



Education and Training

This publication provides a summary of a survey of students who were awarded a Year 12 Certificate in 2006.

Highlights

93% of all students were employed or studying in 2007

more than 80% of all students were employed

overall 95% of students were satisfied with their college experience

87% of students who undertook a VET course at school were employed compared to 78% of students who did not undertake a VET course

96% of students who undertook a VET course at school reported that they were employed or studying in 2007

Language Other Than English (LOTE) students were more likely to be studying than non-LOTE students

DEPARTMENT OF EDUCATION AND TRAINING

2006 ACT college graduates: Where are they now?

In Summary



KEY OUTCOMES

Table 1 provides a summary of three key outcome indicators covering employment, study and those that are either employed or studying by student and schooling characteristics.

After completing year 12 in the ACT in 2006, 93.4% of all students surveyed reported they were employed or studying in 2007. More than eight in 10 (81.3%) students were employed in paid work and more than half (56.5%) of all students were currently studying (Table 1).

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

- Females were more likely to be employed (83.2%) compared to males (79.1%) and males were more likely to be studying (57.5%) compared to females (55.7%).
- Language Other Than English (LOTE) students were more likely to be studying (78.2%) than non-LOTE students (53.3%), while non-LOTE students were more likely to be employed (83.1%) than LOTE students (71.6%).

Undertaking a Vocational Education and Training (VET) course at school appears to have an impact on outcomes of students. Over nine in 10 (96.1%) students who undertook a VET course at school reported that they were employed or studying in 2007 compared to 92.0% for those students who did not. In addition, 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.

Not having a University Admission Index (UAI) does not appear to negatively impact a student's employment outcomes. Eighty seven percent of students with no UAI were employed compared to 81.3% for all students. However, not having a UAI does appear to impact on the likelihood of the student undertaking study as 46.5% of students without a UAI were studying in 2007 compared to 56.5% for all students.

Table 1: Percentage of students employed or studying by selected demographics

		Percentage Employed	Percentage Currently Studying	Percentage Employed or Studying
Sex	Females	83.2	55.7	93.5
	Males	79.1	57.5	93.2
LOTE	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
VET Course	No	78.2	56.1	92.0
	Yes	87.2	57.5	96.1
UAI Group	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
Career Counselling	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
Total		81.3	56.5	93.4

STUDY

Table 2 shows the percentage of students studying by student and schooling characteristics. More than half (56.5%) of all students indicated that they were undertaking some study in 2007, with around 45% studying full-time.

Students that spoke a language other than English were the most likely to be studying when compared with all other students with almost eight in 10 doing so in 2007.

As a student's UAI increases so does their tendency to undertake study. Around six in 10 (58.7%) students with a UAI between 66 and 75 were undertaking study, compared with three in four (74.9%) students with a UAI between 96 and 100.

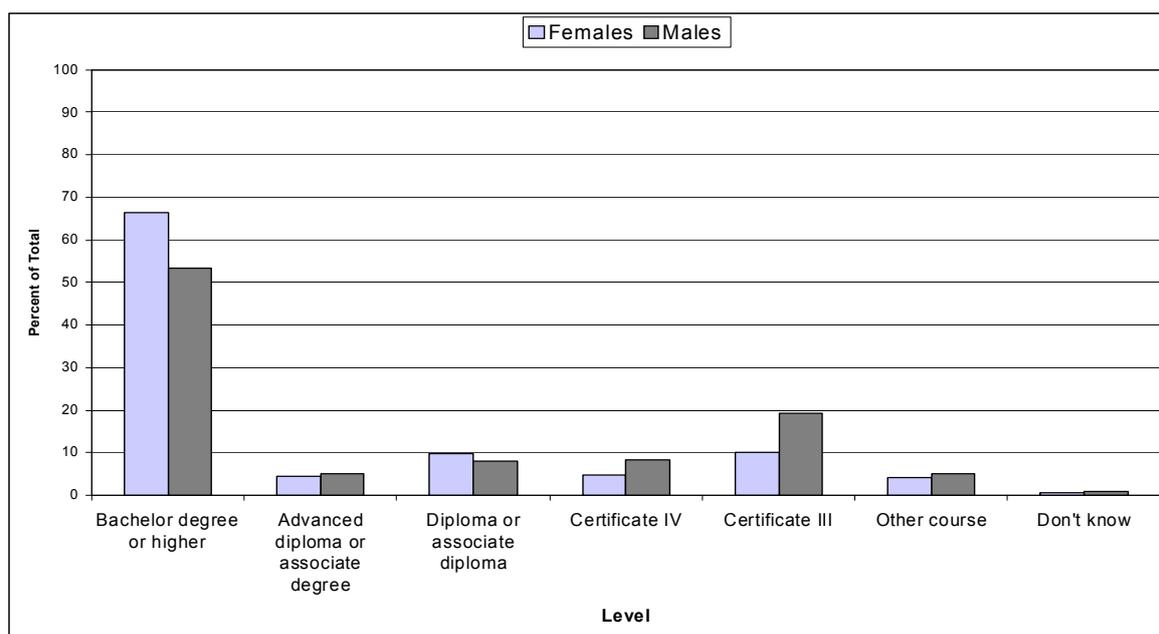
Table 2: Percentage of students studying by selected demographics

	Studying			Not studying	Don't Know	Total
	Part-time	Full-time	Total			
Sex						
Females	9.4	46.2	55.7	44.2	0.1	100.0
Males	14.4	42.8	57.5	42.2	0.3	100.0
LOTE						
No	12.3	40.9	53.3	46.6	0.1	100.0
Yes	8.6	69.3	78.2	21.8	0.0	100.0
Don't Know	0.0	0.0	0.0	0.0	100.0	100.0
Not Stated	0.0	0.0	12.5	75.0	12.5	100.0
VET Course						
No	9.8	46.2	56.1	43.8	0.1	100.0
Yes	15.5	41.7	57.5	42.3	0.3	100.0
UAI Group						
1-65	12.5	41.5	54.0	46.0	0.0	100.0
66-75	5.2	53.1	58.7	41.0	0.3	100.0
76-85	6.9	55.0	61.9	37.5	0.6	100.0
86-95	1.9	62.0	63.9	36.1	0.0	100.0
96-100	1.6	73.3	74.9	25.1	0.0	100.0
No UAI	23.1	23.2	46.5	53.3	0.1	100.0
Total	11.7	44.7	56.5	43.3	0.2	100
Number	260	990	1,253	959	4	2,216

The majority (60.0%) of students studying reported that they 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 1).

Figure 1: Percentage of students studying by level and sex



Almost one in two (48.3%) students reported that they were undertaking their study because “it’s a course that interests me”, with the next most popular reason being “to get/start a job/business” (25.8%).

For students who did not have a UAI, around a third (33.3%) reported their main reason for studying as “it’s a course that interests me”, and three in 10 (29.7%) reported that it was because the study was “part of apprenticeship/pre-apprenticeship course” (Table 3).

Table 3 shows the percentage of students by reason for study.

Table 3: Percentage of students by reason for study and selected demographics

	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
Sex							
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
VET Course							
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
UAI Group							
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
Total	48.3	25.8	10.9	9.5	5.0	0.6	100.0
Number	605	323	136	119	63	7	1,253

Table 4 details the student's labour force status by whether a student reported to be undertaking study. Of the eight in 10 (81.3%) students who were employed, over half (54.7%) were also studying. Of the students who were not in the labour force, almost two in three (64.7%) were studying.

Table 4: Percentage of students studying by labour force status

	No	Yes	Don't Know	Total
In Labour Force	44.0	55.9	0.1	100.0
Employed	45.2	54.7	0.1	100.0
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
Not Employed, seeking work	30.5	69.5	0.0	100.0
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
Not in Labour Force	35.3	64.7	0.0	100.0
Not Stated / Known	55.2	37.9	6.9	100.0
Total	43.3	56.5	0.2	100.0
Number	959	1,253	4	2,216

Of the 959 students surveyed who were not studying, 44.3% reported their main reason for not studying as "taking a gap year" and 29.1% indicated that they had "got a job" (Table 5).

Four in 10 students (43.8%) who were not studying and did not get a UAI reported their reason for not studying was because they "got a job", while only around 5% of students indicated they "never planned/intended to study".

Table 5: Percentage of students by reason for not studying and selected demographics

	Taking a gap year	Got a job	Travelling	Never planned/intended to study	Other	Not Stated	Total
Sex							
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
VET Course							
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
UAI Group							
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
Total	44.3	29.1	6.5	5.4	13.9	0.8	100.0
Number	425	279	62	52	133	8	959

LABOUR FORCE STATUS

More than eight in 10 (81.3%) students reported they have a paid job, with the split between working full-time and part-time about the same (38.2% compared with 41.3% respectively).

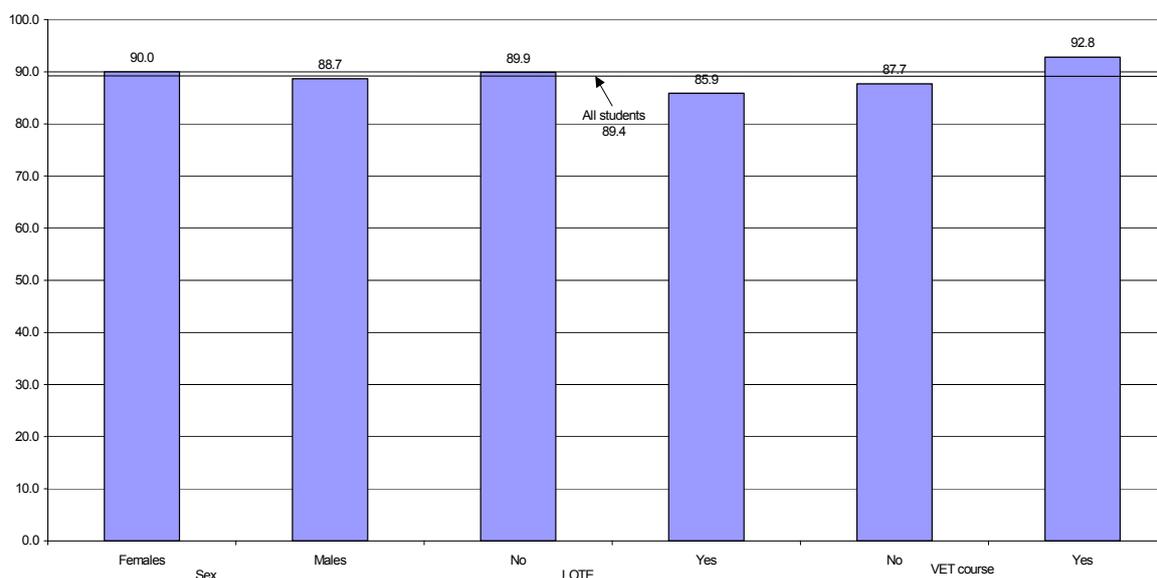
Of all students surveyed, 6.9% reported not currently having a paid job and actively looking for work, with nearly three in four of these students looking for part-time work. Table 6 shows a summary of the labour force status of students.

Table 6: Percentage of students by labour force status

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

Figure 2 details the labour force participation rate and shows around nine in 10 students were engaged in the labour force. The highest group of students participating in the labour force was made up of students who obtained a VET certificate while still at school.

Figure 2: Percentage of students by labour force participation and selected demographics



SATISFACTION

Figure 3 summarises the responses of students to six satisfaction questions regarding their experience in years 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”.

More than nine in 10 students gave a positive response to the following statements about their year 11 and year 12 experience:

- it was satisfying and rewarding (90.1%)
- a range of subjects was available (91.6%)
- overall, it was worthwhile (94.9%).

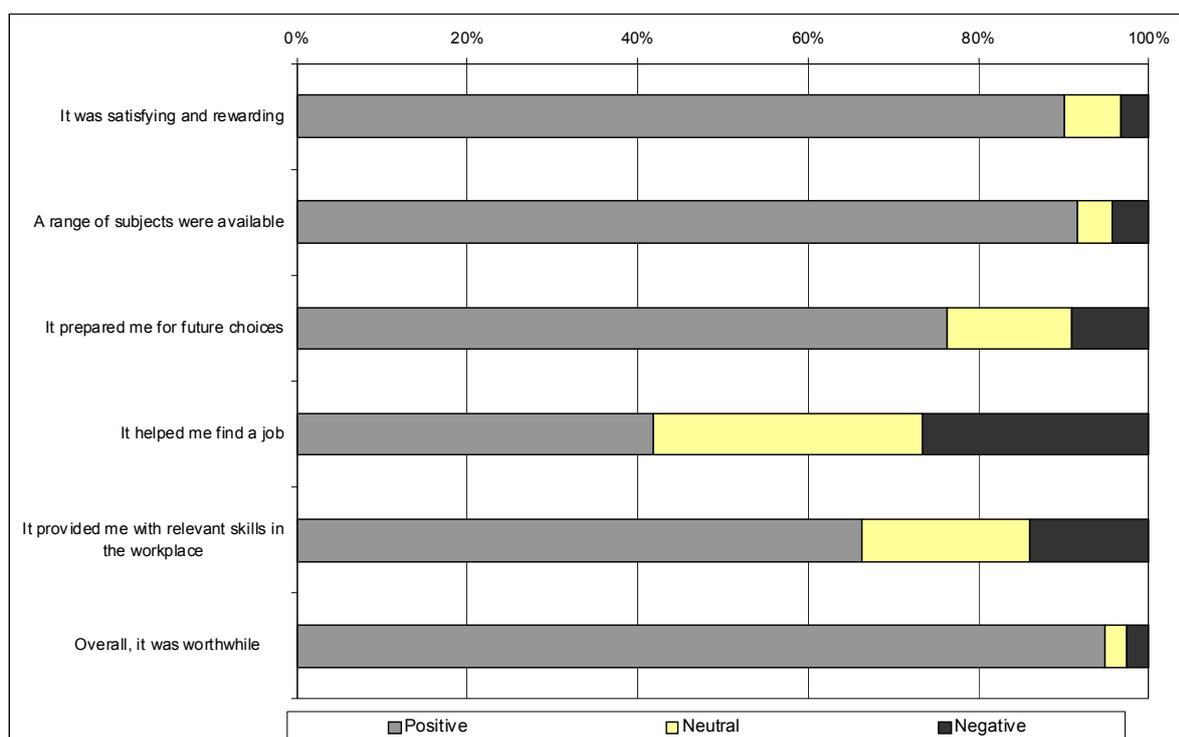
More than three quarters (76.4%) of students gave a positive response to the statement that their year 11 and year 12 experience “prepared them for future choices”.

However, around a quarter (26.6%) of students gave a negative response 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”.

Those students who undertook career counselling while still at college reported higher positive overall satisfaction than those that did not—96.2% that did compared with 93.4% that did not, highlighting the importance of career counselling in colleges.

Figure 3 : Percentage of students by satisfaction with their year 11 and year 12 experience



SCOPE AND METHODOLOGY

Conducted in 2007, *2006 ACT College graduates: where are they 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 sample was drawn from the BSSS administrative records and the population of interest was defined as those students who were awarded a year 12 certificate from an ACT college or the Canberra Institute of Technology in 2006. The population excluded full fee paying students usually resident overseas.

Prior to the survey being undertaken a primary approach letter was sent to all potential respondents, introducing the survey and providing information about the purpose and importance of the study, the broad content of the survey, the amount of time the interview would take and confidentiality. The survey was undertaken over the phone from 16 July to 30 August 2007 and where possible the information was obtained from the student. In some cases a parent or guardian supplied the information where the student could not be contacted directly.

A total of 2216 students were surveyed from a total population of 3544 in-scope students, providing a response rate of 63%.

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

© ACT Government, 2007

ISBN 0 642 60429 0

This publication has been produced by the ACT Department of Education and Training. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission. Requests should be made to the Department.

This publication provides a summary of the survey findings. A more detailed report can be found on the Department's website at <http://www.det.act.gov.au>

The views and opinions expressed in this document are those of the ACT Department of Education and Training and do not necessarily reflect the views of the ACT Government.

Comments and suggestions regarding this publication are welcomed and should be forwarded to the Department.

Published by ACT Department of Education and Training
220 Northbourne Avenue
Canberra City ACT 2602

GPO Box 158
CANBERRA ACT 2601

The logo for NEALS (National Education and Learning Assessment System) features the word "NEALS" in a bold, white, sans-serif font on a blue rectangular background. To the right of the text is a stylized white graphic consisting of two overlapping curved lines that suggest a globe or a network.

Phone: (02) 6205 9358 Web: <http://www.det.act.gov.au>