

ACT POST SCHOOL DESTINATIONS AND PATHWAYS IN 2018

A summary of the 2018 results from the survey of 2017 year 12 graduates and school leavers and the longitudinal survey of 2015 year 12 graduates and school leavers.

Key Findings

- Ninety-three percent of 2017 year 12 graduates were employed and/or studying in 2018, compared with 77 percent of 2017 school leavers in the survey.
- Fifty-nine percent of 2017 year 12 graduates were studying in 2018 and a further 29 percent intended to start some study in the next two years.
- Forty-six percent of 2017 school leavers were studying in 2018 and a further 28 percent intended to start some study in the next two years.
- Seventy-seven percent of 2017 year 12 graduates were employed in 2018, compared with 64 percent of 2017 school leavers.
- The percentage of 2015 year 12 graduates studying increased from 58 percent in 2016 to 71 percent in 2018.
- Seventy-seven percent of the 2015 year 12 graduates who deferred university in 2016 were attending university in 2018.
- Fifty-three percent of 2015 year 12 graduates and 38 percent of 2015 school leavers who were not studying in 2016, were studying in 2018

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Executive Summary

The ACT Government believes every student in the ACT should have access to the opportunities provided through quality education. The Education Directorate *2018-21 Strategic Plan* sets out a clear agenda for the delivery of educational services that empower each young person in the ACT to learn for life.

In its commitment to an educated and skilled workforce to meet the present and future needs of the ACT, the Education Directorate has prioritised learning pathways designed to meet the needs of young people through flexible training options and engagement with industry and employers.

In May 2018 the Education Directorate conducted two post school destination surveys.

1. The annual survey of 2017 ACT year 12 graduates (those who completed an ACT Senior Secondary Certificate in 2017) and year 9 to 12 school leavers (those who were in year 9 to 12 when they left school in 2017 prior to completing an ACT Senior Secondary Certificate). A total of 1852 graduates and 309 school leavers completed the survey.
2. A longitudinal survey of 2015 ACT year 12 graduates and school leavers (approximately 2.5 years after leaving school). This longitudinal survey was the third and final wave of the three-year longitudinal study of 2015 ACT year 12 graduates and school leavers (conducted in 2016, 2017 & 2018). A total of 1299 graduates and 116 school leavers completed the survey.

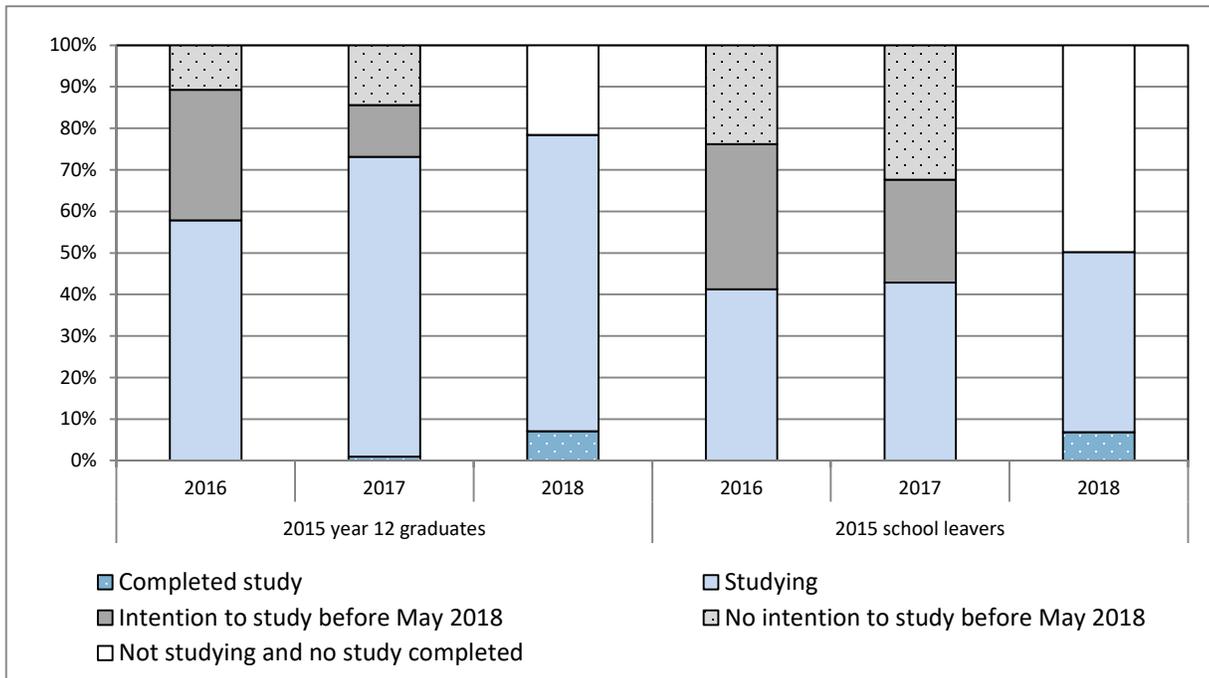
Part 1 of the *ACT Post School Destinations and Pathways in 2018* report presents information about the 2018 destinations of 2017 ACT year 12 graduates and school leavers and part 2 presents information about the pathways 2015 year 12 graduates and school leavers have taken from 2016 to 2018.

The vast majority (93%) of 2017 ACT year 12 graduates, were employed and/or studying in 2018, with the report highlighting that females, those who gained an ATAR and/or did not receive a pension at the time of the survey, were more likely to be employed and/or studying than their peers.

Survey results for 2017 school leavers showed that 77 percent were employed and/or studying in 2018. The report highlights that those who received career guidance, participated in workplace learning and/or did not receive a pension were more likely to be employed and/or studying than their peers.

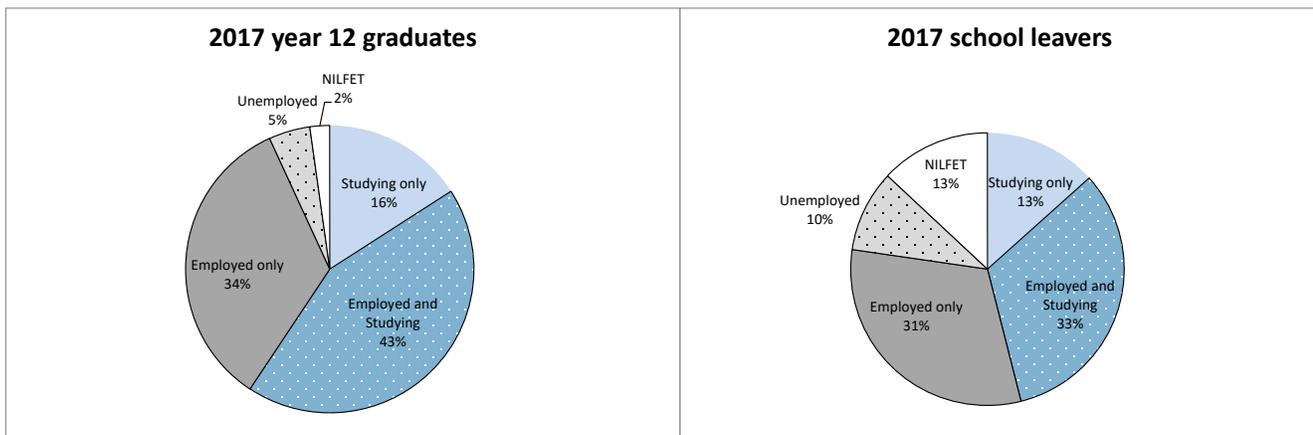
The report shows that 29 percent of 2017 year 12 graduates and 28 percent of 2017 school leavers were not studying in 2018, but were intending to study in the next two years. A similar trend has been observed in previous years. The results from the longitudinal survey found that over half of the 2015 graduates who indicated their intention to study in 2017 or 2018, when surveyed in 2016, did start studying in 2017 or 2018. [Figure 1](#) shows the overall increase in the percentage of 2015 year 12 graduates and school leavers commencing study in 2017 and a further small increase in 2018. 2015 year 12 graduates who formally deferred university in 2016 were more likely to start study in 2017 or 2018 than those who had an informal intention to study.

Figure 1: 2015 year 12 graduates and school leavers by study status in 2016, 2017 and 2018 (%)



Overall, the report presents a positive picture of the pathways from school to further study and employment for young people both graduating from and leaving ACT schools. However, the report clearly shows that those young people who complete an ACT Senior Secondary Certificate are advantaged both in terms of employment and further study outcomes, six months after leaving school, when compared with their peers who leave school before completing an ACT Senior Secondary Certificate (see [Figure 2](#) below).

Figure 2: 2017 year 12 graduates and school leavers by main destination in 2018 (%)



Note: NILFET means 'not in labour force, education or training'.

The School Leaver Survey results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT. The Directorate works closely with school staff in ACT public and non-government schools to ensure the survey results are disseminated and used for curriculum planning and to assist students with study and career choices at school and beyond.

Background

Australia is in a period of significant education and training reform. The current national reform agenda is impacting on all sectors of education, training and skills development. The ACT is proactive in looking to the future of education and training in our region, building on the strengths of current collaborations, relationships and partnerships within the sector, and promoting opportunities for change.

The ACT is committed to providing learning pathways for students which result in an educated and skilled workforce to meet the present and future needs of the ACT and region. The focus is on ensuring young people's needs are met, providing flexible and responsive training options, engaging with industry and employers and improving retention rates. Together these strategies empower students to shape their own learning pathways while meeting industry needs.

Results from the School Leaver Surveys provide important information that informs planning, development and provision of education and training choices for the young people of the ACT.

In this publication students who completed an ACT Senior Secondary Certificate in 2017 are described as **2017 year 12 graduates**. Students who were in year 9 to 12 when they left school in 2017 prior to completing an ACT Senior Secondary Certificate are described as **2017 school leavers**. Students who completed an ACT Senior Secondary Certificate in 2015 are described as **2015 year 12 graduates**. Students who were in year 9 to 12 when they left school in 2015 prior to completing an ACT Senior Secondary Certificate are described as **2015 school leavers**.

Part 1 – 2017 Year 12 Graduates and School Leavers

Destination of 2017 year 12 graduates

Key outcomes

Ninety-three percent of 2017 year 12 graduates reported that they were employed and/or studying in 2018. This is higher than the Australian employed and/or studying rate in 2017 of 87 percent for 15-20 year olds who completed year 12 prior to leaving school in 2016 (Australian Bureau of Statistics, 2017).

Table 1 provides an overview of the percentage of year 12 graduates employed, studying and employed and/or studying in the year following graduation. Data are presented for surveys conducted with 2014, 2015, 2016 and 2017 year 12 graduates. The following points were consistently noted over the four years:

- female students were more likely to be employed and more likely to be employed and/or studying than male graduates. For example, 80 percent of female 2017 year 12 graduates were employed in 2018 compared to 75 percent of male graduates
- graduates who spoke a language other than English at home (LBOTE) were more likely to be studying and less likely to be employed than graduates who were not LBOTE
- graduates who did not obtain an Australian Tertiary Admission Rank (ATAR) were less likely to be studying and less likely to be employed and/or studying
- graduates who were receiving a Government pension, allowance or benefit were more likely to be studying, less likely to be employed and less likely to be employed and/or studying.

Table 1: Year 12 graduates employed and/or studying, by selected demographics (%)

Year of graduation	Employed				Currently studying				Employed and/or studying			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Gender												
Female	72.8	75.7	77.5	79.5	61.7	59.3	59.8	59.9	93.1	94.5	94.8	94.8
Male	66.3	68.9	72.2	74.7	60.7	58.0	58.5	58.7	90.7	90.4	92.0	91.3
LBOTE												
No	72.9	76.2	78.5	79.7	58.3	54.5	55.9	56.2	91.6	92.2	93.5	92.7
Yes	54.3	56.4	58.0	67.5	75.3	76.1	74.3	72.4	93.8	93.4	93.0	94.8
Participated in a VET course at school												
No	67.9	70.5	74.6	76.0	60.4	57.8	58.5	59.5	91.4	91.8	93.3	93.2
Yes	74.7	77.7	76.0	81.6	63.8	61.3	61.3	58.6	93.5	94.5	94.0	92.9
ATAR Group												
No ATAR	74.3	75.7	76.7	78.9	45.4	45.2	44.7	45.5	85.8	87.8	89.1	87.6
1 - 65	69.7	72.6	79.7	81.3	63.3	57.0	55.6	50.6	93.7	91.8	93.2	91.9
66 - 75	75.8	74.7	77.2	79.2	66.5	62.9	64.3	59.9	96.7	94.8	95.8	95.3
76 - 85	69.8	72.9	77.8	76.0	68.1	68.6	66.8	71.8	95.2	97.3	96.8	97.6
86 - 95	62.8	70.1	70.1	76.0	71.5	70.6	76.0	74.0	93.5	96.3	97.4	97.2
96 - 100	51.9	52.0	53.2	66.0	80.8	79.6	74.7	74.5	96.8	96.1	94.2	97.0
Received career counselling/career guidance at school¹												
No	68.8	71.0	71.5	72.6	61.4	57.0	60.4	54.6	91.5	91.0	93.4	90.5
Yes	70.7	73.5	76.1	79.5	61.4	60.5	59.4	61.0	92.8	93.9	93.9	94.5
Don't Know	57.7	58.1	63.4	54.9	51.7	27.0	26.9	56.8	76.7	71.4	70.8	74.9
Participated in work experience/workplace learning whilst at school²												
No	67.6	70.4	73.3	76.0	60.2	58.0	58.0	57.3	91.7	92.2	93.0	92.1
Yes	71.3	74.0	76.7	78.7	62.2	59.2	60.4	61.8	92.1	92.7	93.9	94.4
Received a government pension, allowance or benefit at the time of the survey												
No	72.9	75.7	77.5	80.2	60.0	56.8	57.3	57.3	92.8	93.0	93.9	93.8
Yes	43.7	43.5	49.9	49.0	71.1	75.9	78.9	77.6	85.0	87.7	90.3	85.6
All graduates	69.6	72.3	74.9	77.3	61.2	58.7	59.1	59.3	91.9	92.5	93.4	93.2

¹ In 2016 career guidance replaced career counselling. ² In 2016 workplace learning replaced work experience.

Study

Fifty-nine percent of all 2017 year 12 graduates indicated that they were undertaking some study in 2018, with 49 percent studying full-time (see [Table 2](#) below). This is slightly lower than the Australian study rate in 2017 of 62 percent (and 55% in full-time study) for 15-20 year olds who completed year 12 prior to leaving school in 2016 (Australian Bureau of Statistics, 2017).

In general, 2017 year 12 graduates who achieved a higher Australian Tertiary Admission Rank (ATAR) had a greater tendency to be undertaking further study in the year after leaving school. Seventy-four percent of the graduates with an ATAR between 96 and 100 were undertaking study in 2017, compared with 51 percent of the graduates with an ATAR between 1 and 65.

Of the 12 percent of 2017 year 12 graduates who were receiving a government pension, allowance or benefit in May 2018, 78 percent were studying in 2018, compared with 57 percent of those who were not receiving a government pension, allowance or benefit.

Table 2: 2017 year 12 graduates studying in 2018, by selected demographics (%)

	Studying			Not studying
	Part-time	Full-time	All	
Gender				
Females	9.7	49.6	59.9	40.1
Males	9.5	48.4	58.7	41.3
LBOTE				
No	10.0	45.4	56.2	43.8
Yes	8.0	63.9	72.4	27.6
Participated in a VET course at school				
No	9.3	49.5	59.5	40.5
Yes	10.6	47.4	58.6	41.4
ATAR Group				
No ATAR	18.1	26.2	45.5	54.5
1 - 65	8.8	41.5	50.6	49.4
66 - 75	5.8	53.7	59.9	40.1
76 - 85	4.3	67.2	71.8	28.2
86 - 95	4.0	69.1	74.0	26.0
96 - 100	5.2	69.3	74.5	25.5
Received career guidance at school				
No	8.1	46.0	54.6	45.4
Yes	10.1	50.3	61.0	39.0
Participated in workplace learning whilst at school				
No	7.1	49.6	57.3	42.7
Yes	12.6	48.5	61.8	38.2
Received a government pension, allowance or benefit at the time of the survey				
No	9.6	47.1	57.3	42.7
Yes	10.7	66.9	77.6	22.4
All graduates	9.6	49.0	59.3	40.7

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses. ¹ In 2016 career guidance replaced career counselling. ² In 2016 workplace learning replaced work experience.

The *Australian Standard Classification of Education (ASCED)* was used to classify fields of study. The most common fields of study related to:

- society and culture (16%). This included fields such as political science, psychology, law, economics, sport and literature
- health (14%). This included fields such as medical, dental and veterinary studies, nursing, pharmacy, optical and rehabilitation therapies

Sixty percent of 2017 year 12 graduates applied for a university place and 98 percent of these graduates were successful in gaining a place. Of the successful applicants:

- 72 percent accepted the place and enrolled in 2018
- 27 percent of successful applicants deferred
- one percent rejected the offer.

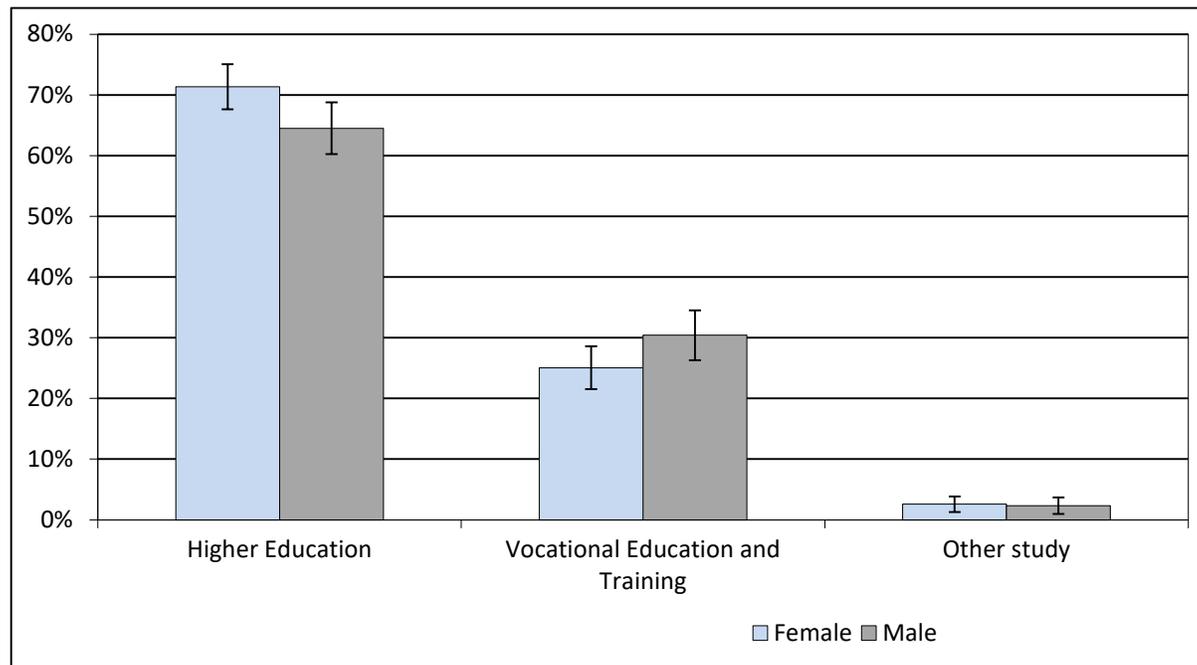
Graduates who were not LBOTE, females and those that received career guidance were more likely to defer their university studies.

The ASCED was also used to classify level of study. Responses of:

- advanced diploma, associate degree and bachelor degree or higher were more broadly classified as the **higher education level**
- Certificate I-IV and diploma were classified as the **Vocational Education and Training (VET) level** in this publication.

Sixty-eight percent of 2017 year 12 graduates studying in 2018 reported that they were studying at the higher education level and 28 percent were studying at the VET level. A greater proportion of females were studying at the higher education level – 71 percent of females compared with 65 percent of males. The proportion of males studying at the VET level was higher than the proportion of females studying at that level (see [Figure 3](#) below).

Figure 3: 2017 year 12 graduates studying in 2018, by level of study and gender (%)



Note: The error bars reflect the 95 percent confidence intervals and no overlap indicates there is a statistical difference between the results.

Of the 2017 year 12 graduates who were studying in 2018, 44 percent reported that they chose their course because it interested them and 31 percent chose the course because they thought it would assist with employment (see [Table 3](#) below).

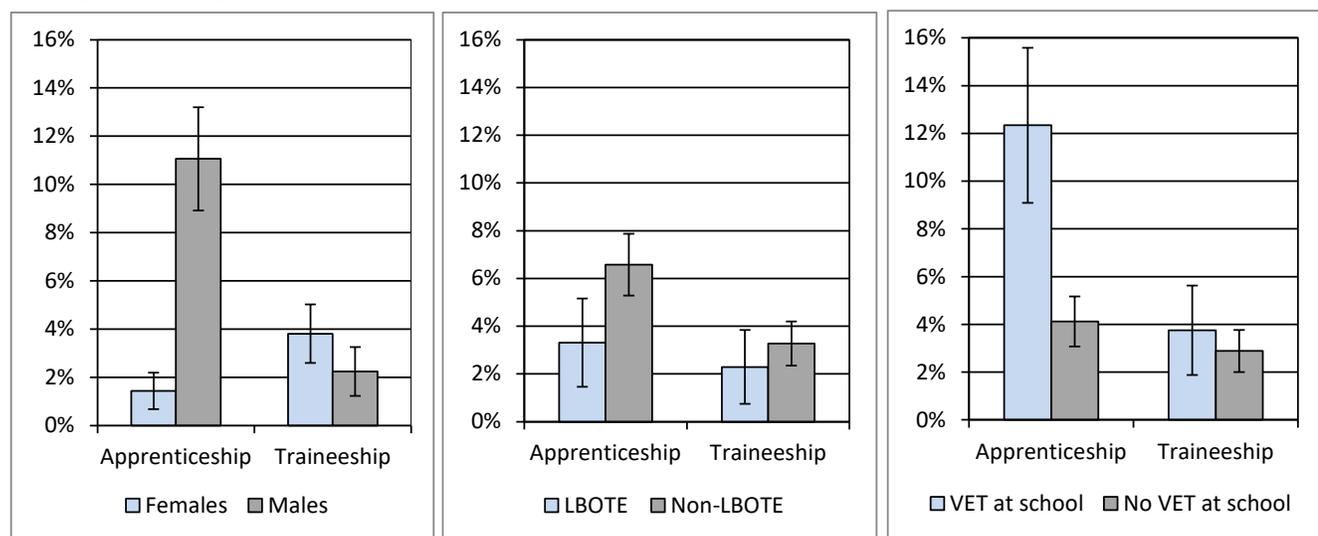
Thirty-eight percent of graduates who were studying in 2018 and did not gain an ATAR reported that they chose the course because it interested them and 31 percent chose the course because they thought it would assist with employment. Graduates with a higher ATAR were more likely to have chosen their course because it interested them.

Table 3: 2017 year 12 graduates studying in 2018, by main reason for choosing their course and selected demographics (%)

	It's a course that interests me	To get/start/help in a job/business	To help get into another course	To improve my education	Other
Gender					
Females	44.3	31.0	3.1	2.3	12.6
Males	43.9	31.6	2.7	2.0	12.0
Participated in a VET course at school					
No	45.0	29.9	3.2	1.9	12.7
Yes	41.0	36.3	1.9	3.3	10.7
ATAR Group					
No ATAR	30.9	38.1	5.2	2.2	15.2
1 - 65	39.7	37.1	5.0	2.3	9.6
66 - 75	46.0	30.1	2.0	3.4	12.7
76 - 85	52.5	26.9	1.9	1.6	12.1
86 - 95	51.6	26.7	1.1	1.6	11.2
96 - 100	48.5	26.6	1.9	2.5	10.5
All graduates	44.1	31.3	2.9	2.2	9.5

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses.

Figure 4: 2017 year 12 graduates undertaking an apprenticeship or traineeship in 2018, by selected demographics (%)



Note: The error bars reflect the 95 percent confidence intervals and no overlap indicates there is a statistical difference between the results.

Overall, six percent of 2017 year 12 graduates indicated they were undertaking an apprenticeship in 2018 and three percent were doing a traineeship. The percentage of graduates undertaking an apprenticeship varied significantly for selected demographics (see [Figure 4](#) above):

- male graduates were much more likely to be undertaking an apprenticeship than females
- graduates who participated in a VET course at school were more likely to be undertaking an apprenticeship than graduates who did not.

Thirty-three percent of 2017 year 12 graduates who were not studying in 2018 reported their main reason for not studying was to “take a gap year”, 11 percent were “not sure what to study”, 11 percent indicated that they had “got a job” and eight percent “wanted to earn money” (see [Table 4](#) below). Fifty-eight percent of graduates who were not studying and had an ATAR over 95 reported their main reason for not studying was because they were “taking a gap year” and 12 percent were travelling.

Table 4: 2017 year 12 graduates not studying in 2018, by main reason for not studying and selected demographics (%)

	Taking a gap year	Not sure what to study	Got a job	Wanted to earn money	Travelling	Not ready for study	Other
Gender							
Females	37.0	13.7	10.4	7.7	8.1	6.3	15.1
Males	29.4	8.7	12.1	8.9	4.6	6.6	26.6
Participated in a VET course at school							
No	32.8	11.7	10.2	8.1	7.6	6.1	21.0
Yes	35.7	10.0	14.5	8.7	2.4	7.6	18.9
ATAR Group							
No ATAR	16.1	14.5	15.8	10.6	3.1	8.4	27.6
1 - 65	38.2	8.3	10.5	5.8	6.8	8.2	20.7
66 - 75	42.9	10.9	9.3	7.9	8.4	4.4	15.1
76 - 85	50.0	11.7	5.5	7.6	9.4	1.7	13.0
86 - 95	55.6	6.6	4.9	5.9	11.4	1.2	12.4
96 - 100	57.9	4.8	4.3	4.1	12.1	10.2	6.6
All graduates	33.4	11.3	11.2	8.3	6.5	6.4	20.5

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of ‘don’t know’ responses.

Of the 41 percent of 2017 year 12 graduates who were not studying in 2018, 72 percent intended to start some study in the next two years. This high rate of deferral in ACT is consistent with previous years and the general trend in Australia, with the incidence increasing from 10 percent in 1999-2000 to 24 percent in 2009-10 (Lumsden & Stanwick, 2012).

In general, as ATAR increased, so did intention to start some study in the next two years. The most common intended ASCED fields of study related to:

- society and culture (21%)
- Creative arts (13%)
- Management and commerce (13%).

Labour force status

Seventy-seven percent of 2017 year 12 graduates reported having a paid job in 2018 (see [Table 5](#) below). Twelve percent of graduates reported not currently having a paid job and actively looking for work with the majority looking for part-time work.

Table 5: Number and proportion of 2017 year 12 graduates, by labour force status in 2018

	Number	Proportion (%)
Employed	3388	77.3
Full-time	917	20.9
Part-time	2450	55.9
Don't know/Refused	21	0.5
Unemployed	521	11.9
Looking for full-time work	85	1.9
Looking for part-time work	343	7.8
Looking for full or part-time work	91	2.1
Total in labour force	3909	89.2
Not in labour force	476	10.8
Total	4385	100.0
Unemployment rate		13.3

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses.

The percentage of 2017 year 12 graduates who were receiving a government pension, allowance or benefit in May 2018 varied depending on their labour force status. Eighteen percent of graduates who were unemployed and 18 percent of those not in the labour force were receiving a government pension, allowance or benefit in May 2018, compared with five percent of employed graduates.

The *Australian and New Zealand Standard Classification of Occupations* (ANZSCO) was used to classify occupations. The most common occupations were:

- sales workers (33%)
- community and personal service workers (26%).

Eighty-five percent of 2017 year 12 graduates studying part-time in 2018 were employed, with 49 percent employed part-time (see [Table 6](#) below). Seventy-one percent of graduates studying full-time were employed, with the majority (61%) employed part-time. Eighty-three percent of graduates who were not studying were employed and 11 percent were unemployed.

Table 6: 2017 year 12 graduates in the labour force in 2018, by study status in 2018 (%)

	Studying			Not studying	All graduates
	Part-time	Full-time	Total		
Employed	85.2	70.8	73.2	83.2	77.3
Full-time	36.0	8.8	13.4	31.9	20.9
Part-time	49.3	61.5	59.3	50.9	55.9
Unemployed	9.8	12.7	12.2	11.4	11.9
Looking for full-time work	1.0	0.5	0.5	4.0	1.9
Looking for part-time work	6.4	11.9	10.9	3.4	7.8
Looking for full or part-time work	2.4	0.4	0.8	3.9	2.1
Total in labour force	95.0	83.6	85.5	94.6	89.2
Not in labour force	5.0	16.4	14.5	5.4	10.8
Total	100.0	100.0	100.0	100.0	100.0

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses.

Participation in other post-school activities

The percentage of 2014, 2015, 2016 and 2017 year 12 graduates who participated in various activities in the year following leaving school is shown in [Table 7](#). Participation has remained reasonably stable over the four years. At the time of the survey in May 2018:

- 24 percent of 2017 year 12 graduates were travelling
- 15 percent were undertaking volunteer work
- 11 percent were caring for family members
- 10 percent were pursuing elite sporting interests.

Table 7: Year 12 graduates participating in various post school activities (%)

Year of graduation	2014	2015	2016	2017
Travelling	18.2	18.1	21.8	24.2
Undertaking volunteer work	14.2	12.3	14.0	15.4
Pursuing elite sporting interests	10.0	11.1	10.7	10.4
Caring for family members	8.1	11.0	8.9	10.7

Destination of 2017 school leavers

Seventy-seven percent of 2017 school leavers reported they were employed and/or studying in 2018. This compares favourably with the Australian employed and/or studying rate in 2017 of 71 percent for 15-20 year olds who completed year 11 or below prior to leaving school in 2016 (Australian Bureau of Statistics, 2017).

Table 8: School leavers employed and/or studying, by selected demographics (%)

Year left school	Employed				Currently studying				Employed and/or studying			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Gender												
Females	53.9	63.9	66.0	62.7	46.5	32.2	39.6	41.9	70.5	74.3	72.7	75.5
Males	61.8	58.6	66.6	64.6	43.3	41.9	47.1	48.1	77.4	73.8	80.4	78.2
Year level												
Year 9 to 11	57.5	65.6	69.8	68.8	42.7	39.0	42.8	49.4	68.7	68.8	77.7	76.1
Year 12	60.7	56.4	64.0	60.1	45.6	38.2	46.2	43.4	80.3	78.1	78.2	78.3
LBOTE												
No	61.3	62.3	68.2	65.9	44.7	38.2	43.9	46.2	76.5	74.1	77.3	78.4
Yes	44.8	39.8	47.6	46.4	42.0	41.7	54.0	43.1	66.3	73.4	84.7	66.9
Received career counselling/career guidance at school¹												
No	56.4	52.4	48.5	51.2	37.0	29.7	43.4	43.8	69.4	61.9	63.9	65.1
Yes	63.8	66.8	75.5	70.5	51.2	45.4	50.4	49.7	82.2	83.8	86.6	85.3
Participated in work experience/workplace learning whilst at school²												
No	52.7	51.0	64.7	58.9	41.0	37.0	43.3	38.5	70.1	67.8	77.5	72.6
Yes	65.3	70.6	68.7	70.5	47.3	40.2	46.8	55.8	79.9	80.6	78.6	83.4
Receiving a government pension, allowance or benefit at the time of the survey												
No	64.4	65.9	72.8	72.2	44.9	41.0	47.2	49.4	78.9	79.2	84.5	84.5
Yes	23.7	30.5	33.3	12.8	42.8	26.1	32.2	25.0	49.2	46.6	44.6	32.6
All school leavers	59.3	60.5	66.5	64.0	44.3	38.5	44.8	46.1	75.2	74.0	78.0	77.3

¹ In 2016 career guidance replaced career counselling. ² In 2016 workplace learning replaced work experience.

The percentage of school leavers employed and/or studying in the year after leaving school is detailed in [Table 8](#). Data are presented for surveys conducted with 2014, 2015, 2016 and 2017 school leavers. The following points were consistently noted over the four years:

- school leavers who were LBOTE were less likely to be employed than those who were not LBOTE
- school leavers who received career counselling/guidance at school were more likely to be employed, studying and employed and/or studying than those that did not receive career counselling
- males were more likely to be studying than females
- school leavers who were receiving a Government pension, allowance or benefit were less likely to be employed, studying and employed and/or studying than those not receiving this assistance.

Forty-six percent of 2017 school leavers indicated that they were undertaking some study in 2018, with 31 percent studying full-time (see [Table 9](#) below). This is similar to the Australian study rate in 2017 of 48 percent for 15-20 year olds who completed year 11 or below prior to leaving school in 2016 (Australian Bureau of Statistics, 2017).

Table 9: 2017 school leavers studying in 2018, by selected demographics (%)

	Studying			Not studying
	Part-time	Full-time	All	
Gender				
Females	10.7	31.2	41.9	58.1
Males	14.8	31.5	48.1	51.9
Year level				
Year 9 to 11	19.0	29.0	49.4	50.6
Year 12	9.0	33.4	43.4	56.6
LBOTE				
No	13.8	31.1	46.2	53.8
Yes	11.3	31.8	43.1	56.9
Received career guidance at school				
No	13.9	30.0	43.8	56.2
Yes	13.5	34.3	49.7	50.3
Participated in workplace learning whilst at school				
No	11.2	26.8	38.5	61.5
Yes	16.4	37.4	55.8	44.2
Receiving a government pension, allowance or benefit at the time of the survey				
No	14.5	34.3	49.4	50.6
Yes	7.6	12.5	25.0	75.0
All school leavers	13.5	31.4	46.1	53.9

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses. ¹ In 2016 career guidance replaced career counselling. ² In 2016 workplace learning replaced work experience.

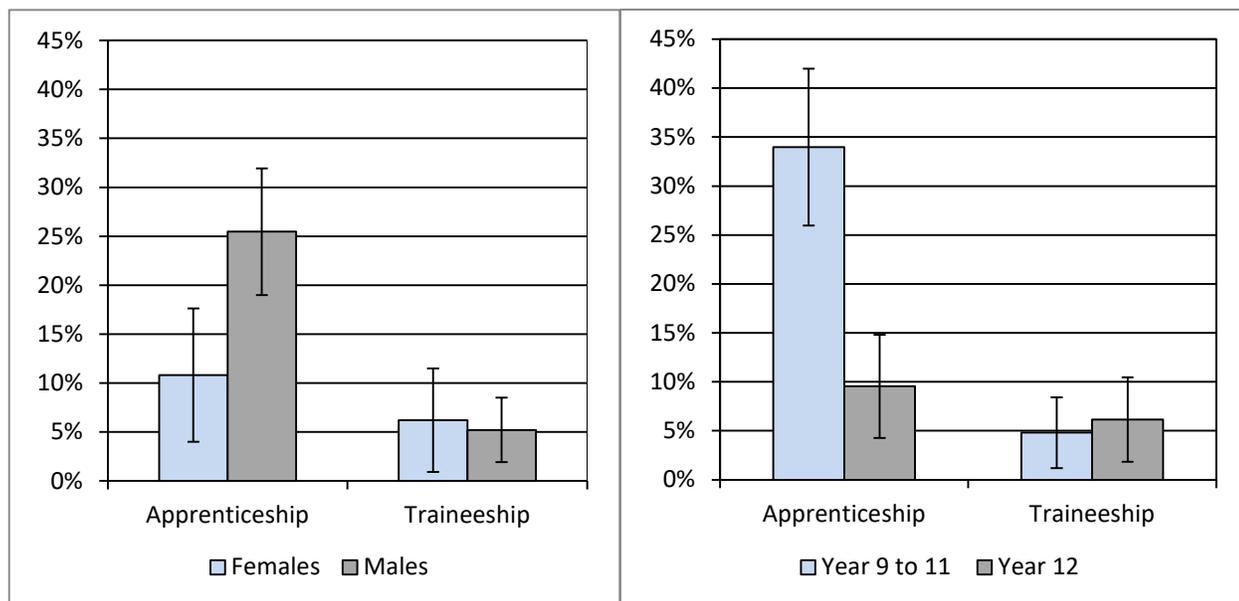
The main reason why 2017 school leavers chose their course of study in 2018 was because it interested them (37%) and 33 percent thought it would assist with employment.

For 2017 school leavers, the most common ASCED subjects of study related to:

- food, hospitality and personal services (17%). This included fields such as hospitality, cookery and hairdressing
- mixed field program (15%). This included study aimed at developing basic literacy and numeracy skills and general skills needed for employment and personal wellbeing
- architecture and building (15%). This included fields such as landscape architecture, interior design, regional planning, bricklaying, carpentry and plumbing.

Twenty-six percent of 2017 school leavers reported undertaking an apprenticeship or traineeship in 2018. The percentage of year 9 to 11 school leavers undertaking an apprenticeship was significantly greater than the percentage of year 12 leavers undertaking an apprenticeship (see [Figure 5](#) below). Of the school leavers who were undertaking an apprenticeship or traineeship the majority (72%) were technicians or trade workers (ANZSCO) studying architecture and building, engineering and related technologies or food, hospitality and personal services (ASCED).

Figure 5: 2017 school leavers undertaking an apprenticeship or traineeship in 2018, by selected demographics (%)



Note: The error bars reflect the 95 percent confidence intervals and no overlap indicates there is a statistical difference between the results.

Fifty-two percent of the 2017 school leavers who were not studying in 2018 intended to start some study in the next two years. Seventeen percent of 2017 school leavers who were not studying in 2018 reported their main reason for not studying as family commitments, illness or disability, 15 percent were taking a gap year and 13 percent got a job.

Sixty-four percent of 2017 school leavers reported having a paid job in 2018 (see [Table 10](#) below). Eighteen percent of school leavers said they did not have a paid job but were actively looking for work. Eighteen percent of 2017 school leavers were not in the labour force in 2018. The unemployment rate was 22 percent for school leavers.

Of the 2017 school leavers who had a paid job in 2018, the most common ANZSCO occupations were:

- technicians and trade workers (30%)
- labourers (19%)
- sales workers (17%)
- community and personal service workers (17%).

Table 10: Number and proportion of 2017 school leavers, by labour force status in 2018

	Number	Proportion (%)
Employed	608	64.0
Full-time	293	30.8
Part-time	306	32.2
Don't know/Refused	9	1.0
Unemployed	167	17.6
Looking for full-time work	28	3.0
Looking for part-time work	85	8.9
Looking for full or part-time work	54	5.7
Don't know/Refused	0	0.0
Total in labour force	775	81.6
Not in labour force	175	18.4
Total	950	100.0
Unemployment rate		21.6

At the time of the survey in 2018, some 2017 school leavers were participating in other post-school activities, either instead of or as well as study and/or employment:

- 15 percent were travelling
- 11 percent were caring for family members
- eight percent were undertaking volunteer work
- seven percent were pursuing elite sporting interests.

Characteristics of students who left school in 2017

Table 11 details the characteristics of 2017 year 12 graduates and school leavers. Slightly more female graduates completed the survey (53%); however for school leavers the majority (66%) percent were male. Fifty-five percent of the 2017 school leavers who completed the survey were in year 12 when they left school. Twenty percent of graduates spoke a language other than English at home, whilst 11 percent of school leavers spoke a language other than English at home. When compared with graduates, school leavers were twice as likely to have participated in school-based engagement programs. Graduates were more likely to have received career guidance at school. Twenty-five percent of year 12 graduates participated in pathways planning at school compared to 13 percent of school leavers.

Table 11: 2017 school leavers and year 12 graduates, by selected demographics (%)

Selected Demographics	School leavers	Year 12 Graduates
Year 9 to 11	44.7	0.0
Year 12	55.3	100.0
Females	33.6	53.4
Males	66.4	46.6
LBOTE	10.6	19.5
Participated in a VET course at school	n.a.	22.0
Received career guidance at school	60.0	73.3
Participated in workplace learning whilst at school	43.6	45.9
Participated in pathways planning whilst at school	13.4	24.8
Received a government pension, allowance or benefit at the time of the survey	11.7	8.1
Participated in engagement programs whilst at school	9.5	4.5
Participated in support programs for students with disability at school	10.4	6.4
Aboriginal and Torres Strait Islanders	6.2	2.1

Note: n.a. indicates that results are not available.

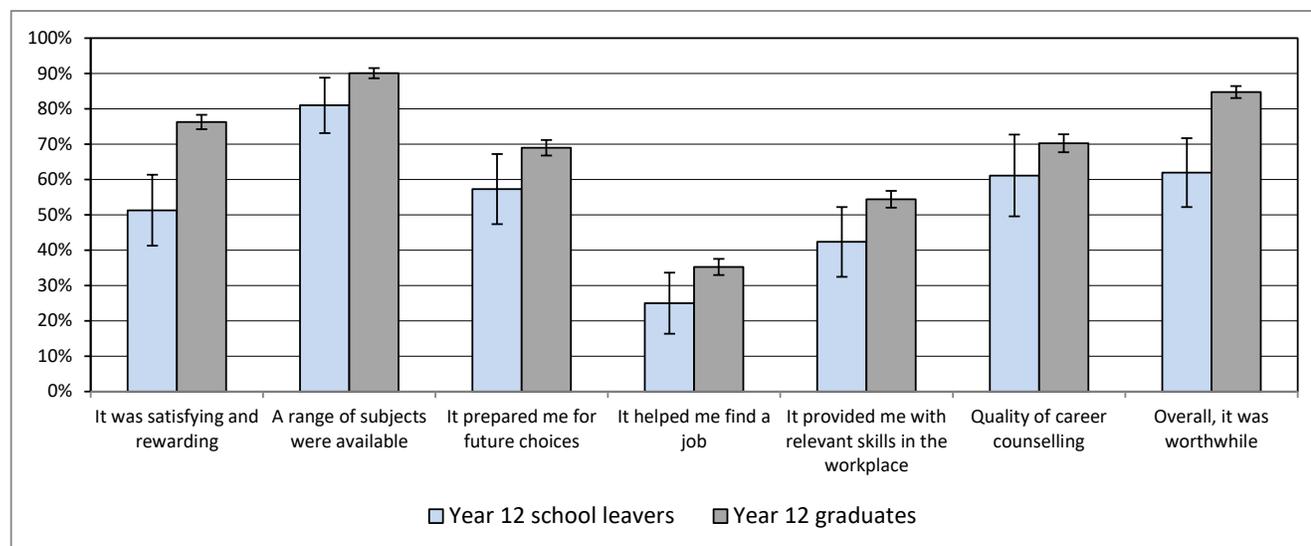
Specific survey results for two key student populations, those being students with disability and Aboriginal and Torres Strait Islander students have not been included in this publication due to the small number who participated in the survey. More than half of the young people with disability who graduated or left school in 2017 were employed and/or studying in 2018. Although most attended a mainstream school, a small proportion attended a specialist school for students with disability and just over half of these students were participating in community support programs at the time of the survey in 2018. Eighty-eight percent of Aboriginal and Torres Strait Islander young people who graduated or left school in 2017 were employed and/or studying in 2018.

Satisfaction with school

Parents of 2017 year 9 to 11 school leavers were asked about their level of satisfaction with the school the student most recently attended and 57 percent of parents were satisfied with the school. In contrast, the 2017 School Satisfaction Survey showed that overall 85 percent of parents and carers were satisfied with the school their child attended.

2017 Year 12 school leavers and year 12 graduates were asked about their level of agreement with seven statements regarding their experience in years 11 and 12 in the ACT (see [Figure 6](#) below). Responses of strongly agree or agree were classified as “satisfied”, responses of strongly disagree or disagree as “not satisfied” and responses of neither agree nor disagree as “neutral”. Overall 62 percent of year 12 school leavers and 85 percent of year 12 graduates found year 11 and 12 worthwhile. Year 12 graduates were generally more satisfied than year 12 school leavers.

Figure 6: 2017 year 12 graduates and year 12 school leavers satisfied with various aspects of their year 11 and 12 experience (%)



Note: The error bars reflect the 95 percent confidence intervals and no overlap indicates there is a statistical difference between the results.

2017 year 12 graduates and year 12 school leavers were also asked about their level of satisfaction with their life as a whole at the time of the survey in May 2018. A similar pattern was observed with 78 percent of graduates and 61 percent of year 12 leavers being satisfied or very satisfied. Of particular interest is that year 12 graduates and year 12 school leavers who received career guidance at school were more satisfied with their life than those who did not receive career guidance at school. For example, 82 percent of 2017 year 12 graduates who received career guidance at school were satisfied with their life compared with 70 percent of those who did not receive career guidance at school. Whilst the level of satisfaction with life was similar for male and female graduates, for year 12 school leavers, males tended to be more satisfied.

Reasons for leaving school

Parents of year 9 to 11 students who left school in 2017 were asked the reasons why their child decided to leave school (see [Table 12](#) below). The most common responses were:

- the child was not doing very well at school (60%)
- the child wanted to get a job (56%)
- the child wanted to earn their own money (47%).

Table 12: Most common responses parents gave regarding why their child (who was in year 9, 10 or 11 in 2017) left school

Response Categories	Proportion (%)
Not doing very well at school	59.9
Wanted to get a job	55.8
Wanted to earn his/her own money	46.9
Had a job to go to	41.4
Wanted to do study or training that wasn't available at school	36.6
Didn't get on with the teachers and/or students at school	36.5
Had an illness, disability or caring responsibilities	33.6

Note: The percentages in this table do not add to 100 percent, as respondents could provide more than one response.

Part 2 – 2015 Year 12 Graduates and School Leavers

Pathways of 2015 year 12 graduates

Key outcomes

Ninety-seven percent of 2015 year 12 graduates reported that they were employed and/or studying in 2018. Eighty-four percent of graduates were employed and 71 percent of all year 12 graduates were studying in 2018. Overall, 2015 year 12 graduate participation in study increased substantially from 2016 to 2018 peaking at 72 percent in 2017. The percentage employed increased substantially in 2017 and then increased further in 2018. There was a slight increase in the percentage employed and/or studying over the three years ([Table 13](#)).

This substantial increase in participation in study, was also reported in the previous longitudinal survey. However, it is different to the results reported in similar interstate longitudinal surveys (with earlier year cohorts) where study rates appeared to be more stable across the three years since leaving school (Queensland Department of Education, Training and Employment, 2015; Victorian Department of Education and Early Childhood Development, 2010). This may be due to the more recent reporting period in the ACT longitudinal surveys and/or the greater percentage of graduates who deferred study in the first year after leaving school and commenced study in the following year in the ACT.

Table 13: 2015 year 12 graduates employed and/or studying in 2016, 2017 and 2018 by selected demographics (%)

Year of survey	Employed			Currently studying			Employed and/or studying		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Gender									
Female	75.0	80.8	83.2	58.0	74.3	74.2	94.2	97.1	97.4
Male	69.7	80.7	84.3	57.8	69.8	68.3	90.5	95.4	95.8
Participated in a VET course at school									
No	71.1	79.8	83.1	56.0	71.4	71.6	91.7	95.7	96.5
Yes	76.5	83.8	85.8	63.7	74.4	70.4	94.7	98.0	97.0
Received career counselling at school									
No	73.2	81.2	85.7	54.3	67.2	65.9	91.6	96.0	96.3
Yes	72.1	80.5	82.3	61.0	75.2	74.8	93.4	96.4	96.9
Participated in work experience whilst at school									
No	71.0	79.4	82.5	55.3	71.4	71.2	92.2	96.2	96.2
Yes	73.6	81.9	84.8	60.1	72.7	71.3	92.5	96.3	96.9
All graduates	72.4	80.8	83.7	57.9	72.1	71.3	92.4	96.2	96.6

The 2018 main employment and study destinations for 2015 year 12 graduates by employment and study destination in 2016 is shown in [Table 14](#). Ninety-one percent of the graduates who were employed in 2016 were also employed in 2018, 85 percent of those studying in 2016 were also studying in 2018 and 97 percent of those employed and/or studying in 2016 were also employed and/or studying in 2018. Of the 2015 year 12 graduates who were not employed or studying in 2016, 70 percent were employed in 2018 and 39 percent were studying in 2018. Eight percent of the 2015 year 12 graduates who were not employed or studying in 2016 were also in this category in 2018.

Table 14: 2015 year 12 graduates employed and/or studying in 2018, by employed and/or studying in 2016 (%)

	2018			Distribution in 2016
	Employed	Studying	Employed and/or Studying	
2016				
Employed	90.7	70.5	97.9	72.4
Studying	83.2	84.9	98.5	57.9
Employed and/or Studying	84.9	73.9	97.4	92.4
Not employed or studying	70.1	39.1	86.6	7.6
Distribution in 2016	83.7	71.3	96.6	100.0

Study

Most (85%) of the 2015 year 12 graduates who were studying in 2016 were also studying in 2018. Eighty-nine percent of those studying at a higher education level in 2016 were also studying at this level in 2018 and 44 percent of those studying at a vocational education and training level were also studying at this level in 2018 (Table 15). Thirty-five percent of the year 12 graduates who were studying at the vocational education and training level in 2016 were not studying in 2018, with the majority (70%) of these graduates completing the qualification prior to the survey in 2018. Over half (53%) of the graduates who were not studying in 2016, were studying in 2018. Thirty-six percent of 2015 year 12 graduates not studying in 2016 were studying at the higher education level in 2018, with the majority (68%) of these students having formally deferred university in 2016.

Table 15: Level of study in 2018 by level of study in 2016 for 2015 Year 12 graduates (%)

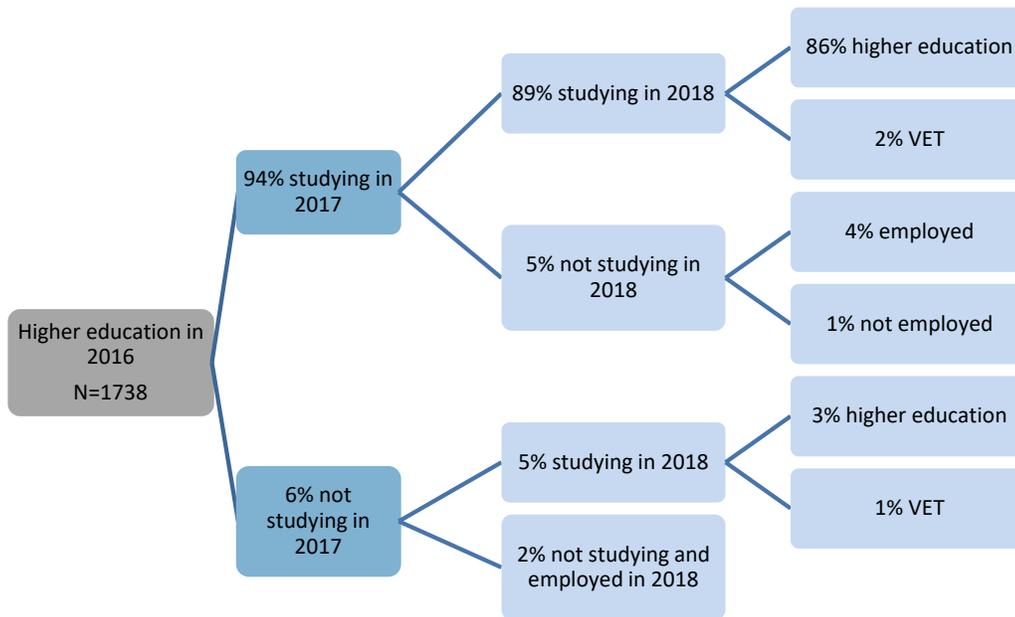
	2018					Total
	Higher education	Studying			Not studying	
		VET course	Other	Total		
2016						
Studying	67.5	15.2	2.2	84.9	15.1	100.0
Higher education	89.4	3.4	0.8	93.5	6.5	100.0
VET course	17.6	44.3	3.6	65.5	34.5	100.0
Other	41.2	10.9	20.8	72.8	27.2	100.0
Not Studying	36.3	13.9	2.5	52.6	47.4	100.0
Distribution in 2018	54.3	14.7	2.3	71.3	28.7	100.0

Note: The percentages in this table do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses. Diploma includes associate degree or diploma.

Forty percent of 2015 year 12 graduates were studying at the higher education level in 2016. Figure 7 provides details of the 2018 main destination for 2015 year 12 graduates studying at the higher education level in 2016. Of those that were studying at the higher education level in 2016:

- the majority (86%) were also studying at the higher education level in 2017 and 2018 with 78 percent of them found to be undertaking the same study over the three years.
- three percent were studying at the VET level in 2018
- six percent did not continue to study in 2018, with 6 percent employed and less than one percent unemployed or not in the labour force.

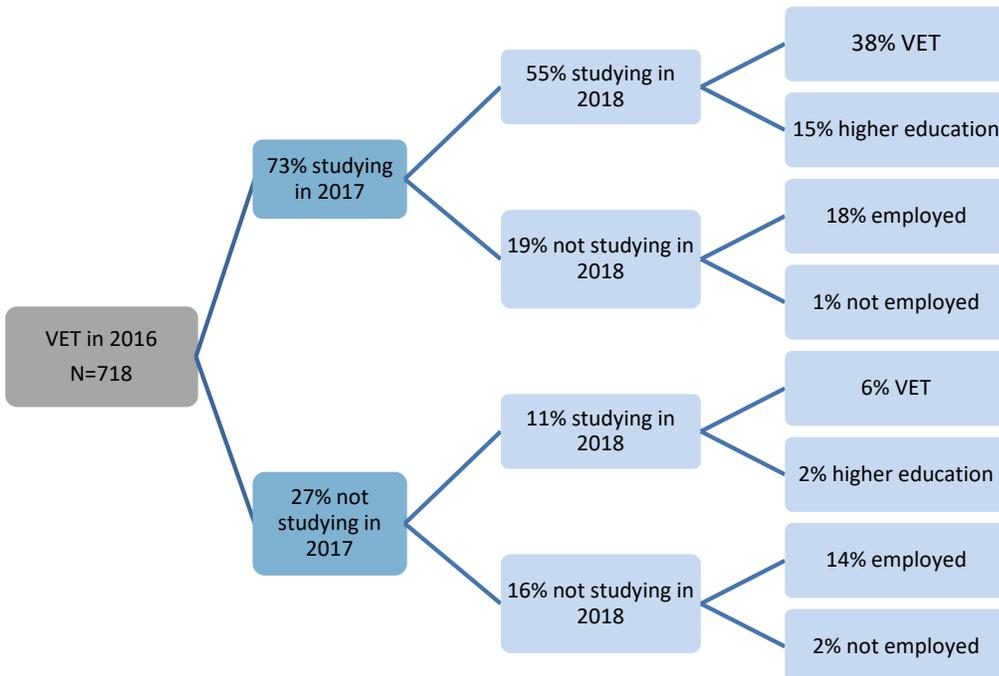
Figure 7: 2018 main destination for 2015 Year 12 graduates who were studying at the higher education level in 2016



Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Sixteen percent of 2015 year 12 graduates were studying at the VET level in 2016. [Figure 8](#) provides details of the 2018 main destination for 2015 year 12 graduates studying at the VET level in 2016. Thirty-eight percent of the 2015 year 12 graduates who were studying at the VET level in 2016, were also studying at this level in 2017 and 2018 with 74 percent of them found to be undertaking the same study over the three years. Thirty-five percent were not studying in 2018, with 31 percent employed.

Figure 8: 2018 main destination for 2015 Year 12 graduates who were studying at the VET level in 2016

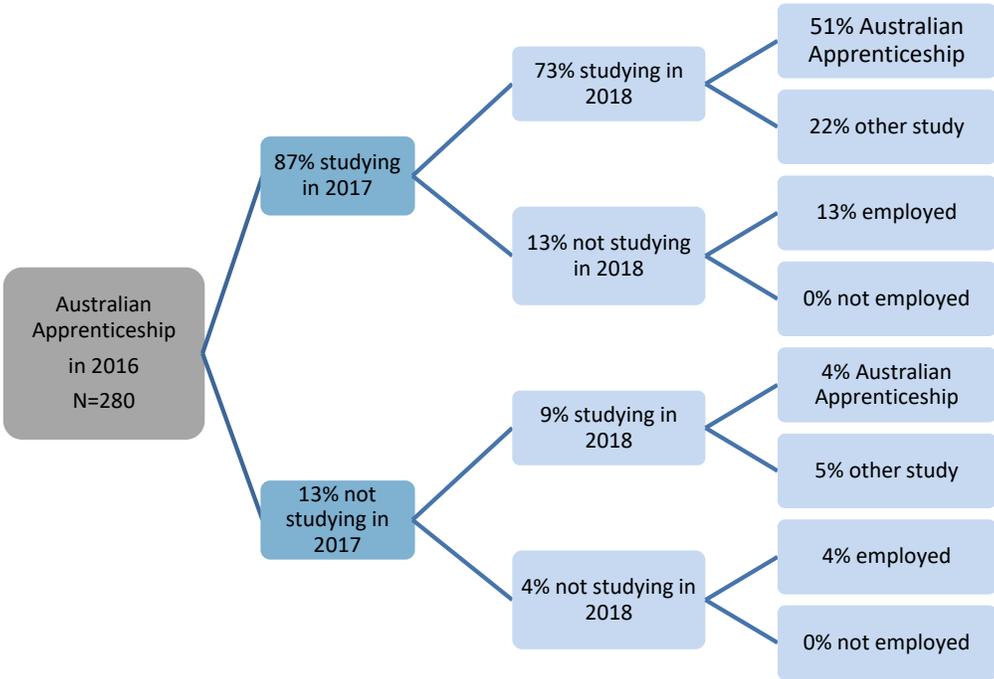


Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Six percent of 2015 year 12 graduates were undertaking an Australian Apprenticeship (had signed a national training contract) in 2016. [Figure 9](#) provides details of the 2018 main destination for 2015 year 12 graduates who were undertaking an Australian Apprenticeship in 2016. Of those who were undertaking an Australian Apprenticeship in 2016:

- over half (55%) were also undertaking an apprenticeship or traineeship in 2018
- 28 percent were studying in 2018 but not as an apprentice or trainee.
- 18 percent were not studying in 2018, and all were employed.

Figure 9: 2018 main destination for 2015 Year 12 graduates who were undertaking an Australian Apprenticeship in 2016



Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Fifteen percent of 2015 year 12 graduates were studying in 2016 but not in 2018, and 60 percent of these graduates said they successfully completed the course and/or qualification they were undertaking.

Sixteen percent of graduates were not studying in 2016, 2017 or 2018. Sixty-six percent of these graduates indicated that they were planning to study in 2017 or 2018 at the time of the survey in 2016 or 2017.

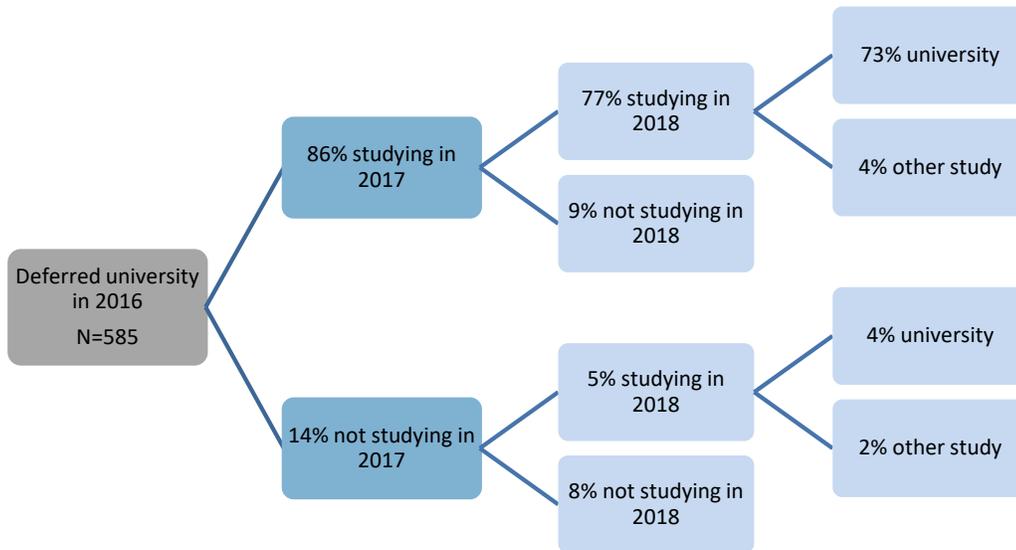
Thirteen percent of 2015 year 12 graduates formally deferred a university offer at the time of the survey in 2016. [Figure 10](#) details the 2018 study destination for these graduates. Of those who deferred university in 2016:

- 77 percent were attending university in 2018
- six percent were studying elsewhere in 2018
- 17 percent were not studying in 2018.

These results compare favourably with findings from the *Longitudinal Surveys of Australian Youth* which track young people as they move from school (starting at 15 years of age) into further study, work and other destinations (Lumsden & Stanwick, 2012). Almost three quarters of Australian young people (in the year 2003 cohort) who intended to attend university did so by the age of 23, including

about 10 percent who took a break between school and university (Curtis, Mlotkowski & Lumsden, 2012). Of most interest is that there does not appear to be any significant differences, in course outcomes, between those that started university immediately after finishing school and those that had a break (Curtis, Mlotkowski & Lumsden, 2012).

Figure 10: 2018 study destination for 2015 Year 12 graduates who deferred university in 2016

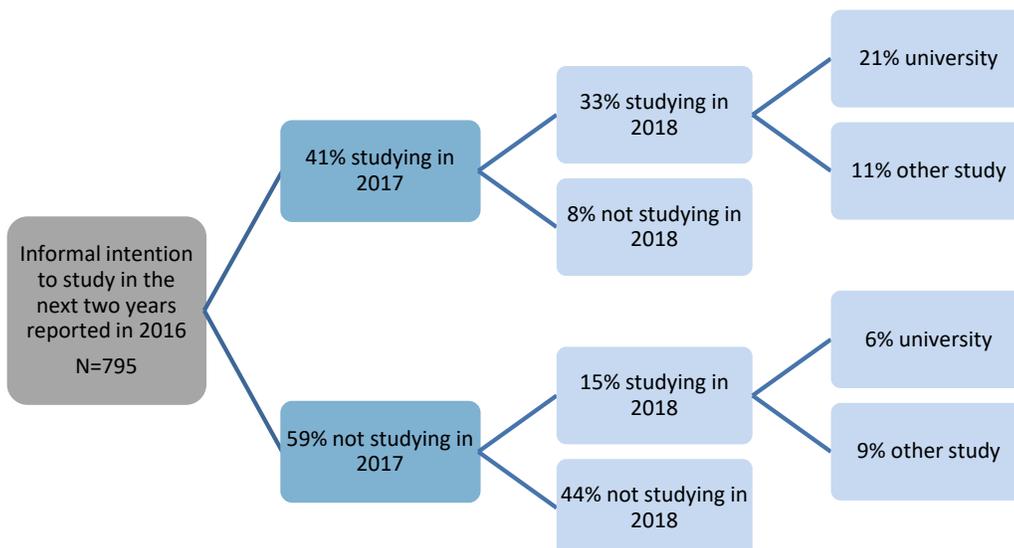


Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Figure 11 details the 2018 study destination for graduates who in 2016 had an informal intention to study (intended to study but did not formally defer university) in the next two years. Of these graduates:

- 27 percent were attending university in 2018
- 21 percent were undertaking other study in 2018
- 52 percent were not studying in 2018.

Figure 11: 2018 study destination for 2015 Year 12 graduates who in 2016 reported an informal intention to study



Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' responses.

Overall, 62 percent of 2015 year 12 graduates, who were intending to study in the next two years at the time of the survey in 2016, were studying in 2018. Society and culture was the most common intended and actual field of study for this group of graduates. [Table 16](#) highlights the most common fields of study in 2018 by each of the most common intended fields of study in 2016 for 2015 year 12 graduates studying in 2018, but not in 2016. Half or more of the graduates in the following intended fields of study, were studying in this intended field in 2018:

- Creative arts (64%)
- Society and culture (55%)
- Health (50%).

Sixty-four percent of 2015 year 12 graduates, who intended to study in the field of creative arts, were studying in this field in 2018. Eighteen percent of graduates, who intended to study in the field of creative arts were studying in the field of society and culture in 2018.

Table 16: 2018 field of study by 2016 intended field of study for 2015 Year 12 graduates (%) studying in 2018, but not in 2016

2016 Intended field of study	Field of study in 2018						Total
	Natural & physical sciences	Health	Management and commerce	Society and culture	Creative arts	Other	
Natural & physical sciences	44.1	13.1	11.0	11.7	0.0	20.1	100.0
Health	16.6	50.0	6.7	2.8	0.0	23.9	100.0
Management and commerce	3.3	6.1	37.9	17.4	0.0	35.3	100.0
Society and culture	6.3	5.4	11.1	54.9	17.4	4.8	100.0
Creative arts	0.0	0.0	3.7	17.6	64.2	14.5	100.0
Other	7.9	5.3	12.2	5.5	4.6	64.6	100.0
2016 no intention to study	2.8	10.9	3.1	9.0	12.8	61.5	100.0
Distribution in 2018	10.5	11.3	11.6	19.3	12.2	35.1	100.0

Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Labour force status

Overall, part-time employment was the most common labour force status for 2015 year 12 graduates in 2016, 2017 and 2018. The vast majority (91%) of the 2015 year 12 graduates who were employed in 2016 were also employed in 2018 ([Table 17](#)).

Table 17: Labour force status in 2018 by 2016 labour force status for 2015 Year 12 graduates (%)

2016	2018					Total
	Employed		Unemployed	Not in labour force		
	Part-time	Full-time				
Employed	55.2	35.1	90.7	4.6	4.7	100.0
Part-time	67.7	21.4	89.3	5.5	5.2	100.0
Full-time	28.6	65.3	93.9	3.0	3.1	100.0
Unemployed	60.3	14.1	74.3	11.9	13.8	100.0
Not in labour force	45.0	10.6	56.2	16.4	27.4	100.0
Distribution in 2018	54.5	28.9	83.7	7.2	9.0	100.0

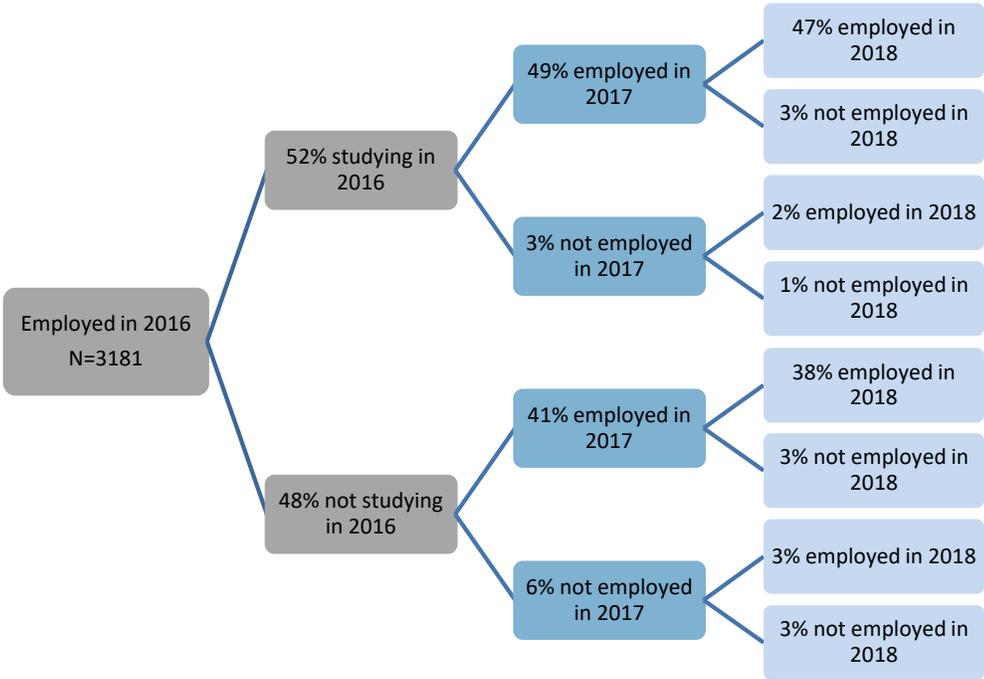
Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Of those who were unemployed in 2016, 74 percent were employed in 2018 and 12 percent were unemployed. Almost three quarters (73%) of those that were not in the labour force in 2016, were in the labour force in 2018, with 56 percent in employment and 16 percent unemployed.

Seventy-two percent of 2015 year 12 graduates were employed in 2016, and 52 percent of these graduates were studying in 2016. [Figure 12](#) details the 2017 and 2018 employment status for these graduates and graduates who were employed but not studying in 2016. Of those that were employed in 2016:

- 49 percent were studying in 2016 and employed in 2018
- 42 percent were not studying in 2016 and employed in 2018.

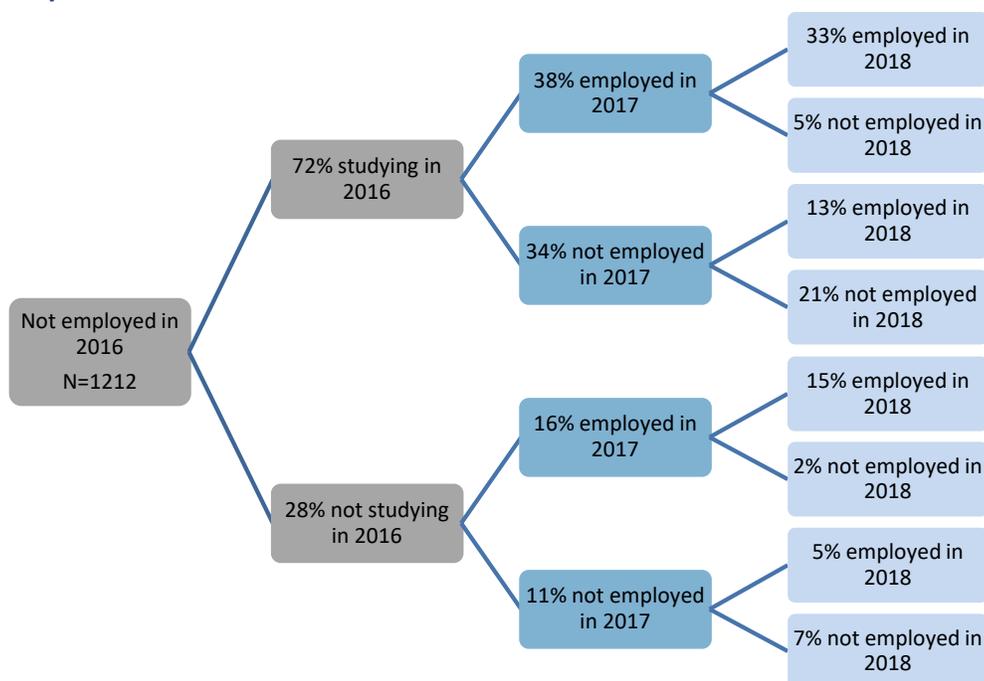
Figure 12: 2017 and 2018 employment status for 2015 Year 12 graduates employed in 2016, by 2016 study status



Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Twenty-eight percent of 2015 year 12 graduates were not employed in 2016, and 72 percent of these graduates were studying in 2016. [Figure 13](#) details the 2018 employment status for these graduates and graduates who were not employed and not studying in 2016. Of the graduates who were not employed in 2016, 46 percent were studying in 2016 and employed in 2018, with 40 percent studying in 2018. Of those that were not employed in 2016, 19 percent were not studying in 2016 and employed in 2018, with 6 percent studying in 2018.

Figure 13: 2017 and 2018 employment status for 2015 Year 12 graduates not employed in 2016, by 2016 study status



Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Fifty-eight percent of the 2015 year 12 graduates were studying in 2016. Part-time employment was the most common labour force status for these graduates in 2016, 2017 and 2018. Most (93 %) of the 2015 year 12 graduates studying and employed in 2016 were employed in 2018, with most continuing in either full-time or part-time employment (Table 18). Of those who were studying and unemployed in 2016, 75 percent were employed in 2018 and 12 percent were unemployed. Seventy-three percent of 2015 year 12 graduates that were studying and not in the labour force in 2016, were in the labour force in 2018.

Table 18: 2018 labour force status by 2016 labour force status for 2015 Year 12 graduates studying in 2016 (%)

2016	2018			Unemployed	Not in labour force	Total
	Employed		Total			
	Part-time	Full-time	Total			
Employed	61.3	32.0	93.4	3.3	3.2	100.0
Part-time	75.5	16.2	91.7	4.1	4.2	100.0
Full-time	12.4	86.9	99.3	0.7	0.0	100.0
Unemployed	64.2	10.6	74.7	12.1	13.2	100.0
Not in labour force	47.5	6.7	54.2	18.8	27.0	100.0
Distribution in 2018	59.2	23.9	83.2	7.6	9.2	100.0

Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Pathways of 2015 school leavers

Eighty-seven percent of 2015 school leavers reported that they were employed and/or studying in 2018. Seventy-four percent of school leavers were employed and 43 percent were studying in 2018. Overall, 2015 school leaver participation in employment and/or study increased slightly from 2016 to 2018 ([Table 19](#)).

Table 19: 2015 school leavers employed and/or studying in 2016, 2017 and 2018 by selected demographics (%)

Year of survey	Employed			Currently studying			Employed and/or studying		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Gender									
Female	63.7	67.1	71.8	30.7	37.1	31.8	75.1	74.9	87.5
Male	72.4	78.3	75.4	47.5	46.2	50.2	90.9	91.7	87.0
Year level									
Year 9 to 11	84.2	68.7	76.7	48.5	45.8	41.4	87.0	81.0	88.5
Year 12	57.2	78.5	72.0	35.5	40.5	44.8	83.4	89.0	86.1
Received career counselling at school									
No	51.3	80.7	62.8	31.0	22.9	37.6	66.4	82.4	79.4
Yes	79.1	73.8	84.5	47.2	50.8	47.3	97.2	87.1	94.5
Participated in work experience whilst at school									
No	55.4	75.4	71.6	36.6	35.3	51.2	74.6	85.1	88.7
Yes	81.6	73.0	76.3	45.5	49.6	36.3	94.3	85.8	85.8
All school leavers	69.2	74.2	74.1	41.3	42.8	43.3	85.0	85.5	87.2

The 2018 employment and study destinations for 2015 school leavers by their employment and study destinations in 2016 is detailed in [Table 20](#). Eighty-five percent of the school leavers who were employed in 2016 were employed in 2018, 51 percent of those studying in 2016 were also studying in 2018 and 88 percent of those employed and/or studying in 2016 were also employed and/or studying in 2018. Of the 2015 school leavers who were not employed or studying in 2016, 40 percent were employed in 2018 and 52 percent were studying in 2018. Seventeen percent of the school leavers who were not employed or studying in 2016 were also in this category in 2018.

Table 20: 2015 school leavers employed and/or studying in 2018, by employed and/or studying in 2016 (%)

2016	2018			Distribution in 2016
	Employed	Studying	Employed and/or Studying	
Employed	84.9	38.6	90.9	69.2
Studying	75.0	50.9	84.2	41.3
Employed and/or Studying	80.1	41.8	87.9	85.0
Not employed or studying	39.8	52.1	83.3	15.0
Distribution in 2018	74.1	43.3	87.2	100.0

Most (51%) of the 2015 school leavers who were studying in 2016 were also studying in 2018. Twenty percent of the 2015 school leavers who were studying at the VET level in 2016 were also studying at this level in 2018. Thirty-eight percent of the school leavers who were not studying in 2016 were studying in 2018.

In relation to the labour force status of 2015 school leavers:

- 85 percent who were employed in 2016 were also employed in 2018.
- 46 percent who were unemployed in 2016 were employed in 2018 and 52 percent were unemployed in 2018.
- 68 percent of those that were not in the labour force in 2016 were in the labour force in 2018, with 54 percent in employment and 14 percent unemployed.

Satisfaction with life

In 2018, 2015 school leavers and year 12 graduates were asked about their anticipated satisfaction with life in five years (2022). Overall satisfaction levels were quite high when compared with current satisfaction with life reported by 2017 graduates and school leavers (on page 18 of this report). In addition, there was less difference between the level of satisfaction for graduates compared to school leavers. 2015 year 12 graduates and school leavers who were studying and those who were employed in 2017 were on average more likely to think they would be satisfied with their life in five years. (see [Table 22](#) below).

Table 21: Proportion of 2015 school leavers and year 12 graduates that think they will be satisfied with their life as a whole in five years (2023) by gender and employment and study status.

	School leavers	Year 12 Graduates
Gender		
Female	85.9	86.2
Male	86.9	85.1
Study Status in 2018		
Higher education	97.7	90.0
VET course	88.9	86.1
Not Studying	81.8	77.0
Employed in 2018		
No	66.2	76.5
Yes	91.5	87.3
All	86.6	86.5

Scope and methodology

The annual School Leaver Survey is a survey of students in years 9 to 12 who left the ACT school system or were awarded an ACT Senior Secondary Certificate in the preceding year. This publication includes a summary of the results of the annual survey conducted in 2018.

The survey frame was drawn from administrative records held within the Directorate, Catholic Education Archdiocese of Canberra and Goulburn, independent schools and the Board of Senior Secondary Studies (BSSS). 2017 year 12 graduates included those that were awarded an ACT Senior Secondary Certificate from an ACT college, school or the Canberra Institute of Technology (CIT) in 2017. 2017 school leavers included year 9 to year 12 ACT students who were listed as attending an ACT school in the 2017 February school census but not in the 2018 census (and did not obtain an ACT Senior Secondary Certificate). The survey scope excluded full fee paying students whose usual residence was overseas and school leavers who returned to school or moved interstate or overseas prior to May 2018. The Directorate was unable to approach some school leavers due to insufficient contact details or family circumstances.

Prior to the annual School Leaver Survey being undertaken a primary approach letter was sent to year 12 graduates and year 12 school leavers and parents of years 9 to 11 school leavers. This provided information about its purpose and importance: the broad content of the survey, the amount of time the interview would take and confidentiality provisions. The survey was undertaken by telephone from 2 May to 4 June 2018. Of the 4318 graduates sent a primary approach letter, 1852 completed the survey, providing a response rate of 43 percent. Of the 867 school leavers sent a primary approach letter, 309 completed the survey, providing a response rate of 36 percent. The figures reported in this publication are estimates based on weighting the survey responses to reflect the total number of 4385 graduates and 950 school leavers.

The 2018 longitudinal survey of 2015 year 12 graduates and school leavers surveyed young people who participated in the survey in 2017 and agreed to be recontacted in 2018. The vast majority (99%) agreed to be recontacted in 2018 and provided updated contact details when they completed the survey in 2017. This publication includes a summary of the post-school pathways from wave 1 (conducted in 2016), wave 2 (conducted in 2017) and wave 3 (conducted in 2018).

Prior to the survey being undertaken an email was sent to the 2015 year 12 graduates and school leavers who agreed to participate in 2018 and who provided a valid email address when surveyed in 2016. The email provided information about the purpose, importance and content of the survey, the amount of time the interview would take and confidentiality provisions. The 2018 survey of 2015 year 12 graduates, year 10, 11 and 12 school leavers and parents of year 9 school leavers, was undertaken by telephone from 2 May to 4 May 2018. Of the 1790 graduates identified for the survey, 1299 completed the survey, providing a response rate of 73 percent. Of the 189 school leavers identified for the survey, 116 completed the survey, providing a response rate of 61 percent. The figures reported in this publication are estimates based on weighting the survey responses for 2018 (and corresponding 2016 and 2017 responses) to reflect the total number of 4,393 graduates and 888 school leavers. Please note, the 2016 and 2017 figures reported in this publication are in some cases slightly different to the figures reported in previous reports as the figures in this report are based on only those students who completed all three surveys.

Glossary

ANZSCO - Australian and New Zealand Standard Classification of Occupations is a standard used in Australia and New Zealand to classify all occupations and jobs and is designed to facilitate the organisation and comparability of occupation statistics.

ASCED - Australian Standard Classification of Education is a standard used in Australia to classify all education levels and fields of education. It is designed to facilitate the organisation and comparability of education statistics.

ATAR - Australian Tertiary Admission Rank is a percentile ranking used by universities to assist in the selection of school leavers for entry into undergraduate courses. It is used as an indication of a student's suitability for study at university level, and to allow universities to select appropriate numbers of students for each course.

Career guidance in schools may include one on one or group discussion between students and career advisors, industry experts and representatives from universities and CIT about various aspects of student pathways planning, such as course choices, work experience and developing a resume. Prior to the 2017 survey, the term 'career counselling' was used to describe this set of activities.

Currently studying refers to respondents who were actively undertaking some study at the time of the survey, including those attending university, technical and further education (TAFE), undertaking an Australian apprenticeship or repeating year 12.

Engagement programs are school based programs, such as Big Picture, Connect 10 and Canberra College Cares.

Labour force status provides data on whether a graduate was employed (paid work for one hour or more over a two week period), unemployed (actively looking for paid work) or not in the labour force at the time of the survey. Labour force status was derived from responses to a number of questions in the survey.

LBOTE is used in this publication to describe graduates who speak a language other than English at home. Please note, this is slightly different from Language Background other than English (also known as LBOTE) which is used when a language other than English is spoken at home by the individual and/or one or both of their parents.

Government pensions, allowances and benefits include Austudy or ABSTUDY, Carer Allowance or Carer Payment, Disability Support Pension, Newstart Allowance, Parenting Payment, Sickness Allowance, Special Benefit and Youth Allowance.

VET - Vocational Education and Training courses are accredited vocational courses provided by a Registered Training Organisation. Successful completion usually leads to the award of a Vocational Certificate.

Workplace learning includes work experience, structured workplace learning, Australian School Based Apprenticeships and flexible learning options. Flexible learning options are short term vocational education and training programs that are provided by the Education Directorate and are delivered by a registered training organisation (RTO).

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