	14.8
96-100	248	7.0
No UAI	1,376	38.8
<b>Total</b>	<b>3,544</b>	<b>100.0</b>

# Appendix V

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## Definitions and Terminology

The following paragraphs provide clarification of definitions and terminology used throughout this report.

Student personal characteristics:

Age	Age groupings have been constructed to maintain confidentiality of respondents whilst providing a breakdown of major age levels.
Indigenous Status	A Yes/No indicator of a student's Indigenous status as supplied by the Board.
LOTE	A Yes/No response as reported by the student at question 17 of the survey, indicating whether the student speaks a language other than English at home.

Student Schooling characteristics:

Sector	An indicator of whether the student studied Year 11 and Year 12 within the government or non-government school sector, as supplied by the Board.
VET Course	An indicator of whether the student obtained at least one VET certificate during their Year 11 or Year 12 studies as supplied by the Board.
UAI Group	Grouping of students individual UAI scores as supplied by the Board.
Career Counselling	A Yes/No response as reported by the student at Question 19 of the survey, indicating whether the student received any career counselling during Year 11 or Year 12.

Labour Force Characteristics:

Employed	Students that reported that they had a paid job at question 10 of the survey.
Unemployed	Students not 'Employed' and are actively looking for work as reported at question 15 of the survey.
Employed or Studying	Students that are either 'Employed' or are currently undertaking study as reported at question 1 of the survey.
In Labour Force	Students that are 'Employed' plus students that are 'Unemployed'.
Not in Labour Force	Students that are not 'Employed' and are not actively looking for work as reported at question 15 of the survey.

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Labour Force Participation Rate

Number of students 'In Labour Force' as a percentage of students 'In Labour Force' plus students 'Not In Labour Force'. This rate excludes students for whom Labour Force Status is not known.

Unemployment Rate

Number of students 'Unemployed' as a percentage of students 'In Labour Force'. This rate excludes students for whom Labour Force Status is not known.