

ACT POST SCHOOL DESTINATIONS AND PATHWAYS IN 2022

Results from the survey of 2021 year 12 graduates and school leavers and the longitudinal survey of 2019 year 12 graduates and school leavers.

Key Findings

Annual Survey

- Ninety-four percent of 2021 year 12 graduates were employed and/or studying in 2022, compared with 80 percent of 2021 school leavers in the survey.
- Sixty-two percent of 2021 year 12 graduates were studying in 2022 and of those who were not studying 63 percent intended to start some study in the next two years.
- Forty-eight percent of 2021 school leavers were studying in 2022 and of those who were not studying 34 percent intended to start some study in the next two years.
- Eighty percent of 2021 year 12 graduates were employed in 2022, compared with 68 percent of 2020 school leavers.

Longitudinal Survey

- The percentage of 2019 year 12 graduates employed increased from 63 percent in 2020 to 84 percent in 2022.
- Eighty seven percent of the 2019 year 12 graduates who deferred university in 2020 were attending university in 2022.
- Fifty-seven percent of 2019 year 12 graduates and 47 percent of 2019 school leavers who were not studying in 2020, were studying in 2022.

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Executive Summary

In May 2022 the Education Directorate conducted two post school destination surveys. These surveys provide important information that contributes to planning, development and provision of education and training choices for the young people of the ACT. The surveys also provide an important measure of the effectiveness of educational strategies in preparing students for employment and/or education after leaving school. These surveys were:

- The annual survey of 2021 ACT year 12 graduates (those who completed an ACT Senior Secondary Certificate in 2021) and year 9 to 12 school leavers (those who were in year 9 to 12 when they left school in 2021 without completing an ACT Senior Secondary Certificate). A total of 2080 graduates and 233 school leavers completed the survey.
- A longitudinal survey of 2019 ACT year 12 graduates and school leavers (approximately 2.5 years after leaving school). This longitudinal survey was the third wave of the three-year longitudinal study of 2019 ACT year 12 graduates and school leavers (conducted in 2020, 2021 & 2022). A total of 685 graduates and 63 school leavers completed the survey.

Part 1 of the *ACT Post School Destinations and Pathways in 2022* report presents information about the 2022 destinations of 2021 ACT year 12 graduates and school leavers. Part 2 presents information about the pathways 2019 year 12 graduates and school leavers have taken from 2020 to 2022.

The vast majority (94 percent) of 2021 ACT year 12 graduates were employed and/or studying in 2022, with the report highlighting that females, those who gained an ATAR, or graduates who did not receive a pension at the time of the survey, were more likely to be employed and/or studying than their peers.

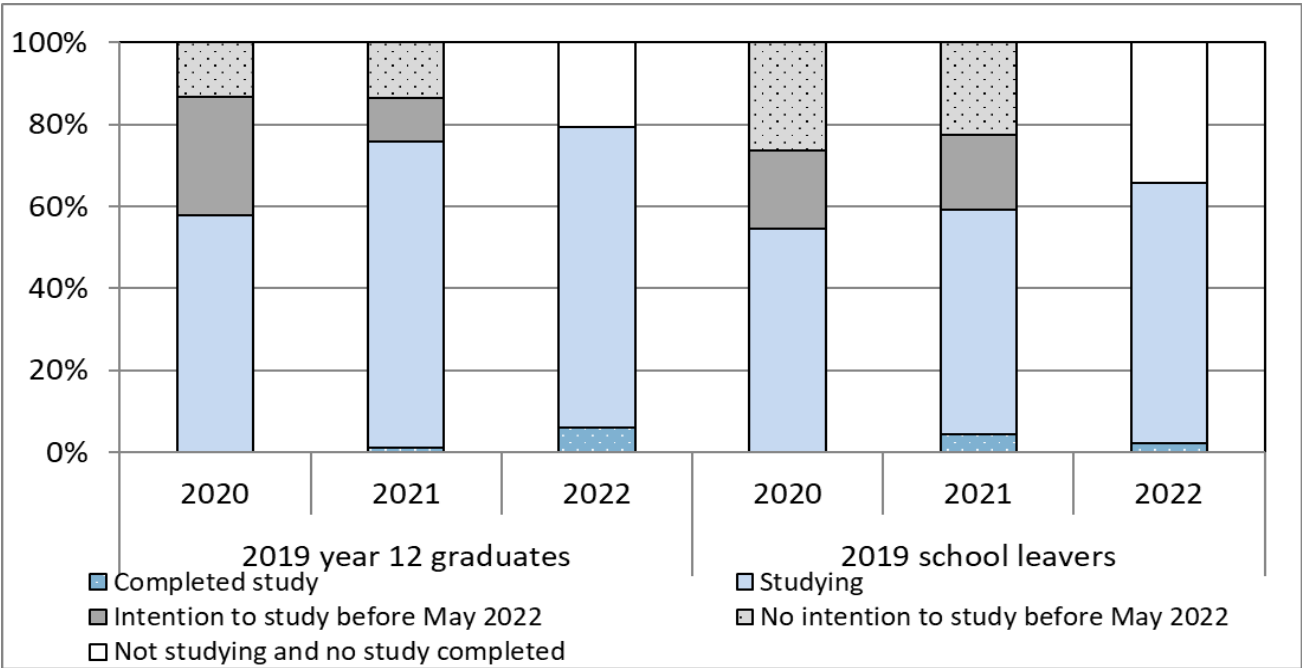
Survey results for 2021 school leavers showed that 80 percent were employed and/or studying in 2022. The report highlights that those who participated in workplace learning and/or did not receive a pension were more likely to be employed and/or studying than their peers.

The annual survey found that of those who were not studying in 2022, 63 percent of year 12 graduates and 34 percent of school leavers 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 2019 graduates who indicated their intention to study in the next two years when surveyed in 2020, did start studying in 2022.

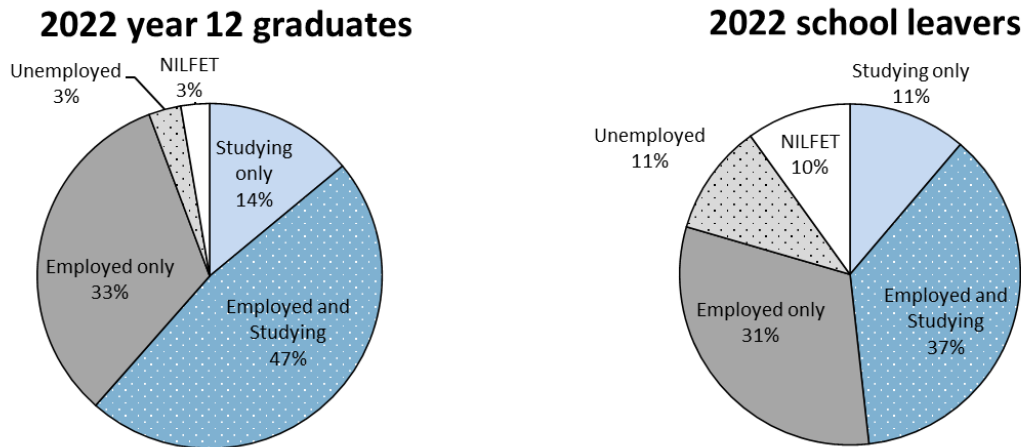
Figure 1 shows the overall increase in the percentage of 2019 year 12 graduates and school leavers commencing study in 2020 and a further small increase in 2021. Additionally 2019 year 12 graduates who formally deferred university in 2020 were more likely to start study in 2021 than those who had an informal intention to study.

Figure 1: 2020 year 12 graduates and school leavers by study status in 2020 and 2021 (%)



Overall, this report presents a positive picture of the pathways from school to further study and employment for young people graduating from or leaving ACT schools. However, the report 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, compared with their peers who leave school before completing an ACT Senior Secondary Certificate (see Figure 2).

Figure 2: 2021 year 12 graduates and school leavers by main destination in 2022 (%)



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

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.

Launched in 2018, the *Future of Education* Strategy sets out the ACT Government's ten-year vision for education and is organised into the following four foundations:

- **Students at the Centre** – each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates;
- **Empowered Learning Professionals** – education professionals are experts, highly skilled at working with students to guide them through their learning journey;
- **Strong Communities for Learning** – a strong education system requires a strong community, with schools acting as hubs for education and support services; and
- **Systems Supporting Learning** – the systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

Student pathways after leaving school provide important indicators of educational quality. 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 contributes to 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 2021 are described as **2021 year 12 graduates**. Students who were in year 9 to 12 when they left school in 2021 without completing an ACT Senior Secondary Certificate are described as **2021 school leavers**. Students who completed an ACT Senior Secondary Certificate in 2019 are described as **2019 year 12 graduates**. Students who were in year 9 to 12 when they left school in 2019 without completing an ACT Senior Secondary Certificate are described as **2019 school leavers**.

Part 1 – 2021 Year 12 Graduates and School Leavers

Destination of 2021 year 12 graduates

Key outcomes

Ninety-four percent of 2021 year 12 graduates reported that they were employed and/or studying in 2022. This is higher than the Australian employed and/or studying rate in 2022 of 92 percent for 15-20 year olds who completed year 12 without leaving school in 2021 (Australian Bureau of Statistics, 2022).

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 2021, 2018, 2019 and 2020 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, 83 percent of female 2021 year 12 graduates were employed in 2022 compared to 77 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 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			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Gender												
Female	76.9	65.7	81.6	83.4	59.7	59.0	68.6	61.4	94.0	89.4	95.9	95.8
Male	73.6	64.2	73.7	77.0	59.5	58.2	66.3	61.9	91.7	85.9	91.1	92.8
LBOTE												
No	78.7	68.2	79.9	83.6	56.2	55.5	65.3	58.1	93.0	87.2	93.4	94.0
Yes	62.0	51.7	69.8	68.4	72.2	71.1	76.2	75.0	92.3	89.9	94.5	95.8
Participated in a VET course at school												
No	73.1	62.8	77.4	77.9	59.3	62.1	72.5	67.1	92.0	89.3	94.6	94.7
Yes	82.8	68.5	78.3	84.3	60.0	53.4	59.3	52.1	95.7	85.6	91.9	93.6
ATAR Group												
No ATAR	75.7	68.0	79.1	80.8	44.1	42.3	46.1	44.2	86.3	79.8	87.7	88.9
1 - 65	74.7	66.9	79.6	81.8	57.1	53.3	69.7	54.7	92.8	87.0	94.9	96.2
66 - 75	81.5	71.1	76.6	82.2	61.1	61.4	70.7	66.0	97.8	91.6	95.3	96.1
76 - 85	78.3	61.4	73.7	81.9	70.9	69.6	81.3	74.2	96.8	93.5	96.6	97.4
86 - 95	71.0	61.1	79.9	78.8	67.3	73.7	86.3	76.6	95.0	93.2	98.5	98.4
96 - 100	65.4	49.3	72.9	72.7	84.0	83.2	84.5	83.5	97.1	94.4	97.7	97.4
Received career counselling/career guidance at school¹												
No	73.2	62.7	77.0	75.8	54.9	56.8	64.9	61.4	91.0	85.9	93.1	92.5
Yes	76.6	66.7	79.1	83.3	62.0	59.7	69.4	62.1	94.2	88.9	94.6	95.8
Don't know	57.6	41.7	45.3	71.1	39.0	56.8	45.8	51.2	74.0	81.0	67.6	84.0
Participated in work experience/workplace learning whilst at school²												
No	72.7	63.8	75.9	79.7	57.3	58.7	67.9	61.3	91.8	87.8	94.0	94.1
Yes	78.4	66.3	81.4	81.5	62.2	58.8	66.4	61.8	94.0	87.7	92.5	94.7
Received a government pension, allowance or benefit at the time of the survey												
No	78.4	68.3	80.7	82.7	58.2	58.1	67.0	59.9	93.8	89.5	94.6	94.9
Yes	49.5	43.6	55.6	57.9	69.9	61.8	71.2	79.0	85.2	76.0	85.4	91.2
All	75.2	64.8	77.7	80.3	59.5	58.7	67.4	61.5	92.8	87.7	93.5	94.3

¹ In 2018 career guidance replaced career counselling. ² In 2018 workplace learning replaced work experience.

Study

Sixty-two percent of all 2021 year 12 graduates indicated that they were undertaking some study in 2022, with 51 percent studying full-time (see [Table 2](#) below). This is lower than the Australian study rate in 2021 of 67 percent (and 56 percent in full-time study) for 15-20 year olds who completed year 12 without leaving school in 2021 (Australian Bureau of Statistics, 2022).

In general, 2021 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. Eighty-three percent of the graduates with an ATAR between 95 and 100 were undertaking study in 2021, compared with 55 percent of the graduates with an ATAR between 1 and 65.

Of the eight percent of 2021 year 12 graduates who were receiving a government pension, allowance or benefit in May 2022, 79 percent were studying in 2022, compared with 60 percent of those who were not receiving a government pension, allowance or benefit.

Table 2: 2021 year 12 graduates studying in 2022, by selected demographics (%)

	Studying			Not studying
	Part-time	Full-time	All	
Gender				
Females	8.9	50.9	61.4	38.6
Males	11.0	48.4	61.9	38.1
LBOTE				
No	10.5	45.5	58.1	41.9
Yes	7.6	66.0	75.0	25.0
Participated in a VET course at school				
No	9.5	56.2	67.1	32.9
Yes	10.6	38.8	52.1	47.9
ATAR Group				
No ATAR	17.3	23.5	44.2	55.8
1 - 65	7.5	44.8	54.7	45.3
66 - 75	8.7	56.1	66.0	34.0
76 - 85	6.3	66.1	74.2	25.8
86 - 95	4.4	71.8	76.6	23.4
96 - 100	1.1	82.4	83.5	16.5
Received career guidance at school¹				
No	11.5	48.0	61.4	38.6
Yes	9.1	51.3	62.1	37.9
Participated in workplace learning whilst at school²				
No	8.8	50.7	61.3	38.7
Yes	12.1	47.5	61.8	38.2
Received a government pension, allowance or benefit at the time of the survey				
No	9.8	48.2	59.9	40.1
Yes	12.1	66.1	79.0	21.0
All graduates	9.9	49.6	61.5	38.5

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. 1 In 2018 career guidance replaced career counselling. 2 In 2018 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:

- Health (17%). This included fields such as medical, dental and veterinary studies, nursing, pharmacy, optical and rehabilitation therapies
- Society and culture (14%). This included fields such as political science, psychology, law, economics, sport and literature.

Fifty-eight percent of 2021 year 12 graduates applied for a university place and 97 percent of these graduates were successful in gaining a place. Of the successful applicants:

- Seventy-nine percent accepted the place and enrolled in 2022
- Nineteen percent deferred
- One percent rejected the offer.

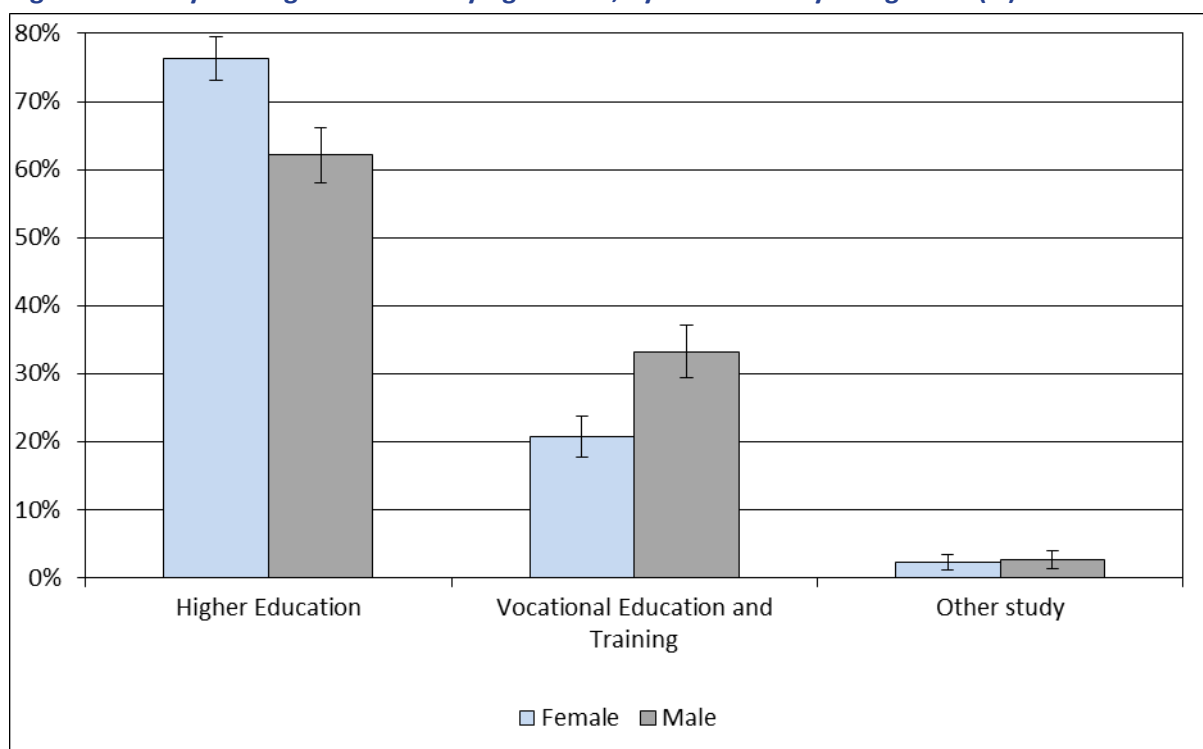
Graduates who did not have a language background other than English, females and those that received career guidance were more likely to defer their university studies.

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.

Seventy percent of 2021 year 12 graduates studying in 2022 reported that they were studying at the higher education level and 27 percent were studying at the VET level. A greater proportion of females were studying at the higher education level – 76 percent of females compared with 62 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: 2021 year 12 graduates studying in 2022, by level of study and gender (%)



Note: Error bars reflect 95 percent confidence intervals for the population proportion. No overlap of the error bars indicates a statistically significant difference between the proportions.

Of the 2021 year 12 graduates who were studying in 2022, 44 percent reported that they chose their course because it interested them and 26 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 2022 and did not gain an ATAR reported that they chose the course because they thought it would assist with employment and 31 chose the course because it interested them. Graduates with a higher ATAR were more likely to have chosen their course because it interested them.

Table 3: 2021 year 12 graduates studying in 2022, by main reason for choosing their course and selected demographics (%)

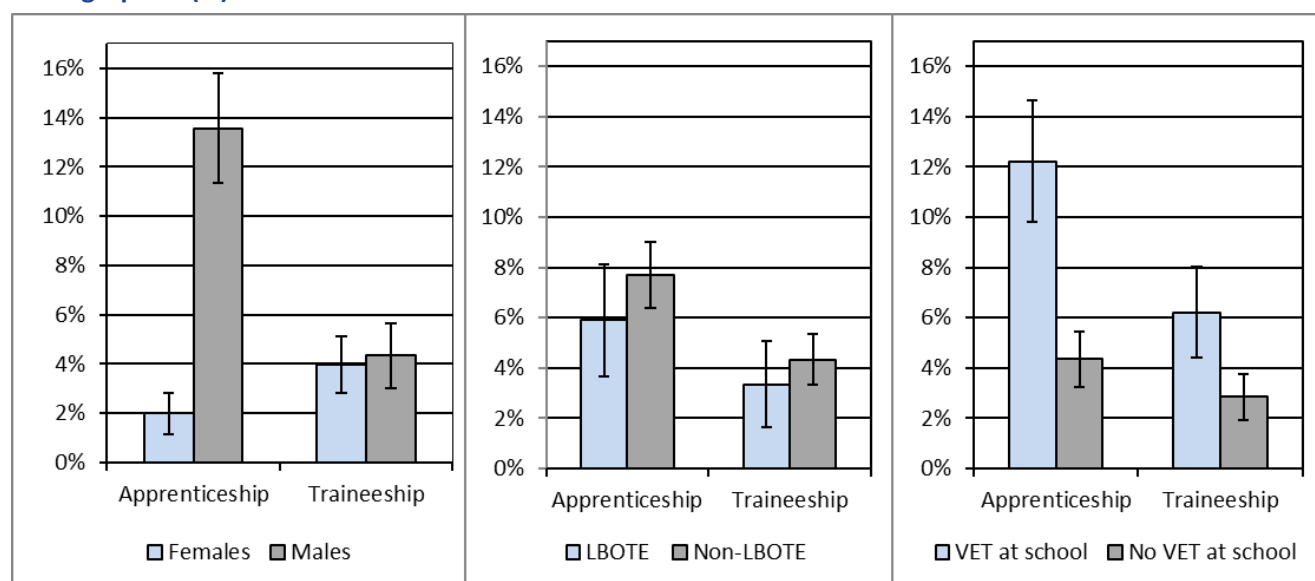
	It's a course that interests me	To get/start/help in a job/business	To help get into another course	To improve my education	Other
Gender					
Females	43.6	24.0	3.4	4.9	15.7
Males	44.9	28.6	2.0	3.7	14.7
Participated in a VET course at school					
No	46.8	24.3	2.8	4.7	14.5
Yes	38.5	30.1	2.7	3.8	16.9
ATAR Group					
No ATAR	30.5	37.5	2.5	6.0	13.7
1 - 65	42.0	24.5	3.7	2.3	18.8
66 - 75	44.5	27.7	1.2	3.1	17.1
76 - 85	46.9	24.4	2.5	5.2	15.9
86 - 95	51.7	20.2	3.0	3.7	14.8
96 - 100	57.9	13.5	4.5	4.7	12.8
All graduates	44.1	26.1	2.8	4.4	15.3

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.

Overall, seven percent of 2021 year 12 graduates indicated they were undertaking an apprenticeship in 2022 and four percent were doing a traineeship. The percentage of graduates undertaking an apprenticeship varied significantly for selected demographics (see [Figure 4](#) below):

- 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.

Figure 4: 2021 year 12 graduates undertaking an apprenticeship or traineeship in 2022, 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.

Twenty-six percent of 2021 year 12 graduates who were not studying in 2022 reported their main reason for not studying was to “take a gap year”, twelve percent indicated that they had “got a job” and nine percent were “not sure what to study” (see [Table 4](#) below). Forty-three 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 6 percent “got a job”.

Table 4: 2021 year 12 graduates not studying in 2022, by main reason for not studying and selected demographics (%)

	Taking a gap year	Got a job	Not sure what to study	Wanted to earn money	Not ready for study	Family commitment or illness	Never planned/intended to study	Other
Gender								
Females	28.1	10.8	8.7	8.7	3.5	3.2	0.7	40.1
Males	24.3	13.5	10.1	7.5	4.7	1.2	3.2	37.4
Participated in a VET course at school								
No	26.4	8.8	10.5	8.2	3.4	2.4	1.6	41.7
Yes	26.0	15.5	7.9	8.2	4.8	2.2	2.6	36.1
ATAR Group								
No ATAR	13.2	16.2	10.9	9.3	3.7	3.2	3.6	41.7
1 - 65	30.4	10.0	12.2	8.5	3.6	2.5	1.9	34.8
66 - 75	35.2	10.1	5.6	8.0	5.6	0.0	0.0	42.3
76 - 85	45.7	6.8	7.1	7.6	2.7	2.3	0.0	34.3
86 - 95	48.9	3.0	6.1	5.3	5.5	1.1	0.0	32.1
96 - 100	42.6	5.6	2.3	2.2	3.7	0.0	0.0	42.4
All graduates	26.2	11.9	9.3	8.2	4.0	2.3	2.1	39.1

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 38 percent of 2021 year 12 graduates who were not studying in 2022, 63 percent intended to start some study in the next two years.

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:

- Health (16%)
- Creative arts (14%)
- Society and culture (13%).

Labour force status

Eighty percent of 2021 year 12 graduates reported having a paid job in 2022 (see [Table 5](#) below). Ten percent 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 2021 year 12 graduates, by labour force status in 2022

	Number	Proportion (%)
Employed	3,634	80.3
Full-time	1,179	26.1
Part-time	2,421	53.5
Don't know/Refused	34	0.8
Unemployed	450	9.9
Looking for full-time work	36	0.8
Looking for part-time work	311	6.9
Looking for full or part-time work	95	2.1
Total in labour force	4,084	90.2
Not in labour force	443	9.8
Total	4,527	100.0
Unemployment rate		11.0

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

The percentage of 2021 year 12 graduates who were receiving a government pension, allowance or benefit in May 2022 varied depending on their labour force status. Eighteen percent of graduates who were unemployed and 16 percent of those not in the labour force were receiving a government pension, allowance or benefit in May 2022, compared with six 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 (28%)
- Community and personal service workers (23%).

Eighty-four percent of 2021 year 12 graduates studying part-time in 2022 were employed, with 37 percent employed part-time (see [Table 6](#) below). Seventy-six percent of graduates studying full-time were employed, with almost two third (63%) employed part-time. Eighty-five percent of graduates who were not studying were employed and 8 percent were unemployed.

Table 6: 2021 year 12 graduates in the labour force in 2022, by study status in 2022 (%)

	Studying			Not studying	All graduates
	Part-time	Full-time	Total		
Employed	84.1	75.6	77.2	85.2	80.3
Full-time	45.5	12.5	19.4	36.6	26.1
Part-time	37.0	62.7	57.1	47.6	53.5
Unemployed	10.0	11.6	11.2	7.9	9.9
Looking for full-time work	0.0	0.2	0.2	1.8	0.8
Looking for part-time work	6.7	10.4	9.7	2.4	6.9
Looking for full or part-time work	3.3	0.8	1.2	3.5	2.1
Total in labour force	94.0	87.3	88.5	93.0	90.2
Not in labour force	6.0	12.7	11.5	7.0	9.8
Total	100.0	100.0	100.0	100.0	100.0

Note: The percentages in this table may 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 2018, 2019, 2020 and 2021 year 12 graduates who participated in various activities in the year following leaving school is shown in [Table 7](#). In 2022 there was an increased proportion of 2021 graduates travelling compared to 2020 graduates. Participation rates in all activities other than travelling decreased in 2022. At the time of the survey in May and June of 2022:

- Fifteen percent of 2021 year 12 graduates were travelling
- Twelve percent were undertaking volunteer work
- Nine percent were pursuing elite sporting interests
- Nine percent were caring for family members.

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

Activity/Year left school	2018	2019	2020	2021
Travelling	19.7	4.6	7.6	15.3
Undertaking volunteer work	18.6	10.6	12.9	11.8
Pursuing elite sporting interests	11.2	8.4	9.8	9.3
Caring for family members	8.8	12.0	9.4	8.6

Destination of 2021 school leavers

Eighty percent of 2021 school leavers who were in year 9 to year 12 reported they were employed and/or studying in 2022. The percentage of school leavers employed and/or studying in the year after leaving school is detailed in [Table 8](#).

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

Year left school	Employed				Currently studying				Employed and/or studying			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Gender												
Females	52.8	43.9	62.3	60.4	41.9	44.6	55.5	52.7	65.8	67.6	73.8	81.2
Males	58.5	56.6	75.0	74.6	48.1	46.9	57.0	45.5	73.4	72.9	84.1	79.3
Year level												
Year 9 to 11	65.5	55.8	78.9	75.5	49.4	49.9	59.4	56.4	74.0	72.3	81.3	84.2
Year 12	51.4	49.1	63.9	59.7	43.4	41.9	54.1	38.5	69.7	69.7	79.7	73.9
LBOTE												
No	60.4	52.7	72.8	69.9	46.2	45.8	57.7	46.5	73.2	70.3	80.6	78.8
Yes	31.6	51.3	56.0	51.5	43.1	47.9	48.5	66.7	57.3	77.5	79.2	84.9
Received career counselling/career guidance at school¹												
No	55.0	43.6	71.1	66.3	43.8	43.2	51.6	50.8	66.9	65.9	79.8	79.1
Yes	62.3	62.5	72.8	70.1	49.7	54.3	64.0	45.0	79.5	81.1	84.7	79.1
Participated in work experience/workplace learning whilst at school²												
No	55.8	42.0	69.8	64.3	38.5	41.3	52.7	44.7	71.8	64.7	80.3	78.3
Yes	59.1	70.7	71.8	76.1	55.8	54.0	63.8	55.1	70.9	81.9	80.5	81.9
Receiving a government pension, allowance or benefit at the time of the survey												
No	62.9	55.9	76.0	72.5	49.4	49.2	62.2	49.7	77.5	75.0	86.6	81.7
Yes	22.1	29.7	36.0	43.2	25.0	29.1	21.5	39.5	31.0	46.1	42.8	64.9
All school leavers	57.2	52.6	70.5	68.3	46.1	46.0	56.4	48.2	71.4	71.0	80.4	79.5

¹ In 2018 career guidance replaced career counselling. ² In 2018 workplace learning replaced work experience.

Data are presented for surveys conducted with 2018, 2019, 2020 and 2021 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 than those that did not receive career counselling
- Males were less likely to be studying than females in 2022
- School leavers who were receiving a Government pension, allowance or benefit were less likely to be employed and/or studying than those not receiving this assistance.

Forty eight percent of 2021 school leavers indicated that they were undertaking some study in 2022, with 22 percent studying full-time (see [Table 9](#) below). This is lower than the Australian study rate in 2021 of 27 percent studying full-time.

Table 9: 2021 school leavers studying in 2022, by selected demographics (%)

		Studying		All*	Not studying
		Part-time	Full-time		
Gender					
	Females	20.5	32.2	52.7	47.3
	Males	27.0	15.1	45.5	54.5
Year level					
	Year 9 to 11	34.1	18.7	56.4	43.6
	Year 12	12.1	26.5	38.5	61.5
LBOTE					
	No	23.8	20.9	46.5	53.5
	Yes	27.0	35.7	66.7	33.3
Received career guidance					
	No	27.7	21.4	50.8	49.2
	Yes	21.2	22.9	45.0	55.0
Participated in workplace learning					
	No	22.2	21.4	44.7	55.3
	Yes	27.6	23.9	55.1	44.9
Receiving a government pension, allowance or benefit at					
	No	25.0	22.9	49.7	50.3
	Yes	15.1	21.6	39.5	60.5
All school leavers		24.0	22.2	48.2	51.8

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 2018 career guidance replaced career counselling. ² In 2018 workplace learning replaced work experience.

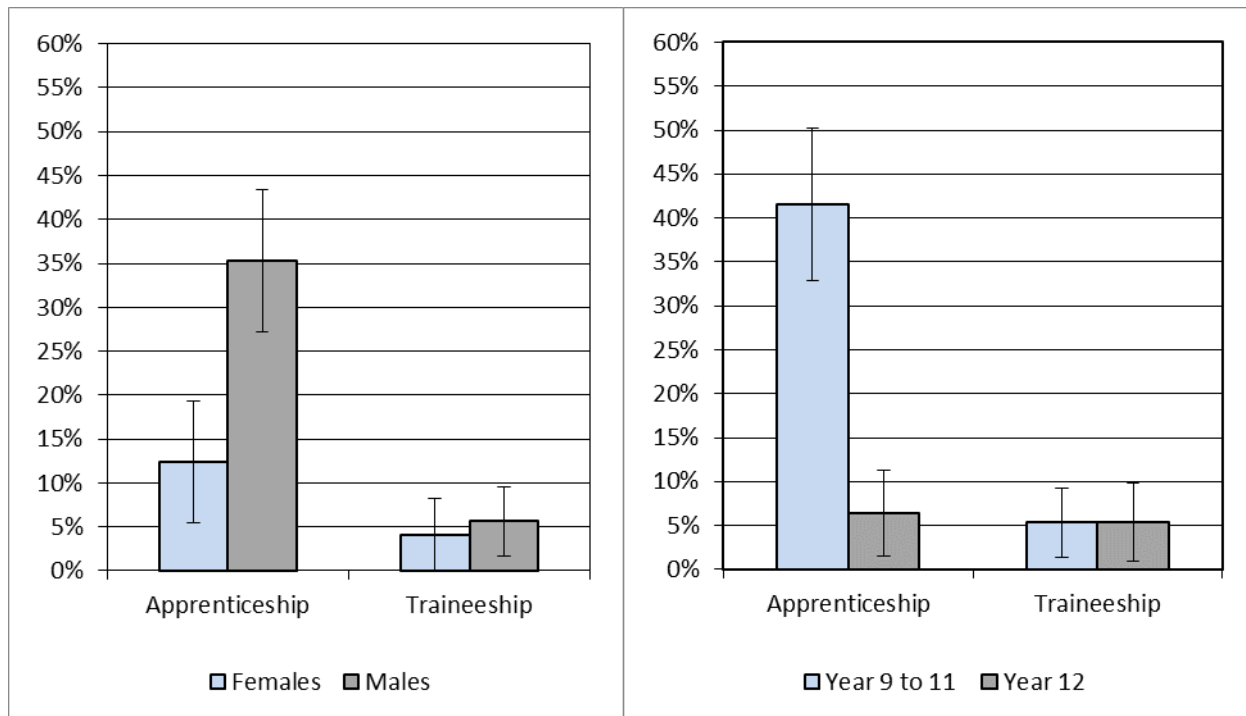
Fourty one percent of 2021 school leavers chose their course of study in 2022 because they thought it would assist with employment, while 21 percent chose their course because the subject interested them.

For 2021 school leavers, the most common ASCED subjects of study related to:

- Architecture and building (26%). This included fields such as landscape architecture, interior design, regional planning, bricklaying, carpentry and plumbing
- Engineering and related technologies (15%). This included study of design, manufacture, installation, maintenance and functioning of machines, systems and structures; and the composition and processing of metals, ceramics, foodstuffs and other materials
- Food, hospitality and personal services (13%).

Thirty-one percent of 2021 school leavers reported undertaking an apprenticeship or traineeship in 2022. 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, half (52%) were technicians and trade workers (ANZSCO) studying architecture and building or engineering and related technologies (ASCED).

Figure 5: 2021 school leavers undertaking an apprenticeship or traineeship in 2022, 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-seven percent of the 2021 school leavers who were not studying in 2022 intended to start some study in the next two years. Twenty three percent of 2021 school leavers who were not studying in 2022 reported their main reason for not studying was because they got a job or earn money and 14 percent reported family commitments, illness or disability.

Sixty-eight percent of 2021 school leavers reported having a paid job in 2022 (see [Table 10](#) below). Sixteen percent of school leavers said they did not have a paid job but were actively looking for work. Sixteen percent of 2021 school leavers were not in the labour force in 2022. The unemployment rate was 19 percent for school leavers.

Of the 2021 school leavers who had a paid job in 2022, the most common ANZSCO occupations were:

- Technicians and trade workers (35%)
- Sales workers (19%)
- Labourers (19%)
- Community and personal service workers labourers (13%).

Table 10: Number and proportion of 2021 school leavers, by labour force status in 2022

	Number	Proportion (%)
Employed	626	68.3
Full-time	319	34.8
Part-time	292	31.9
Don't know/Refused	15	1.6
Unemployed	144	15.7
Looking for full-time work	26	2.8
Looking for part-time work	55	6.0
Looking for full or part-time work	54	5.9
Don't know/Refused	9	1.0
Total in labour force	770	84.0
Not in labour force	146	16.0
Total	916	100.0
Unemployment rate		18.7

At the time of the survey in 2022, some 2021 school leavers were participating in other post-school activities, either instead of or as well as study and/or employment:

- Ten percent were caring for family members
- Eight percent were undertaking volunteer work
- Four percent were pursuing elite sporting interests
- Four percent were travelling.

Characteristics of all students who left school in 2021

Table 11 details the characteristics of all students who left school in 2021; both year 12 graduates and school leavers.

A slightly higher proportion of Year 12 graduates who completed the survey were female (53%); however for school leavers the majority of respondents (58%) were male. Forty-six percent of the 2021 school leavers who completed the survey were in year 12 when they left school. Twenty-one percent of graduates spoke a language other than English at home, whilst 9 percent of school leavers spoke a language other than English at home. Graduates were more likely to have received career guidance at school. Fifteen percent of year 12 graduates participated in pathways planning at school compared to 11 percent of school leavers.

Table 11: 2021 school leavers and year 12 graduates, by selected demographics (%)

Selected Demographics	School leavers	Year 12 Graduates
Year 9 to 11	54.3	n.a.
Year 12	45.7	100.0
Females	40.5	53.4
Males	58.2	46.0
LBOTE	9.4	21.0
Participated in a VET course at school	n.a.	37.6
Received career guidance at school	46.5	64.1
Participated in workplace learning whilst at school	33.8	33.5
Participated in pathways planning whilst at school	11.1	14.8
Received a government pension, allowance or benefit at the time of the survey	13.2	7.9
Participated in engagement programs whilst at school	3.5	4.3
Participated in support programs for students with disability at school	16.2	7.8
Aboriginal and Torres Strait Islanders	6.9	2.1

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

Specific survey results for two key student populations, 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. About half of the young people with disability who graduated or left school in 2021 were employed and/or studying in 2022. Although most attended a mainstream school, a small proportion attended a specialist school for students with disability and majority of these students were participating in community support programs at the time of the survey in 2022. Seventy-Seven percent of Aboriginal and Torres Strait Islander young people who graduated or left school in 2021 were employed and/or studying in 2022.

Satisfaction with school

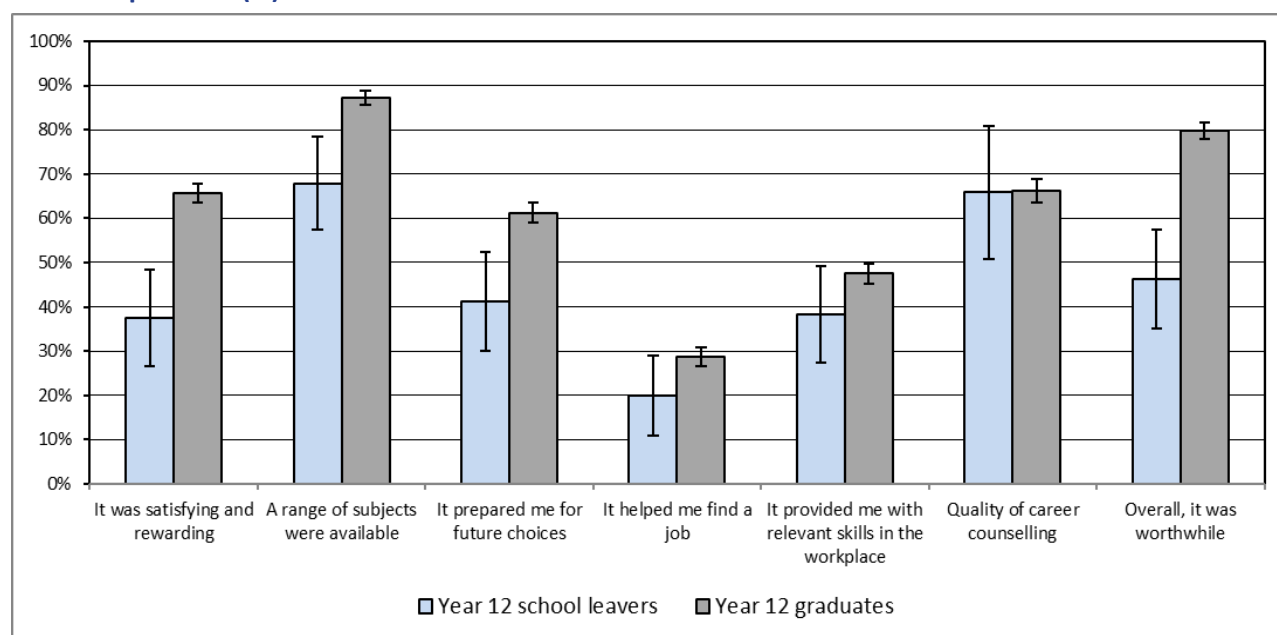
Parents of 2021 year 9 to 11 school leavers were asked about their level of satisfaction with the school the student most recently attended and 59 percent of parents were satisfied with the school.

Year 12 school leavers and year 12 graduates from 2021 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 46 percent of year 12 school leavers and 80 percent of year 12 graduates found year 11 and 12 worthwhile. The difference between these two proportions is statistically significant. Year 12 graduates were significantly more satisfied than year 12 school leavers in terms of their responses to the statements “It was satisfying and rewarding” and “It prepared me for future choices”.

2021 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 2022. A similar pattern was observed, with 72 percent of graduates and 48 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. Seventy-five percent of 2021 year 12 graduates who received career guidance at school were satisfied with their life compared with 69 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.

Figure 6: 2021 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.

Reasons for leaving school

Parents of year 9 to 11 students who left school in 2021 were asked the reasons why their child decided to leave school (see [Table 12](#) below). The most common responses were:

- The child wanted to get a job (67%)
- The child wanted to earn their own money (60%)
- The child was not doing very well at school (57%).

Table 12: Most common responses parents gave regarding why their child left school

Response Categories	Proportion (%)
Not doing very well at school	57.2
Wanted to get a job	66.9
Wanted to earn his/her own money	59.7
Had a job to go to	54.0
Wanted to do study or training that wasn't available at school	39.6
Didn't get on with the teachers and/or students at school	25.4
Had an illness, disability or caring responsibilities	26.6

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

Part 2 – 2019 Year 12 Graduates and School Leavers

Pathways of 2019 year 12 graduates

Key outcomes

Ninety-six percent of 2019 year 12 graduates reported that they were employed and/or studying in 2022. Eighty-four percent of graduates were employed and 73 percent of all year 12 graduates were studying in 2022. Overall, 2019 year 12 graduate participation in study increased substantially from 2020 to 2021 and stayed stable between 2021 and 2022. The percentage employed increased substantially in 2021 and had a further increase in 2022. The percentage employed and/or studying over the three years has increased from 86 percent to 96 percent (Table 13). This substantial increase in participation in study was also reported two years after leaving school.

Table 13: 2019 year 12 graduates employed and/or studying in 2020, 2021 and 2022 by selected demographics (%)

Year of survey	Employed			Currently studying			Employed and/or studying		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Sex									
Female	61.8	81.5	87.5	58.5	80.4	78.0	87.0	97.9	98.4
Male	66.0	78.0	80.4	56.9	68.7	68.8	86.5	92.7	93.8
Participated in a VET course at school									
No	63.0	78.4	82.3	63.0	81.2	79.6	89.1	96.4	95.6
Yes	65.5	81.9	87.9	48.8	64.5	63.6	82.4	93.0	97.1
Received career counselling at school									
No	60.6	78.3	81.8	58.4	73.0	72.6	85.3	91.9	94.4
Yes	64.9	80.8	86.0	57.9	75.9	74.3	87.4	97.2	97.7
Participated in workplace experience whilst at school									
No	63.6	80.8	85.0	57.7	78.8	76.5	87.7	96.3	96.9
Yes	62.9	78.1	83.3	58.7	69.6	69.5	84.9	93.8	95.4
All graduates	63.3	79.6	84.3	56.5	74.7	73.5	86.5	95.2	96.2

The 2022 main employment and study destinations for 2019 year 12 graduates by employment and study destination in 2020 is shown in Table 14. Ninety-four percent of the graduates who were employed in 2020 were also employed in 2022, 86 percent of those studying in 2020 were also studying in 2022 and 98 percent of those employed and/or studying in 2020 were also employed and/or studying in 2022. Of the 2019 year 12 graduates who were not employed or studying in 2020, 57 percent were employed in 2022 and 53 percent were studying in 2022. Eighteen percent of the 2019 year 12 graduates who were not employed or studying in 2020 were also not employed or studying in 2022.

Table 14: 2019 year 12 graduates employed and/or studying in 2022, by employed and/or studying in 2020 (%)

2020	2022			Distribution in 2020
	Employed	Studying	Employed and/or Studying	
Employed	94.3	73.8	98.7	63.3
Studying	85.9	85.8	98.7	56.5
Employed and/or Studying	88.5	76.6	98.4	86.5
Not employed or studying	57.3	53.0	81.9	13.5
Distribution in 2022	84.3	73.5	96.2	100.0

Study

Most (86%) of the 2019 year 12 graduates who were studying in 2020 were also studying in 2022. Ninety-three percent of those studying at a higher education level in 2020 were also studying at this level in 2022 and 14 percent of those studying at a vocational education and training level were also studying at higher education level in 2022 (Table 15). Thirty-three percent of the year 12 graduates who were studying at the vocational education and training level in 2020 were not studying in 2022, with 27 percent of these graduates completing the qualification prior to the survey in 2022. Over half (57%) of the graduates who were not studying in 2020, were studying in 2022. Forty-one percent of 2019 year 12 graduates not studying in 2020 were studying at the higher education level in 2022, with the majority (59%) of these students having formally deferred university in 2020.

Table 15: Level of study in 2022 by level of study in 2020 for 2019 Year 12 graduates (%)

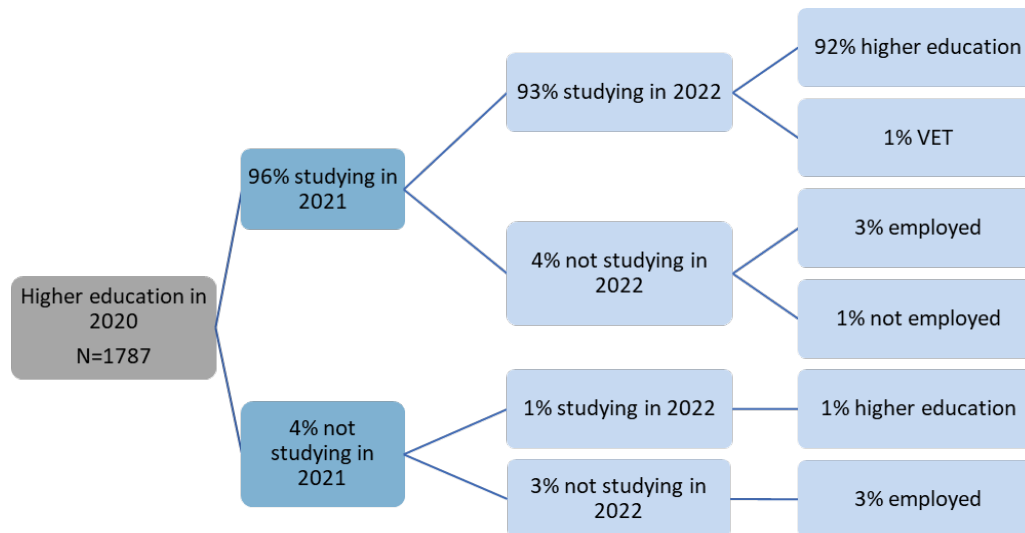
2020	2022					Total
	Studying			Not studying		
	Higher education	VET course	Other			
Studying	72.3	13.0	0.4	85.8	14.2	100.0
Higher education	92.6	0.9	0.0	93.5	6.5	100.0
VET course	14.0	51.7	1.5	67.3	32.7	100.0
Other	63.2	0.0	0.0	63.2	36.8	100.0
Not Studying	41.3	13.3	2.1	56.7	43.3	100.0
Distribution in 2022	59.2	13.1	1.1	73.5	26.5	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-two percent of 2019 year 12 graduates were studying at the higher education level in 2020. Figure 7 provides details of the 2022 main destination for 2019 year 12 graduates studying at the higher education level in 2020. Of those who were studying at the higher education level in 2020:

- the majority (92%) were also studying at the higher education level in 2021 and 2022, with 73 percent of them found to be undertaking the same study over the three years
- one percent were studying at the VET level in 2022
- overall four percent did not continue to study in 2021 and 7 percent were not studying in 2022. Of these 7 percent, 6 percent were employed in 2022.

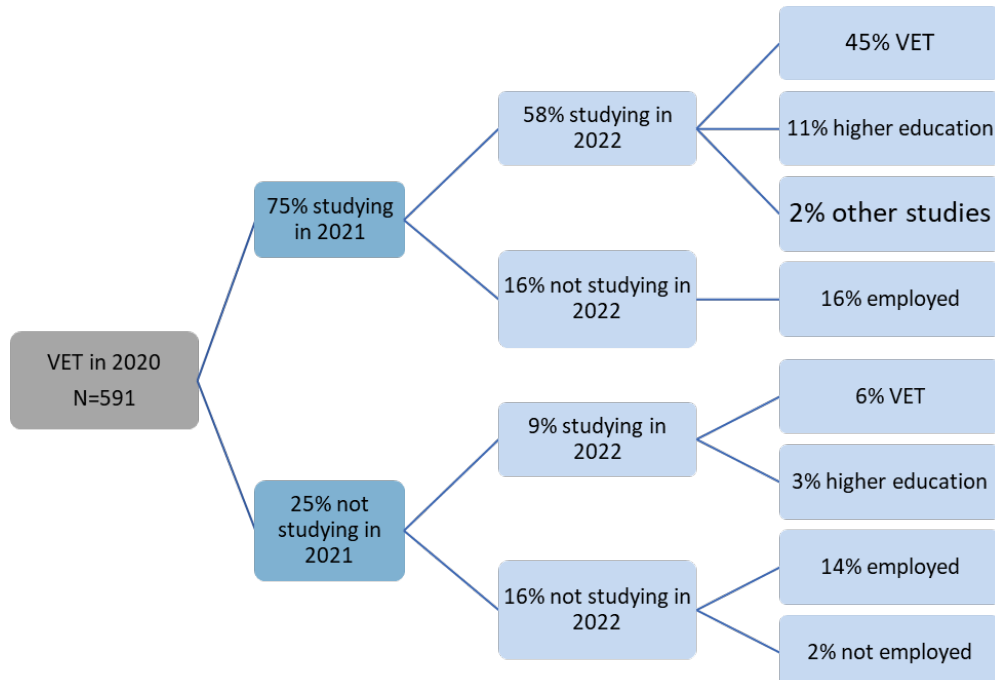
Figure 7: 2022 main destination for 2019 Year 12 graduates studying at the higher education level in 2020



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.

Fourteen percent of 2019 year 12 graduates were studying at the VET level in 2020. [Figure 8](#) provides details of the 2022 main destination for 2019 year 12 graduates studying at the VET level in 2020. Seventy five percent of the 2019 year 12 graduates who were studying at the VET level in 2020, were also studying at this level in 2021 and 51 percent in 2022. Thirty-three percent were not studying in 2022, with 31 percent employed. Fourteen percent were studying at the higher education level by 2022.

Figure 8: 2022 main destination for 2019 Year 12 graduates studying at the VET level in 2020

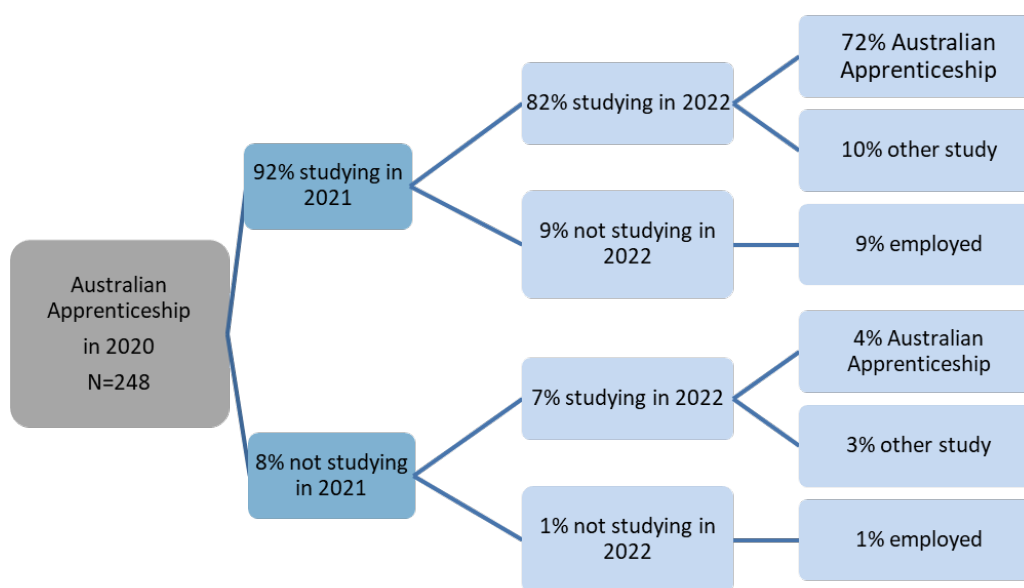


Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Six percent of 2019 year 12 graduates were undertaking an Australian Apprenticeship (had signed a national training contract) in 2020. [Figure 9](#) provides details of the 2022 main destination for 2019 year 12 graduates who were undertaking an Australian Apprenticeship in 2020. Of those who were undertaking an Australian Apprenticeship in 2020:

- 76 percent were also undertaking an apprenticeship or traineeship in 2022
- 13 percent were studying in 2022 but not as an apprentice or trainee
- 10 percent were not studying in 2022, and 10 percent were employed.

Figure 9: 2022 main destination for 2019 Year 12 graduates undertaking an Australian Apprenticeship in 2020



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.

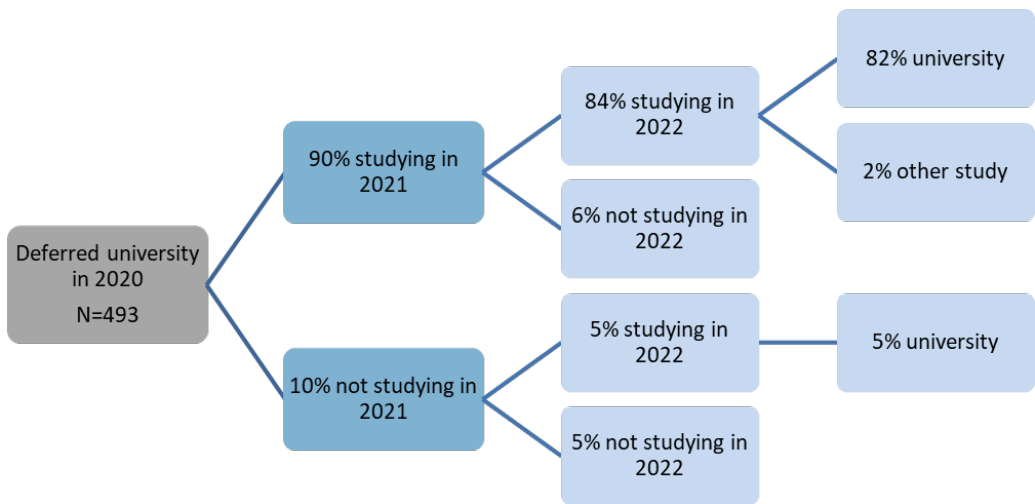
Fourteen percent of 2019 year 12 graduates were studying in 2020 but not in 2022, and 62 percent of these graduates said they successfully completed the course and/or qualification they were undertaking.

Fourteen percent of graduates were not studying in 2020, 2021 or 2022. Fifty-three percent of these graduates indicated that they were planning to study in 2021 or 2022 at the time of the survey in 2020 or 2021.

Twelve percent of 2019 year 12 graduates formally deferred a university offer at the time of the survey in 2020. [Figure 10](#) details the 2022 study destination for these graduates. Of those who deferred university in 2020:

- 87 percent were attending university in 2022
- 2 percent were studying elsewhere in 2022
- 11 percent were not studying in 2022.

Figure 10: 2022 study destination for 2019 Year 12 graduates who deferred university in 2020

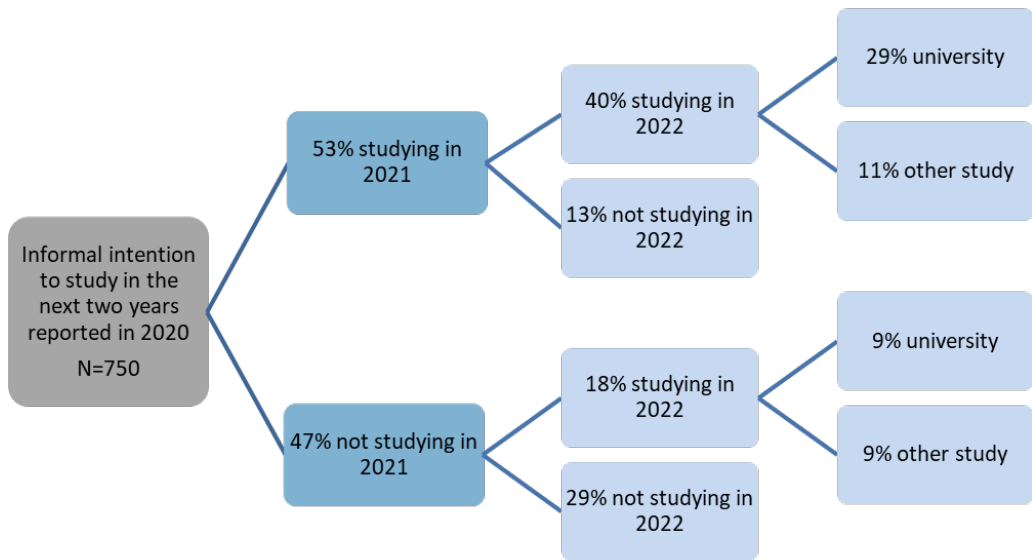


Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of ‘don’t know’ and ‘other’ responses.

Figure 11 details the 2022 study destination for graduates who in 2020 had an informal intention to study (intended to study but did not formally defer university) in the next two years. Of these graduates:

- 38 percent were attending university in 2022
- 20 percent were undertaking other study in 2022
- 41 percent were not studying in 2022.

Figure 11: 2022 study destination for 2019 Year 12 graduates who in 2020 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, 59 percent of 2019 year 12 graduates who were intending to study in the next two years at the time of the survey in 2020, were studying in 2022. Health 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 2022 by each of the most common intended fields of study in 2020 for 2019 year 12 graduates studying in 2022, but not in 2020.

Half or more of the graduates in the following intended fields of study, were studying in this intended field in 2022:

- Health (70%)
- Society and culture (60%).

Twenty-nine percent of 2019 year 12 graduates who intended to study in the field of creative arts, were studying in this field in 2022. Twenty-four percent of graduates who intended to study in the field of creative arts were studying in the field of society and culture in 2022.

Table 16: 2022 field of study by 2020 intended field of study for 2019 Year 12 graduates (%) studying in 2022, but not in 2020

2020 Intended field of study	Field of study in 2022						Total
	Natural & physical sciences	Health	Management and commerce	Society and culture	Creative arts	Other	
Natural & physical sciences	37.0	18.4	0.0	10.5	0.0	34.1	100.0
Health	4.9	70.2	6.1	2.5	0.0	16.3	100.0
Management & commerce	0.0	15.8	24.8	24.0	0.0	35.3	100.0
Society and culture	8.8	14.4	7.4	59.9	0.0	9.5	100.0
Creative arts	0.0	0.0	11.6	23.8	29.3	35.3	100.0
Other	3.6	3.1	7.4	4.9	12.2	68.8	100.0
2020 no intention to study	0.0	0.0	12.7	23.7	6.7	56.9	100.0
Distribution in 2022	7.2	19.3	9.2	19.5	6.3	38.4	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 2019 year 12 graduates in 2020, 2021 and 2022. The majority (94%) of the 2019 year 12 graduates who were employed in 2020 were also employed in 2022 ([Table 17](#)).

Table 17: Labour force status in 2022 by 2020 labour force status for 2019 Year 12 graduates (%)

2020	Employed			Unemployed	Not in labour force	2022
	Part-time	Full-time	Total			Total
Employed	53.6	40.7	94.3	2.7	2.9	100.0
Part-time	68.7	24.6	93.3	3.7	3.0	100.0
Full-time	19.2	79.5	98.6	0.5	0.9	100.0
Unemployed	47.6	30.1	79.0	8.6	12.4	100.0
Not in labour force	48.1	7.6	55.7	13.0	31.3	100.0
Distribution in 2020	51.5	32.5	84.3	5.7	10.0	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 2020, 79 percent were employed in 2022 and 9 percent were unemployed in 2022. Thirty-one percent of those who were not in the labour force in 2020, were not in the labour force in 2022, with 56 percent in employment and 13 percent unemployed.

Sixty-two percent of 2019 year 12 graduates were employed in 2020, and 55 percent of these graduates were studying in 2020. [Figure 12](#) details the 2021 and 2022 employment status for these graduates and graduates who were employed but not studying in 2020. Of those who were employed in 2020:

- 51 percent were studying in 2020 and employed in 2022

- 42 percent were not studying in 2020 and employed in 2022.

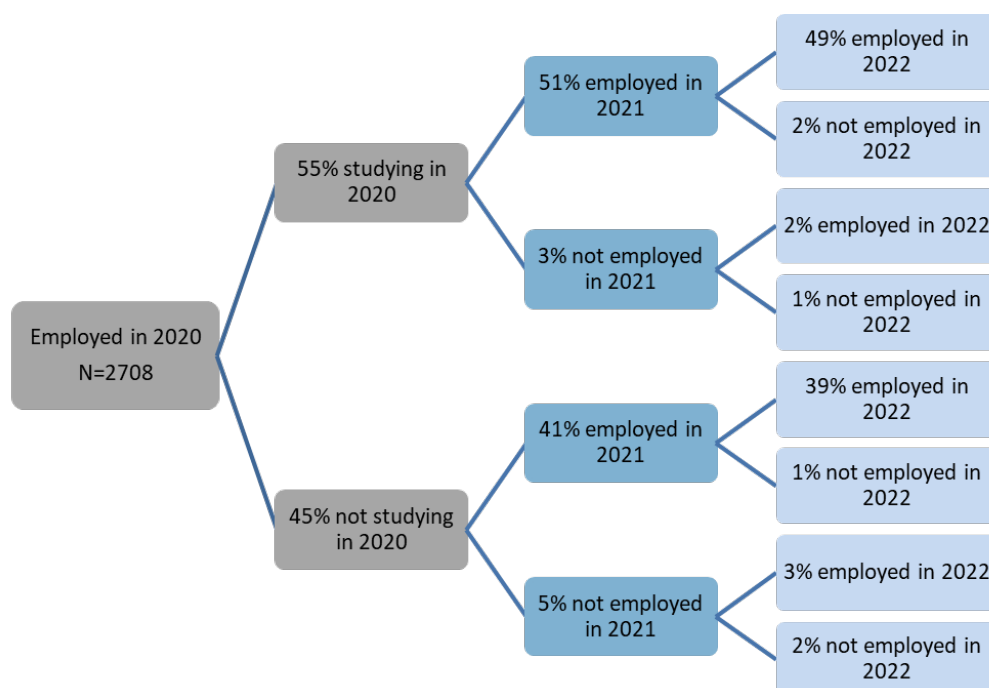


Figure 12: 2021 and 2022 employment status for 2019 Year 12 graduates employed in 2020, by 2020 study status

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.

Thirty-six percent of 2019 year 12 graduates were not employed in 2020, and 63 percent of these graduates were studying in 2020. [Figure 13](#) details the 2022 employment status for these graduates and graduates who were not employed and not studying in 2020. Of the graduates who were not employed in 2020, 46 percent were studying in 2020 and employed in 2022, with 37 percent studying in 2022. Of those who were not employed in 2020, 21 percent were not studying in 2020 and employed in 2022, with 10 percent studying in 2022.

Figure 13: 2021 and 2022 employment status for 2019 Year 12 graduates not employed in 2020, by 2020 study status

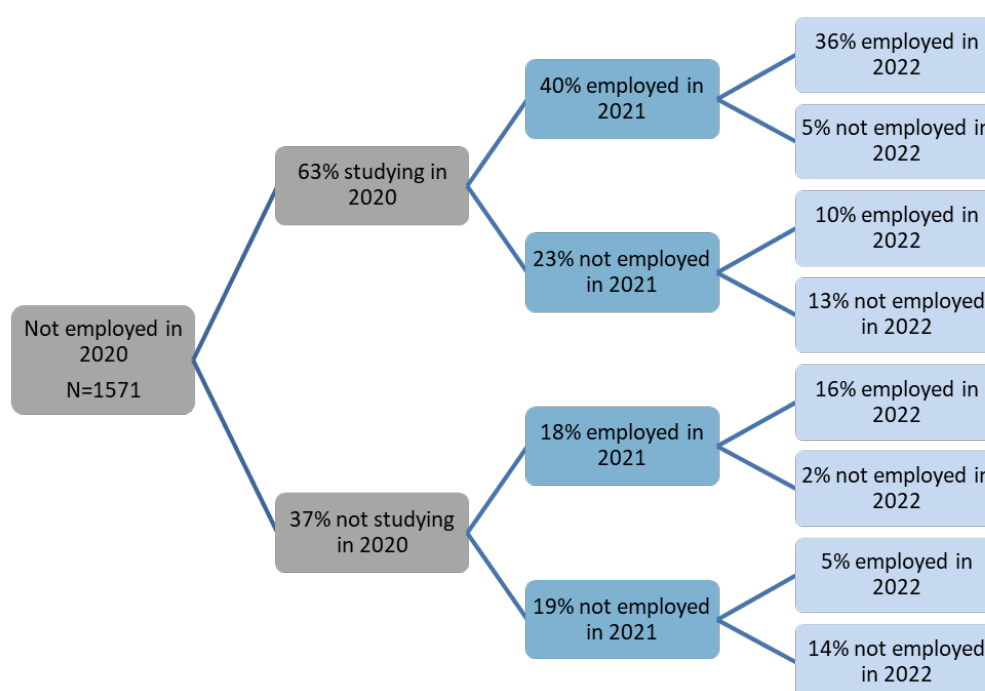
Note: The percentages in this figure do not all add to 100 percent due to rounding and a small percentage of 'don't know' and 'other' responses.

Sixty-three percent of the 2019 year 12 graduates were studying in 2020. Part-time employment was the most common labour force status for these graduates in 2020, 2021 and 2022. Table 18 shows that the labour force status of this group at the time of the 2020 and 2022 survey. Most (94%) of the 2019 year 12 graduates employed in 2020 were employed in 2022, with most full-time employees continuing in full-time employment (73%), and most part-time employees continuing in part-time employment (80%). Of those who were studying and unemployed in 2020, 76 percent were employed in 2022 and 10 percent were unemployed. Seventy percent of 2019 year 12 graduates who were studying and not in the labour force in 2020, were in the labour force in 2022.

Table 18: 2022 labour force status by 2020 labour force status for 2019 Year 12 graduates studying in 2020 (%)

2020	2022					
	Employed			Unemployed	Not in labour force	Total
	Part-time	Full-time	Total			
Employed	64.8	29.3	94.1	2.8	3.1	100.0
Part-time	79.5	14.2	93.7	3.5	2.7	100.0
Full-time	25.3	72.5	97.9	0.7	1.4	100.0
Unemployed	54.1	21.7	75.8	9.7	14.5	100.0
Not in labour force	55.4	2.5	57.9	12.5	29.6	100.0
Distribution in 2022	61.2	22.6	83.8	5.9	10.4	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 2019 school leavers

Eighty-eight percent of 2019 school leavers reported that they were employed and/or studying in 2022. Seventy-two percent of school leavers were employed and 64 percent were studying in 2022. Overall, 2019 school leaver participation in employment and/or study increased from 2020 to 2022 ([Table 19](#)).

Table 19: 2019 school leavers employed and/or studying in 2020, 2021 & 2022 by selected demographics (%)

Year of survey	Employed			Currently studying			Employed and/or studying		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Sex									
Female	47.4	45.1	72.2	38.3	31.2	50.7	67.2	67.8	85.8
Male	52.0	66.3	71.3	63.7	68.3	71.1	77.4	85.3	88.8
Year level									
Year 9 to 11	47.8	56.3	71.9	61.2	62.7	67.3	69.5	86.7	91.2
Year 12	53.0	61.0	71.4	47.3	46.4	59.8	78.2	70.7	84.0
Received career counselling at school									
No	34.5	44.0	60.3	47.4	36.1	55.3	65.9	59.3	85.5
Yes	64.9	73.8	81.4	68.4	66.0	74.0	87.7	91.1	94.9
Participated in workplace experience whilst at school									
No	51.5	57.6	72.6	54.6	53.5	64.6	73.5	79.3	86.5
Yes	38.1	69.2	61.8	53.7	67.8	54.1	75.9	75.9	100.0
All school leavers	50.3	58.6	71.6	54.5	54.8	63.7	73.7	79.0	87.7

The 2022 employment and study destinations for 2019 school leavers by their employment and study destinations in 2020 is detailed in [Table 20](#). Ninety-five percent of the school leavers who were employed in 2020 were employed in 2022, 77 percent of those studying in 2020 were also studying in 2022 and 94 percent of those employed and/or studying in 2020 were also employed and/or studying in 2022. Of the 2019 school leavers who were not employed or studying in 2020, 48 percent were employed in 2022 and 51 percent were studying in 2022. Thirty-one percent of the school leavers who were not employed or studying in 2020 were also in this category in 2022.

Table 20: 2019 school leavers employed and/or studying in 2022, by employed and/or studying in 2020 (%)

2020	2022			Distribution in 2020
	Employed	Studying	Employed and/or	
Employed	94.7	73.0	100.0	50.3
Studying	74.0	77.4	92.4	54.5
Employed and/or Studying	80.0	68.1	94.4	73.7
Not employed or studying	48.2	51.4	69.1	26.3
Distribution in 2020	71.6	63.7	87.7	100.0

Most (77%) of the 2019 school leavers who were studying in 2020 were also studying in 2022. Sixty-three percent of the 2019 school leavers who were studying at the VET level in 2020 were also studying at this level in 2022. Forty seven percent of the school leavers who were not studying in 2020 were studying in 2022.

In relation to the labour force status of 2019 school leavers:

- 95 percent who were employed in 2020 were also employed in 2022
- 55 percent who were unemployed in 2020 were employed in 2022 and 30 percent were unemployed in 2022
- 63 percent of those who were not in the labour force in 2020 were in the labour force in 2022, with 45 percent in employment and 17 percent unemployed.

Satisfaction with life

In 2022, 2019 school leavers and year 12 graduates were asked about their anticipated satisfaction with life in five years (2027). Overall satisfaction levels were quite high when compared with current satisfaction with life reported by 2019 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. 2019 year 12 graduates and school leavers who were studying and those who were employed in 2020 were on average more likely to think they would be satisfied with their life in five years. (see Table 21 below).

Table 21: Proportion of 2019 school leavers and year 12 graduates who think they will be satisfied with their life as a whole in five years (2027) by gender and employment and study status.

	School leavers	Year 12 Graduates
Gender		
Female	53.3	87.4
Male	81.6	79.4
Study Status in 2020		
Higher education	91.3	86.2
VET course	66.9	87.4
Not Studying	57.7	78.1
Employed in 2020		
No	65.4	73.2
Yes	72.2	85.8
All	70.1	86.7

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 2022.

The survey frame was drawn from administrative records held within the Directorate, Catholic Education Archdiocese of Canberra and Goulburn, member schools of the ACT Association of Independent Schools and the Board of Senior Secondary Studies (BSSS). Year 12 graduates of 2019 included those who were awarded an ACT Senior Secondary Certificate from an ACT college, school or the Canberra Institute of Technology (CIT) in 2019. School leavers of 2019 included year 9 to year 12 ACT students who were listed as attending an ACT school in the 2019 February school census but not in the 2020 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 2020. 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 from 16 May to 26 June 2022. Of the 4527 graduates sent a primary approach letter, 2180 completed the survey, providing a response rate of 46 percent. Of the 916 school leavers sent a primary approach letter, 233 completed the survey, providing a response rate of 25 percent. The figures reported in this publication are estimates based on weighting the survey responses to reflect the total number of 4527 graduates and 916 school leavers.

The 2020 longitudinal survey of 2019 year 12 graduates and school leavers surveyed young people who participated in the survey in 2020 and agreed to be recontacted in 2021. The majority (60%) agreed to be recontacted in 2020 and provided updated contact details when they completed the survey in 2019. This publication includes a summary of the post-school pathways from wave 1 (conducted in 2020), wave 2 (conducted in 2021) and wave 3 (conducted in 2022).

Prior to the survey being undertaken an email was sent to the 2019 year 12 graduates and school leavers who agreed to participate in 2020 and who provided a valid email address when surveyed in 2020. 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 2020 survey of 2019 year 12 graduates, year 10, 11 and 12 school leavers and parents of year 9 school leavers, was undertaken by telephone from 4 May to 19 June 2022. Of the 994 graduates identified for the survey, 685 completed the survey, providing a response rate of 69 percent. Of the 102 school leavers identified for the survey, 63 completed the survey, providing a response rate of 62 percent. The figures reported in this publication are estimates based on weighting the survey responses for 2022 (and corresponding 2020 and 2021 responses) to reflect the total number of 4279 graduates and 1031 school leavers. Please note, the 2020 and 2021 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 2019 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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