

NSW Secondary Students' Post-School Destinations and Experiences Survey 2019 Technical Report

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List of abbreviations and terms

AAPOR – American Association for Public Opinion Research

ABS – Australian Bureau of Statistics

ANZSCO – Australian and New Zealand Standard Classification of Occupations

ASCED – Australian Standard Classification of Education

ASGS – Australian Statistical Geography Standard

AUSEI06 – Australian Socioeconomic Index 2006

CC – Connected Communities

CATI – Computer Assisted Telephone Interviewing

DoE – NSW Department of Education / Government school

HSC – Higher School Certificate

ISO – International Organization for Standardization

LS – Course with Life Skills outcomes and content designed for students with special education needs

MCEEDYA – Ministerial Council on Education, Early Childhood Development and Youth Affairs

NESA – NSW Education Standards Authority

NILFET – Not in the labour force or further education or training

PAL – Primary approach letter

PAREDOC – Parental education and occupation index

SA4 – Statistical Area Level 4

SEIFA – Socio-Economic Indexes for Areas

SES – Socio-Economic Status

TAFE – Technical and Further Education

VET – Vocational Education and Training

RoSA – Record of School Achievement

1. Introduction

1.1. Project background

The NSW Secondary Students' Post-School Destinations Survey collects information about students' main destinations in the year after completing Year 12 or leaving school. Data collected as part of this study is used to inform policy making related to post-school education, training and employment among students in NSW. The 2019 wave of the survey represents the sixth iteration in the current time series, the first wave having been in 2014.

The survey builds on previous research including the:

- Destination and Satisfaction Surveys in 2005 and 2006;
- Longitudinal Survey of Destination, Pathways and Satisfaction in 2005;
- Government School HSC Students in NSW Survey in 2007;
- Survey of Expectations and Destinations of Senior Secondary Students in NSW in 2010 (Marks, Underwood, Rothman & Brown, 2011); and
- Survey of Expectations and Destinations of NSW Senior Secondary Students in 2013 (Polesel, Leahy, Gillis, Dulhunty & Calvito, 2013).

1.2. Research objectives

The overarching research objectives of the 2019 NSW Secondary Students' Post-School Destination Survey were to identify trends in, and correlates of, post-school education, training and employment destinations in NSW.

1.3. Survey overview

The 2019 NSW Secondary Students' Post-School Destination survey consisted of four discrete cohorts:

- a sample of students who completed Year 12 (Year 12 completers) in 2018;
- an attempted census of Aboriginal and / or Torres Strait Islander or students attending a Connected Communities¹ school who completed Year 12;
- an attempted census of students who left school before completing Year 12 (early school leavers); and
- an attempted census of Aboriginal and / or Torres Strait Islander or students attending a Connected Communities¹ school who left school before completing Year 12.

1.3.1. Sample frame

The sampling frame for the survey was the database managed by the NSW Education Standards Authority (NESA) for the purpose of managing the Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentialing programs. All sampled former students were sent a letter by NESA before the start of data collection advising them of the research and providing the opportunity to opt out.

¹The Connected Communities Strategy is a whole of government approach to address the educational and social aspirations of Aboriginal children and all young people in 15 schools in 11 of the most complex and vulnerable communities in NSW. The schools are all located in rural and regional areas.

The study used a mixed-mode method of online self-complete before commencing CATI follow-up telephone interviews for those who had not completed online. Once a respondent completed the survey or opted out of the survey they were no longer included in any further communication regarding the project.

For a full discussion of the contact strategy and design please refer to Section 2.3

Table 1 summarises the key project statistics for each cohort.

Table 1 Key project statistics for surveys

Key project statistics	Year 12 completers			Early school leavers	
	Non-Aboriginal / non-CC Main sample	Aboriginal* / CC Reserve sample		Non-Aboriginal / non-CC	Aboriginal / CC
Total sample selected	30,000	9,000	2,316	17,748	2,834
Opt outs (NESA)	1,447	437	90	1,145	147
Total sample provided	28,553	8,563	2,226	16,603	2,687
Total excluded due to incomplete contact info	0	1	5	9	9
Total sample initiated	28,553	8,562	2,221	16,594	2,678
Total Interviews completed	15,119	2,580	1,078	5,421	714
Online complete	9,530	7	470	2,020	207
CATI complete	5,589	2,573	608	3,401	507
Total sample initiated for CATI	19,239	8,551	1,951	14,066	2,329
Average interview length (min)	8.4		9.0	10.3	9.6
Fieldwork start date	26th August 2019				
Fieldwork finish date	3rd November 2019			20th October 2019	
Sample Yield (overall) %	53.0%	30.1%	48.5%	32.7%	26.7%

*Aboriginal in tables refers to 'Aboriginal and Torres Strait Islander'

1.4. Quality assurance

All data collection activities were undertaken in accordance with the Privacy Act (1988), the Australian Privacy Principles, the Australian Market and Social Research Society's Code of Professional Practice, the Market and Social Research Privacy Principles, and ISO 20252 standards.

1.5. About this report

This report summarises the data collection and methodological aspects of the 2019 NSW Secondary Students' Post-School Destinations Survey conducted by the Social Research Centre (SRC) on behalf of the NSW Department of Education (DoE).

The report seeks to consolidate and summarise project information and assorted reports generated throughout the survey period; provide analysis relating to sample characteristics and utilisation, and; consolidate issues for consideration relating to the improvement of the questionnaire method for future surveys.

To help decide whether there are meaningful differences between key subgroups (that is, whether they represent genuine differences rather than just random variation), testing of their statistical significance has been carried out. Column proportion testing was conducted using IBM SPSS Data Collection Survey Reporter V7. Findings were treated as statistically significant at a probability value (p) of < 0.01. Red asterisks "*" have been used in the tables to show where statistically significant differences have been established at a 99 per cent confidence level.

2. Method

2.1. Sample design and selection

The sample frames consisted of students registered with NESA. NESA collects information required for registering and managing secondary school students' enrolments leading to the awards of the RoSA and the HSC. Information about students were provided directly by schools using an online portal, Schools Online. Schools upload data files of student details and course enrolments, and school principals are required to certify their accuracy.

All changes to student details, course enrolments and school-based assessments are made directly by schools and can be updated throughout the year. It is a requirement that a Confirmation of Entry is printed and signed by every student. Students can advise their school if any of their details are incorrect or incomplete and the school is responsible for updating the information. The sample frame contains a variety of contact information including contact numbers, postal addresses and in some cases email addresses. The following sections outline the sample design and selection process implemented for each component of the survey.

Year 12 completers

The in-scope population for this component of the 2019 survey was students who had completed Year 12 and were awarded the HSC in the year prior. The sampling frame consisted of 65,151 students from 786 schools.

Regardless of phone status, all government school students were considered eligible for selection as additional contact information could be sourced from department enrolment data. For Catholic and independent school students from non-census populations, only those with contact information were deemed eligible for selection.

Sampling involved two stages:

- census of all Aboriginal and Torres Strait Islander Year 12 completers (n=2,190) and all non-Aboriginal and Torres Strait Islander Year 12 completers who attended a Connected Communities (CC) school (n=126); and
- selection of a stratified random sample, balanced on auxiliary information included in the population frame, of school completers not previously selected.

For the mainstream Year 12 school completer survey (non-Aboriginal and Torres Strait Islander or non-CC school students), a stratified random sample was selected, balanced on auxiliary information included in the sampling frame. Students were assigned to strata according to their sector:

- Government school students were grouped by Principal Network (110 categories);
- Independent school students were grouped by SA4² cluster (11 categories); and
- Catholic school students were grouped by Diocese (11 categories³).

Please refer to section 5.3 for concordances of Principal Networks, SA4 clusters and Diocese.

When making the selections of these Year 12 Completers, the number to select from each stratum was governed by a number of considerations:

² Statistical Areas Level 4 (SA4s) are the largest sub-state regions defined by the ABS and there are 107 such regions in Australia. The concordance from SA4 region to SA4 cluster was provided by the Department. For more details on ABS geography, refer to [https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+\(ASGS\)](https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+(ASGS))

³ Note that there were 33 CEC schools not affiliated with a Diocese. Students from these schools were combined into their own stratum,

- The overall required number of completes (17,640);
- The expected response rate (58.8%);
- Sufficient records in reserve to accommodate student refusals and other non-response (30%);
- The need for a representative sample; and
- The desire for good statistical precision across strata.

To satisfy the last two criteria (representativeness and precision), a stratified sample was selected from eligible students accounting for their characteristics and aiming to achieve a consistent margin of error⁴ within each sample stratum. The available characteristics used to ensure representativeness were gender, age, SEIFA Index of Relative Socio-Economic Disadvantage⁵ for student postal address, together with indicators of participation in VET and Life Skills courses. The method applied was balanced stratification (Tillé, 2006; Tillé and Matei, 2016) implemented in R (R Core Team, 2019).

A summary of available and selected records by sector is shown in Table 2.

Early school leavers

The in-scope population for this component was students who had been in years 10, 11 or 12 in the year prior to the survey and left school before completing Year 12.

The specific criteria were students who:

- were aged between 15 and 18 at the time of leaving school;
- attended a New South Wales school;
- completed one or more courses in 2018 but were not eligible for the HSC, and have no enrolment in 2019, or;
- had a valid enrolment in 2018, but their enrolment was withdrawn after 1 May 2018 – which was the first day of Term 2 – and do not have an enrolment in 2019.

The sampling frame consisted of 22,275 students from 833 schools. All Aboriginal and Torres Strait Islander early school leavers (n=2,766) and all non-Aboriginal and Torres Strait Islander early school leavers from Connect Communities (CC) schools (n=68) were selected.

Of the remaining early school leavers, all government school students were selected, regardless of phone status. For Catholic and independent school students, only those with contact information were selected.

It was possible that not all students identified were early school leavers. For example, they could have been students who had moved to a school outside NSW or who were still at school in NSW but were following an alternative curriculum.

⁴ The margin of error is the half-width of a 95% confidence interval, based on estimating a survey item whose true prevalence in the population is 50%, and accounting for the number of students available for selection from each stratum.

⁵ Australia Bureau of Statistics. SEIFA 2011. <http://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001/>

Table 2 Summary of available, eligible and selected records, by cohort and sector

Cohort		Independent	Catholic	Government
Year 12 completer	Overall	11,383	17,210	36,558
	Eligible	10,704	15,924	36,558
	Selected	4,719	5,255	22,342
	Reserve	1,383	1,461	6,156
Early Leaver	Overall	2,046	3,230	16,999
	Eligible	1,422	2,161	16,999
	Selected	1,422	2,161	16,999

2.2. Sample preparation

The sample provided by NESA to the Social Research Centre underwent a verification procedure to identify records that had invalid contact information. NESA provided the DoE with a list of those selected government schools to append further contact information.

Not all sample records were able to be updated (i.e. provide a valid contact phone number). All sample records that were not updated were then included in the response maximisation process using Sensis Macromatch (details discussed in section 2.4.4) which was undertaken after the first five weeks of CATI fieldwork operations.

Standard sample verification and preparation procedures were applied to prepare the lists for data collection. These included backfilling Subscriber Toll Dialling (STD) codes, removing extraneous characters from telephone numbers, checking for 10-digit telephone number strings, checking for correctly formatted email addresses and undertaking address / locality / postcode / state verification as required. To validate the email addresses and to reduce the likelihood of email bounce backs, the Social Research Centre reviewed the domain name of the email addresses provided to check standard conventions were present for the most common domain names.

Table 3 summarises the number of participants that qualified for email or SMS approach as they had an email address or personal mobile phone number registered with the DoE.

Table 3 Qualification for email or SMS approach by cohort

	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample only)*		Aboriginal / CC	
	n	%	n	%
Total sample initiated	28,553	100.0	2,221	100.0
with email address	12,877	45.1	894	40.3
with mobile phone	6,539	22.9	516	23.2
with no email address or mobile phone	11,933	41.8	1,021	46.0
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample initiated	16,594	100.0	2,678	100.0
with email address	4,167	25.1	520	19.4
with mobile phone	4,225	25.5	768	28.7
with no email address or mobile phone	9,310	56.1	1,543	57.6

*Only the main sample for the Year 12 completer non-Aboriginal and / or Torres Strait Islander and non-Connected Communities were initiated for email and SMS follow up

Note: Sample with email address or mobile phone are not mutually exclusive categories

2.3. Contact strategy and design

The following section outlines how students were invited to participate in the survey.

2.3.1. Primary approach letter

A primary approach letter (PAL) was sent to all students prior to fieldwork. The PAL addressed to students from government schools was co-signed by NESA and the DoE. The PAL addressed to students from Catholic or independent schools contained the NESA signature only. The letter informed students of the study, invited them to participate and provided them with the option of opting-out. (Refer to Appendix 1 for copies of the PAL).

2.3.2. Invitation and reminder letters

After the opt-out period, all participants within the sample frame, with a valid postal address, were sent an invitation letter to encourage participation in the survey. The letter described the importance of the study, provided their online survey login and details about the prize draw. Non-Aboriginal and / or Torres Strait Islander and non-CC Year 12 completers (who had not yet undertaken the survey online) were also sent a reminder letter.

The Social Research Centre coordinated the delivery of the invitation and reminder letters to participants using an external contractor (Valiant Press) to print and dispatch the letters. (Refer to Appendix 1 for the invitation and reminder letters).

2.3.3. Email invitation

Participants for which NESA had an email address were sent an invitation email on 26 August 2019, with the same content as the hard copy letter, inviting them to complete the survey. A copy of the email invitations used can be found in Appendices 2 and 3.

Table 4 summarises the number of participants that qualified for email invitation and the final email population, based on the number of respondents with a valid email address.

Table 4 Qualification for email invitation

	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample only)		Aboriginal / CC	
	n	%	n	%
Total sample initiated	28,553	100.0	2,221	100.0
with email address	12,877	45.1	894	40.3
undelivered	220	1.7	29	3.2
Total email population (excl. undelivered)	12,657	44.3	865	38.9
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample initiated	16,594	100.0	2,678	100.0
with email address	4,167	25.1	520	19.4
undelivered	251	6.0	47	9.0
Total email population (excl. undelivered)	3,916	23.6	473	17.7

2.4. Procedures to maximise response

The following section outlines the procedures undertaken to maximise the response.

2.4.1. Email reminders

To increase the proportion of participants completing the survey online, those with a valid email address were sent up to thirteen reminder emails. Early school leavers were sent fewer emails than Year 12 completers due to their shorter fieldwork period. See Table 5 and Table 6 for details.

To maximise online response, the majority of emails were sent prior to the commencement of CATI follow up for each cohort. Thereafter, email reminders were sent on the day of the weekly prize draw closure to incentivise prompt completion (see section 2.4.7 for the incentive strategy).

The contact strategy for 2019 included redeveloping written content to appeal to basic principles of compliance, as well as including imagery and colour to enhance the aesthetic appeal of the email to further drive engagement.

For further discussion on email reminder activity and the response, refer to Section 3.3.

Copies of all email reminders can be found in Appendices 4 and 5.

Table 5 Email activity summary for Year 12 completer cohorts

Emails sent	Year 12 completer	
	Non-Aboriginal / non-CC (Main sample only)	Aboriginal / CC
Invitation (26 August 2019)	12,877	893
Reminder 1 (29 August 2019)	12,835	890
Reminder 2 (02 September 2019)	8,810	691
Reminder 3 (05 September 2019)	8,075	630
Reminder 4 (09 September 2019)	7,745	609
Reminder 5 (11 September 2019)	7,354	587
Reminder 6 (16 September 2019)	6,837	563
Reminder 7 (23 September 2019)	6,347	479
Reminder 8 (30 September 2019)	6,144	452
Reminder 9 (07 October 2019)	6,091	452
Reminder 10 (14 October 2019)	3,575	332
Reminder 11 (21 October 2019)	3,384	325
Reminder 12 (28 October 2019)	3,352	323
Reminder 13 (31 October 2019)	3,343	322

Table 6 Email activity summary for early school leaver cohorts

Emails sent	Early school leavers	
	Non-Aboriginal / non-CC	Aboriginal / CC
Invitation (26 August 2019)	4,167	519
Reminder 1 (29 August 2019)	4,150	517
Reminder 2 (02 September 2019)	3,376	445
Reminder 3 (05 September 2019)	3,045	398
Reminder 4 (09 September 2019)	2,930	392
Reminder 5 (12 September 2019)	2,849	376
Reminder 6 (16 September 2019)	2,539	336
Reminder 7 (23 September 2019)	1,998	268
Reminder 8 (30 September 2019)	1,874	261
Reminder 9 (07 October 2019)	1,862	259
Reminder 10 (14 October 2019)	1,527	217
Reminder 11 (17 October 2019)	1,499	208

2.4.2. SMS approach

Participants who had a personal mobile phone number registered with the DoE qualified for the SMS approach. Where the participant had not yet completed the survey, up to three SMSs were sent throughout the fieldwork period inviting them to complete the survey online. A unique login (via a bitlink) was provided so they could access the survey directly from their mobile device. To maximise an online response, two of the three messages were sent prior to the commencement of CATI fieldwork.

A summary of the mobile population and SMS reminders is shown in Table 7.

Table 7 SMS reminder summary

	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample only)		Aboriginal / CC	
	n	%	n	%
Total sample initiated	28,553	100.0	2,221	100.0
with personal mobile phone (n)	6,539	22.9	516	23.2
Sample sent SMS 1	6,061	21.2	493	22.2
Sample sent SMS 2	4,332	15.2	393	17.7
Sample sent SMS 3	2,138	7.5	216	9.7
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample initiated	16,594	100.0	2,678	100.0
with personal mobile phone (n)	4,225	25.5	768	28.7
Sample sent SMS 1	4,062	24.5	750	28.0
Sample sent SMS 2	3,438	20.7	673	25.1
Sample sent SMS 3	1,785	10.8	204	7.6

For further discussion on SMS reminder activity and the response, refer to Section 3.4.

A copy of the final messages used can be found in Appendices 6 and 7.

2.4.3. QR code usage

A QR code was included in the invitation letters. A QR code is a machine-readable code (similar to a barcode) that can be used for storing a URL web address, and in this case, direct login details to complete the survey. The code can be scanned using a smart phone device. Out of those who completed the survey, 823 individuals accessed the survey by scanning the code. This equates to around 3.7 per cent of the achieved interviews from the main sample of all cohorts.

2.4.4. CATI Fieldwork

The commencement of CATI fieldwork was staggered by sub-groups in order to maximise the efficiency of both CATI and online modes of completion. The early school leaver cohorts had less avenues for online engagement (i.e., a lower proportion of the sample with a valid email address or personal mobile number) and are historically less likely to engage early and online. CATI follow up was therefore commenced with this cohort after two weeks of online only fieldwork. Aboriginal and / or Torres Strait Islander or Connected Communities respondents who had completed Year 12 were also initiated for CATI follow up after two weeks, regardless of the availability of an email address or personal mobile number. Similarly, Year 12 completers without a personal mobile number or valid email address were also initiated for CATI fieldwork after two weeks.

All remaining Year 12 completers were initiated for CATI follow up after four weeks of fieldwork. To ensure that the target completes for the Year 12 completer non-Aboriginal and / or Torres Strait Islander and non-Connected Communities cohort could be reached, a reserve batch of the sample was initiated for CATI follow up only in the final two weeks of fieldwork. To minimise refusals, the reserve sample were offered the option to complete the survey online if they were unwilling to complete the survey via phone.

Telephone interviews were conducted via proxy with a parent, guardian or next of kin in cases where a student was not able to participate, uncontactable or away for the duration of the fieldwork period (e.g. overseas).

Call procedures

The call procedures implemented for the telephone interviewing phase included:

- having an extended call cycle beyond the standard six call attempts in cases where previous calls indicate a survey is achievable
- spreading contact attempts over weekday evenings (6.30 pm to 8.30 pm), weekday late afternoons / early evenings (4.30 pm to 6.30 pm), Saturdays and Sundays (11 am to 5 pm) and weekdays between 9:00 am and 4.30 pm in order to yield maximum response
- setting appointments for any time the call centre was operational (weekdays 9.00 am to 8.30 pm and weekends 11.00 am to 5.00 pm).

There was no interviewing in languages other than English and no messages were left on answering machines except when honouring an appointment arranged with the named respondent.

Refusal Conversion

Refusal conversion is the process of identifying respondents coded as a 'soft refusal' upon first contact and re-serving them at a later date, in an attempt to convert the initial soft refusal to a completed interview. Only three types of 'soft refusals' were re-served: no comment / hung up, not interested or too busy. A total of 1,806 records were identified as soft refusals and flagged for follow-up through refusal conversion across all components. Of those selected for refusal conversion, almost one in five (18.6%) were converted into an interview. Table 8 provides a summary of the refusal conversion by each cohort.

Table 8 Refusal conversion summary by cohort

	Year 12 completers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample initiated for refusal conversion	816	100.0	84	100.0
Converted to completed interview	165	20.2	18	21.4
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample initiated for refusal conversion	818	100.0	88	100.0
Converted to completed interview	144	17.6	9	10.2

Sensis Data Macromatch service

The Sensis Macromatch service was used to attempt to backfill phone numbers where they were not included in the sample record, or to attempt to locate a new number in instances where all contact numbers provided were not usable. This included records with no valid phone number, a number that was disconnected, led to a fax line or had a block on incoming calls, as well as numbers that had been identified as a wrong number (person not known) or a non-residential number.

Of the total sample, 2.4 per cent (n=1,412) were provided to Sensis Data Macromatch in an attempt to update the contact details of respondents with unusable contact details. Of those sent for further matching, 21.0 per cent (n=297) returned with a new number. A total of 24 surveys were achieved by using the new number provided across the cohorts.

Changing outgoing telephone number

To increase the likelihood of students answering their phones, the outgoing telephone number was changed from an '03' to an '02' number. It was felt that residents of NSW would be more receptive to receiving a call from an 02 number.

2.4.5. Website information

Both the invitation letter and emails contained a unique survey link as well as a generic web address where respondents could enter their username and password to access the survey.

The generic web page also contained information about the study so respondents could view additional bona fides. The web page received 7,124 unique views, and of those, more than two thirds (n=4,272) went on to complete the survey through this login page.

It should be noted that views to this page could also be attributed to participants copying and pasting their unique login incorrectly (for example missing the last few digits) or just viewing the landing page before continuing via their unique link in their invitation and reminder material.

A copy of the website material can be found in Appendix 8.

2.4.6. 1800 and email helpdesk

The 1800 helpdesk was operational during the course of the survey to give students the opportunity to seek clarification or ask for assistance regarding any survey matters. A project-specific email address was also created for participants. The helpdesk and email address were operational during business hours from one day after the lodgement of the primary approach letters, until the end of the fieldwork period.

If for some reason calls were not answered in real time (all operators were currently busy or the call was received outside hours of operation), callers were routed to a messaging service and calls were returned within 24 hours. The helpdesk operators were fully briefed on the survey background and procedures to answer a variety of queries.

Table 9 summarises all helpdesk contacts received from the cohorts across the fieldwork period. Of the total contacts received by the helpdesk team, just over three quarters (75.6%) were from the early school leaver cohorts.

Table 9 Total helpdesk contacts summary

Helpdesk - Reason for contact	n	%
Total helpdesk contacts	802	100.0
Appointment Request	528	65.8
Refusal	119	14.8
Out of scope	55	6.9
General enquiry	30	3.7
Change of details	21	2.6
Completed prior / completed with ICS	19	2.4
Online support (incl. request to complete online)	14	1.7
Other contact (fieldwork closed, unable to take part, etc)	7	0.9
Wrong Number / QR unknown	5	0.6

Helpdesk - Reason for contact	n	%
Total helpdesk contacts	802	100.0
Away duration	4	0.5

2.4.7. Incentive strategy

The incentive strategy consisted of a weekly rolling prize draw. Participants were entered into all remaining prize draws at the time of completing their survey. The intention of the rolling prize draw was to encourage early participation in the study, while still encouraging participants to take part at any point during the fieldwork period.

A separate prize draw was run for the Year 12 completer and early school leaver cohorts. Two \$200 JB Hi-Fi vouchers were available in the first prize draw, and one \$200 JB Hi-Fi voucher was available in each subsequent draw. Due to the shorter fieldwork period, early school leavers could be entered in up to eight weekly prize draws, while Year 12 completers were entered in up to ten prize draws.

3. Response Analysis

3.1. Final outcome

The following section presents the final outcome data for each cohort. For the purposes of this report, the response rate – AAPOR Cooperation rate 1 (see Pennay et al. 2016) – is defined as follows:

$$\text{Response Rate} = (\text{number of interviews}) \div (\text{number of interviews} + \text{refusals}).$$

Sample yield refers to the number of interviews achieved divided by the total number of sample records approached for interview.

Year 12 completers

Table 10 (overleaf) presents the final outcome by cohort for the Year 12 completer sample. Of the 39,336 respondents invited to take part in the survey, interviews were achieved with 18,777 (47.7%) as either a CATI complete or online self-complete.

Call outcomes are relatively consistent between the two cohorts, though the unusable sample consisted of slightly more participants from the Aboriginal and Torres Strait Islander / CC cohort. Non-contacts were substantially higher for the reserve sample of the non-Aboriginal and Torres Strait Islander / non-CC cohort due to the limited time in field.

The overall response rate for the non-Aboriginal and Torres Strait Islander / non-CC cohort was 88.8 per cent, with the response rate comparable between the main (88.7%) and reserve (89.8%) sample. The Aboriginal and Torres Strait Islander / CC cohort achieved a slightly lower response rate of 87.8 per cent.

Table 10 **Final outcomes for Year 12 completers**

Final Call Outcomes	Year 12 completers					
	Non-Aboriginal / non-CC (Main sample)		Non-Aboriginal / non-CC (Reserve sample)		Aboriginal / CC	
	n	%	n	%	n	%
Total sample	28,553	100.0	8,562	100.0	2,221	100.0
Total sample with outcome*	28,514	99.9	8,551	99.9	2,176	98.0
Total complete	15,119	53.0	2,580	30.1	1,078	48.5
Online complete	9,530	63.0	7	0.3	470	43.6
CATI complete	5,589	37.0	2,573	99.7	608	56.4
Refusals	1,928	6.8	294	3.4	150	6.8
Email refusal	662	2.3	na	na	31	1.4
Respondent refusal	593	2.1	168	2.0	53	2.4
Household refusal	362	1.3	71	0.8	41	1.8
SMS refusal	120	0.4	na	na	8	0.4
Midway termination	95	0.3	36	0.4	12	0.5
Inbound refusal	74	0.3	15	0.2	5	0.2
Proxy refused to provide information	22	0.1	4	<0.1	na	na
Unresolved contacts	29	0.1	92	1.1	7	0.3
Appointment	29	0.1	92	1.1	7	0.3
Other contacts	138	0.5	27	0.3	22	1.0
Stopped (part way through online completion)	65	0.2	2	<0.1	4	0.2
Claims to have done survey	42	0.1	4	<0.1	4	0.2
Respondent / Proxy away for duration	26	0.1	14	0.2	9	0.4
Unreliable Respondent / drunk	3	<0.1	na	na	2	0.1
Too old / frail / ill-health	2	<0.1	3	<0.1	3	0.1
Agreed to complete Online	na	na	4	<0.1	na	na
Screened out / ineligible to participate	71	0.2	15	0.2	4	0.2
Not completed Year 12 last year	46	0.2	4	<0.1	3	0.1
Proxy does not know enough to provide information	23	0.1	10	0.1	na	na
Named respondent deceased	2	<0.1	1	<0.1	1	<0.1
Non-contacts	10,695	37.5	5,320	62.1	822	37.0
No answer	5,854	20.5	2,461	28.7	364	16.4
Answering machine - No message left	4,749	16.6	2,746	32.1	457	20.6
Engaged	92	0.3	113	1.3	1	<0.1
Unusable	534	1.9	223	2.6	93	4.2
Number disconnected	339	1.2	139	1.6	59	2.7
Named person / organisation not known	131	0.5	39	0.5	26	1.2
Incoming call restriction	34	0.1	28	0.3	3	0.1
not a residential Number	18	0.1	9	0.1	5	0.2
Fax	12	<0.1	8	0.1	na	na

*Not all sample members had a call outcome due to some sample members not having telephone information to follow up via CATI. An outcome could only be recorded for these sample members if they completed the survey or contacted SRC to refuse or advise they were ineligible to participate.

Early school leavers

Table 11 (overleaf) presents the final result by cohort (non-Aboriginal and Torres Strait Islander / non-CC and Aboriginal and Torres Strait Islander / CC) for the early school leaver sample. Of the 19,272 respondents invited to take part in the survey, interviews were achieved with 6,135 (31.8%) as either a CATI complete or online self-complete.

The overall response rate for the non-Aboriginal and Torres Strait Islander / non-CC cohort was 79.1 per cent with the Aboriginal and Torres Strait Islander / CC cohort achieving a slightly higher response rate of 81.9 per cent.

As with the Year 12 cohorts, outcomes are relatively consistent between the two cohorts, though unusable records were somewhat higher for the Aboriginal and Torres Strait Islander / CC cohort.

Table 11 Final outcomes for early school leavers

Final Call Outcomes	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sample	16,594	100.0	2,678	100.0
Total sample with outcome*	16,417	98.9	2,569	95.9
Total complete	5,421	32.7	714	26.7
Online complete	2,020	37.3	207	29.0
CATI complete	3,401	62.7	507	71.0
Refusals	1434	8.6	158	5.9
Household refusal	522	3.1	45	1.7
Respondent refusal	484	2.9	56	2.1
Email refusal	163	1.0	13	0.5
Midway termination	120	0.7	17	0.6
SMS refusal	71	0.4	9	0.3
Inbound refusal	61	0.4	14	0.5
Proxy refused to provide information	13	0.1	4	0.1
Unresolved contacts	52	0.3	17	0.6
Appointments	52	0.3	17	0.6
Other contacts	250	1.5	42	1.6
Respondent / Proxy away for duration	111	0.7	30	1.1
LOTE - no follow up	44	0.3	1	<0.1
Stopped (part way through online completion)	35	0.2	2	0.1
Claims to have done survey	21	0.1	3	0.1
Unreliable respondent / drunk	20	0.1	na	na
Too old / frail / ill-health	19	0.1	5	0.2
Agreed to complete online	na	na	1	<0.1
Screened out / ineligible to participate	1219	7.3	207	7.7
Returned to secondary schooling	369	2.2	64	2.4
Completed Year 12	265	1.6	47	1.8
Returned to secondary schooling - changed schools	153	0.9	23	0.9
Returned to secondary schooling - doing HSC in TAFE	153	0.9	15	0.6
Did not leave school and did not return to school	91	0.5	13	0.5
Leaving status unknown	89	0.5	24	0.9
Doing IB	85	0.5	1	<0.1
Proxy does not know enough to provide information	11	0.1	20	0.7
Named respondent deceased	3	<0.1	na	na
Non-contact	7239	43.6	1199	44.8
No answer	3,740	22.5	684	25.5
Answering machine - no message left	3,402	20.5	485	18.1
Engaged	97	0.6	30	1.1
Unusable	802	4.8	232	8.7
Number disconnected	486	2.9	134	5.0
Named person / organisation not known	238	1.4	84	3.1
Not a residential number	46	0.3	8	0.3
Incoming call restriction	22	0.1	5	0.2
Fax	10	0.1	1	<0.1

*Not all sample members had a call outcome due to some sample members not having telephone information to follow up via CATI. An outcome could only be recorded for these sample members if they completed the survey or contacted SRC to refuse or advise they were ineligible to participate.

3.1.1. Reasons for refusal

A reason for refusal was collected within the CATI program. As can be seen in Table 12 and Table 13, the most common reasons for refusal for all cohorts was hanging up without making a comment followed by a perceived lack of salience ("not interested").

There were some differences in the way non-Aboriginal and Torres Strait Islander / non-CC respondents refused participation in comparison to the Aboriginal and Torres Strait Islander / CC respondents (see Table 12 and Table 13 for details).

Table 12 Reasons for refusal for Year 12 completers

Reason for refusal	Non-Aboriginal / non-CC (Main sample)		Year 12 completers Non-Aboriginal / non-CC (Reserve sample)		Aboriginal / CC	
	n	%	n	%	n	%
Total refusals	993	100.0	243	100.0	94	100.0
No comment / just hung up	415	41.8	110	45.3	47	50.0
Not interested	395	39.8	73	30.0	34	36.2
Too busy	79	8.0	22	9.1	na	na
Too personal / intrusive	13	1.3	7	2.9	3	3.2
Get too many calls for surveys / telemarketing	5	0.5	3	1.2	na	na
Never do surveys	2	0.2	2	0.8	2	2.1
Other	84	8.5	26	10.7	8	8.5

Note: This table only includes refusals recorded in the survey for which a refusal reason was provided.

Table 13 Reasons for refusal for early school leavers

Reason for refusal	Non-Aboriginal / non-CC		Early school leavers Aboriginal / CC	
	n	%	n	%
Total refusals	1,038	100.0	108	100.0
No comment / just hung up	466	44.9	51	47.2
Not interested	390	37.6	37	34.3
Too busy	40	3.9	4	3.7
Too personal / intrusive	22	2.1	5	4.6
Don't like subject matter	11	1.1	na	na
Don't believe surveys are confidential / privacy concerns	9	0.9	1	0.9
Never do surveys	4	0.4	1	0.9
Don't trust surveys / government	4	0.4	na	na
Silent number	2	0.2	na	na
Get too many calls for surveys / telemarketing	1	0.1	na	na
Other	89	8.6	9	8.3

Note: This table only includes refusals recorded in the survey for which a refusal reason was provided.

3.2. Survey entry mode analysis

The following section provides an analysis of the cohorts based on the survey entry mode.

Respondents had several different ways in which they could access the survey prior to CATI follow-up. The online survey could be accessed via the information found in the invitation letter, email or by clicking on the unique link sent via SMS. The reserve sample initiated for the non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer cohort was only invited to complete the survey

through CATI. To minimise refusals, the reserve sample were offered the option to complete the survey online if they were unwilling to complete the survey via phone. This accounts for the small number of online completes for this sub-group.

Overall, just over one-half (50.9%) of completes achieved via CATI. The Year 12 completer cohorts were significantly more engaged with the online survey than the early school leaver cohorts. Within the Year 12 completer cohort, the non-Aboriginal and Torres Strait Islander / non-CC cohort was more likely to complete online (see Table 14). This is due in part to the high proportion of this sample with an email address (see Section 2.3.3) and the revised email reminder strategy (see Section 2.4.1 for further discussion).

Where respondents did access the survey online, most accessed the survey via the unique link provided via email. This represents a change to previous waves of the study. The early school leaver cohorts were an exception to this as they engaged more with the invitation letter. This is likely to be due in part to their lower level of qualification for the email approach (see Section 2.3.3).

Engagement with the SMS reminders was low across all cohorts, likely due to the low instance of participants qualifying for SMS approach (see Section 2.4.2). However, due to a revised approach of contacting qualifying participants via SMS prior to CATI fieldwork rather than during, there has been a slight increase in participation via this mode compared to 2018.

Details are shown in Table 14 (overleaf).

Table 14 **Survey entry mode**

Key project statistics	Non-Aboriginal / non-CC (Main sample)		Year 12 completers Non-Aboriginal / non-CC (Reserve sample)		Aboriginal / CC		Early school leavers			
	n	%	n	%	n	%	Non-Aboriginal / non-CC		Aboriginal / CC	
							n	%	N	%
Total completes	15,119	100.0	2,580	100.0	1,078	100	5,421	100	714	100
CATI	5,589	37.0	2,573	99.7	608	56.4	3,401	62.7	507	71.0
Online	9,530	63.0	7	0.3	470	43.6	2,020	37.3	207	29.0
Invitation / Reminder letter	3,781	25.0	na	na	165	15.3	1,038	19.1	110	15.4
Generic landing page	3,151	20.8	na	na	133	12.3	897	16.5	90	12.6
QR code	630	4.2	na	na	32	3.0	141	2.6	20	2.8
Unique link from email invitation/reminder	4,954	32.8	na	na	261	24.2	687	12.7	69	9.7
SMS	758	5.0	na	na	42	3.9	286	5.3	25	3.5
Requested survey link from CATI follow up	37	0.2	7	0.3	2	0.2	9	0.2	3	0.4

3.3. Respondent profile

The following section compares the socio-demographic profile of sample members that completed the survey (completed) with sample members that could not be reached, refused or were ineligible for the survey upon contact (non-responders).

Year 12 completers

For the non-Aboriginal and Torres Strait Islander / non-CC cohort, a higher proportion of survey non-responders were male, had participated in a VET or Life Skills course at school or had attended a Catholic or Independent school, compared with those who went on to complete the survey. By comparison, a lower proportion of survey non-responders were female or had attended a Government school.

For the Aboriginal and Torres Strait Islander / CC cohort, a higher proportion of survey non-responders had participated in a VET course at school or had attended a Catholic school compared with those who completed the survey. By comparison, a lower proportion of survey non-responders had attended a Government school.

Some of the discrepancy may be explained by the greater availability of detailed contact information for Government school students.

Table 15 **Responder profile for Year 12 completer cohorts**

Demographics	Year 12 completers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	17,699	19,416	1,078	1,143
Age				
15	-	<0.1	-	-
16	0.1	0.1	-	-
17	28.7	27.5	25.7	27.3
18+	71.2	72.4	74.2	72.7
Gender				
Male	44.5	49.1*	40.8	44.2
Female	55.5	50.9*	59.2	55.8
VET				
Yes	30.2	34.4*	53.6	59.0*
Life Skills				
Yes	2.3	2.9*	7.6	9.6
Sector				
Government	70.5	66.4*	81.4	76.6*
Catholic	14.9	17.7*	12.8	17.2*
Independent	14.6	16.0*	5.8	6.2
Region				
Greater Sydney	59.2	58.6	27.6	27.6
Rest of NSW	40.8	41.4	72.4	72.4

* Indicates a significant difference to completed study

Early school leavers

Across both cohorts, a higher proportion of survey non-responders were aged 18+ years or had participated in a Life Skills course at school compared with survey completers. By comparison, a lower

proportion of survey non-responders were aged 16 or 17 years (non-Aboriginal and Torres Strait Islander / non-CC cohort only).

For the non-Aboriginal and Torres Strait Islander / non-CC cohort, a higher proportion of survey non-responders were female, had participated in a Life Skills course at school or had attended an Independent school or school in Greater Sydney, compared with those who went on to complete the survey. By comparison, a lower proportion of survey non-responders were male, or had attended school in regional or rural NSW.

The weighting strategy (see section 5.4) seeks to address any imbalances in demographic profile.

Table 16 Responder profile for early school leaver cohorts

Demographics	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	5,421	11,173	714	1,954
Age				
15	6.2	7.0	6.0	6.9
16	37.2	34.3*	39.6	33.5*
17	43.6	40.5*	42.2	41.0
18+	13.1	18.2*	12.2	18.6*
Gender				
Male	61.8	59.5*	55.3	53.5
Female	38.2	40.5*	44.7	46.5
VET				
Yes	42.6	42.4	43.1	45.4
Life Skills				
Yes	3.1	4.0*	7.3	10.7*
Sector				
Government	82.4	81.3	92.3	93.5
Catholic	11.3	11.5	5.5	4.4
Independent	6.3	7.2*	2.2	2.1
Region				
Greater Sydney	42.4	45.7*	25.1	21.1
Rest of NSW	57.6	54.3*	74.9	78.9

* Indicates a significant difference to completed study

3.4. Email reminder activity

The following section provides an analysis of respondent engagement with the email invitation and subsequent reminders.

To increase the proportion of participants completing the survey online, participants with a valid email address were sent an email invitation and email reminders to complete online. To maximise the online response, the majority of emails were sent prior to the commencement of CATI follow up for each cohort.

As shown in Table 17, the Year 12 completer cohorts had much higher engagement with the email reminder activity than the early leaver cohorts, with the non-Aboriginal and Torres Strait Islander / non-CC cohort having the highest engagement.

Table 17 Email sample yield by cohort

	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample)		Aboriginal / CC	
	n	%	n	%
Total sent at least one Email	12,877	100.0	893	100.0
Total completes via email	4,954	38.5	261	29.2
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sent at least one Email	4,167	100.0	519	100.0
Total completes via email	687	16.5	69	13.3

Year 12 completers

The non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer cohort was the most receptive to the email mode of completion. Of those who completed online, 90.8 per cent did so prior to CATI follow up, compared to 76.6 per cent of the Aboriginal and Torres Strait Islander / CC Year 12 completer cohort. This is due in part to a later start to CATI follow up for the non-Aboriginal and Torres Strait Islander / non-CC main sample participants that qualified for email contact.

Despite these differences, the two Year 12 cohorts showed a similar pattern of response behaviour (see Figures 1 and 2). Both cohorts were highly responsive to the initial email invitation and the first email reminder. Email reminders appeared to lose effectiveness by about the eighth reminder. Responses to emails did vary across the fieldwork, with some later email reminders garnering a higher completion rate than earlier emails. This could be due to the content proving to be particularly engaging for participants.

Figure 1 Email reminder activity summary for main non-Aboriginal and Torres Strait Islander / non-CC Year 12 completer cohort

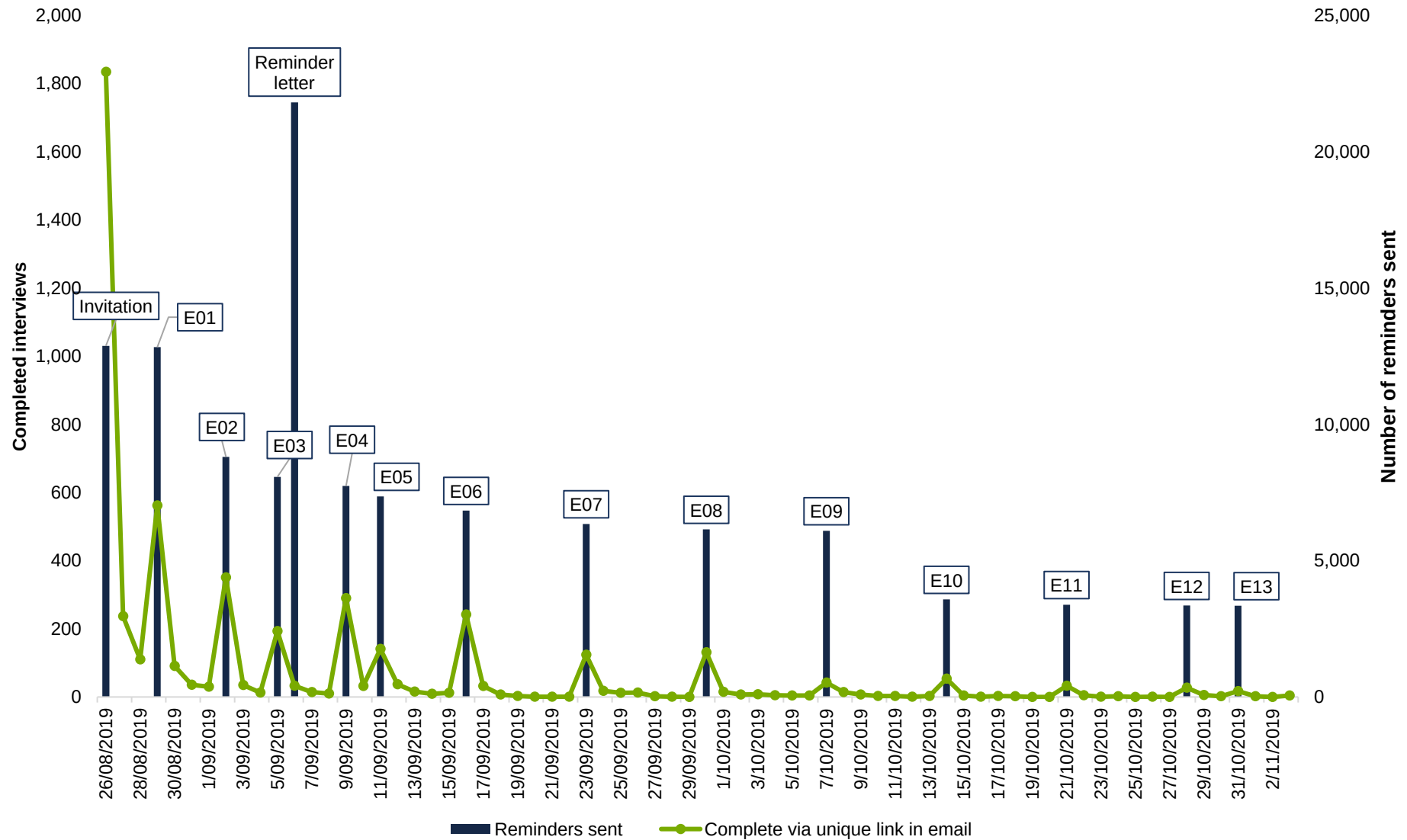
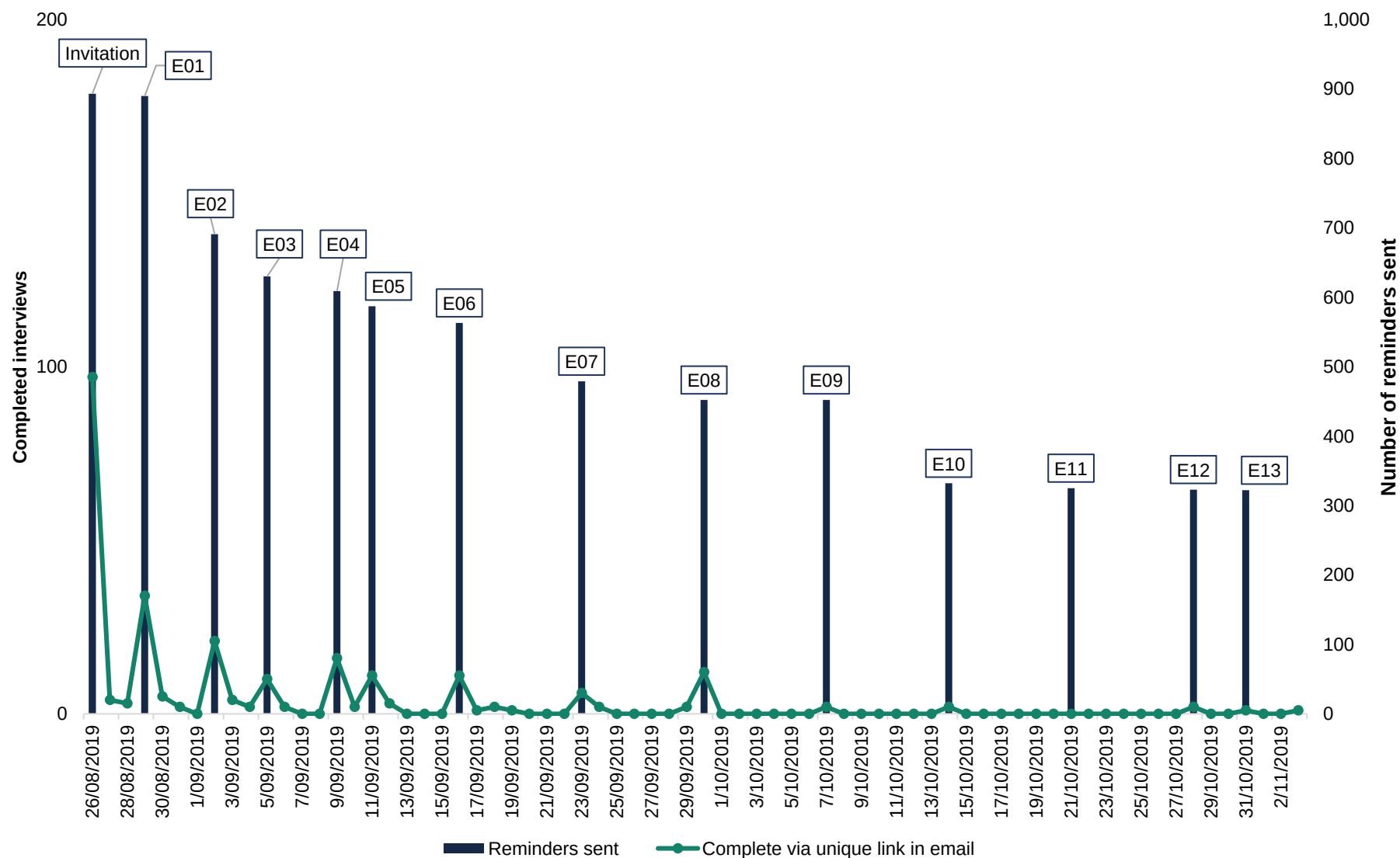


Figure 2 Email reminder activity summary for main non-Aboriginal and Torres Strait Islander / non-CC Year 12 completers cohort



Early school leavers

Overall, early school leavers were less receptive to early self-completion via email invitation and reminder activity than the Year 12 completers, with 72.5 per cent of respondents self-completing via this mode prior to CATI follow up. Engagement was particularly low for Aboriginal and Torres Strait Islander / CC early school leavers, with only 65.2 per cent of those self-completing via this mode doing so prior to CATI follow up. The lack of early engagement also suggests that CATI follow up could be delayed for participants that qualify for the email approach to maximise the online responses.

Response activity was comparable for both Aboriginal and Torres Strait Islander / CC and non-Aboriginal and Torres Strait Islander / non-CC respondents, with the first email reminder appearing to be the most effective (see Figures 3 and 4). Due to the lower incidence of qualification for email approach and the shorter time in field prior to CATI follow up, early school leavers were only sent up to eleven email reminders. Email reminders appear to lose effectiveness after the first reminder for the Aboriginal and Torres Strait Islander / CC cohort and after the eighth reminder for the non-Aboriginal Torres Strait Islander / non-CC respondents.

Responses to the emails did vary across the fieldwork, with the sixth reminder proving more effective for the Aboriginal and Torres Strait Islander / CC cohort than some earlier communications. This could be due to the content proving to be particularly engaging for these participants.

Figure 3 Email reminder activity summary for non-Aboriginal and Torres Strait Islander / non-CC early school leaver cohort

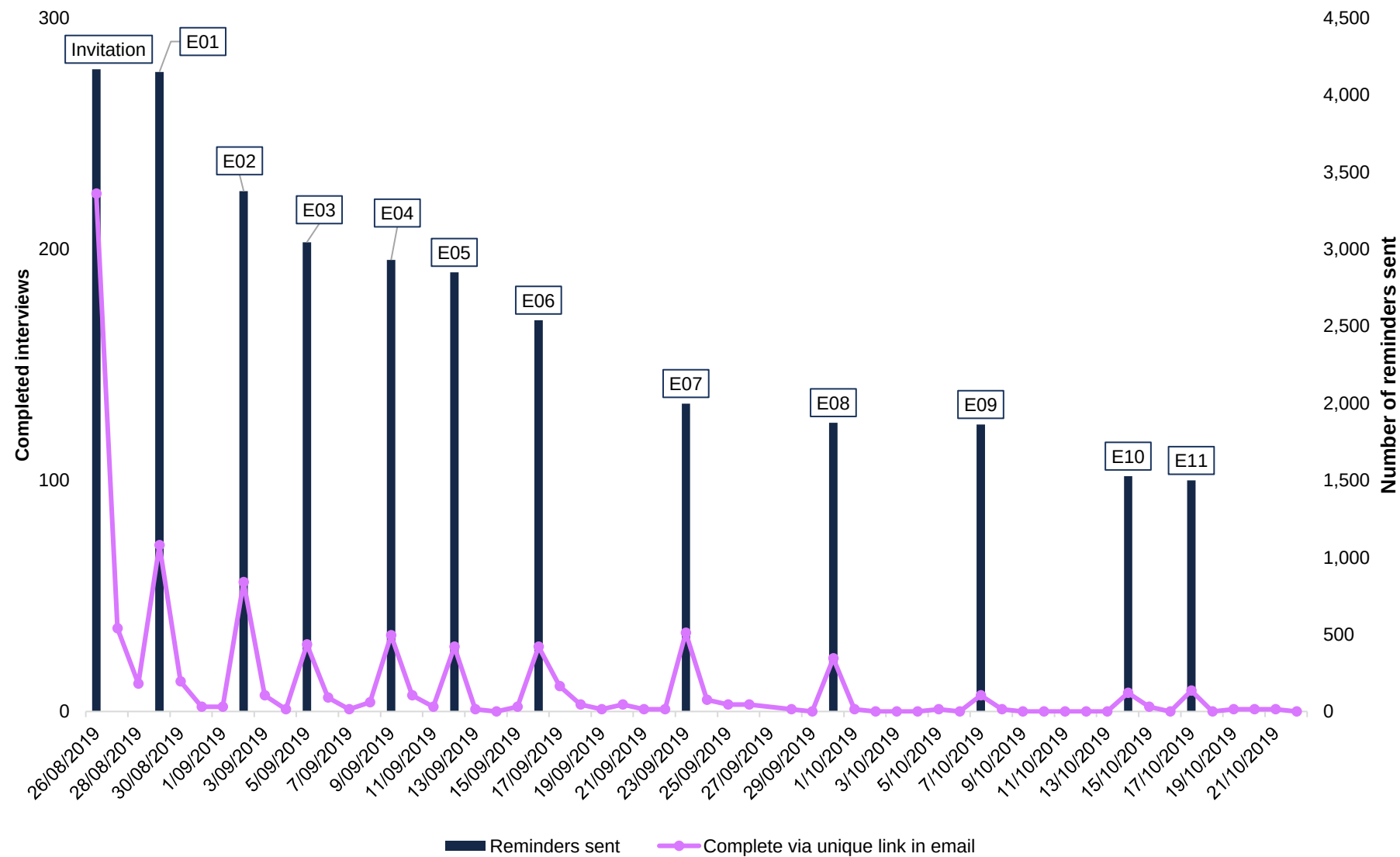
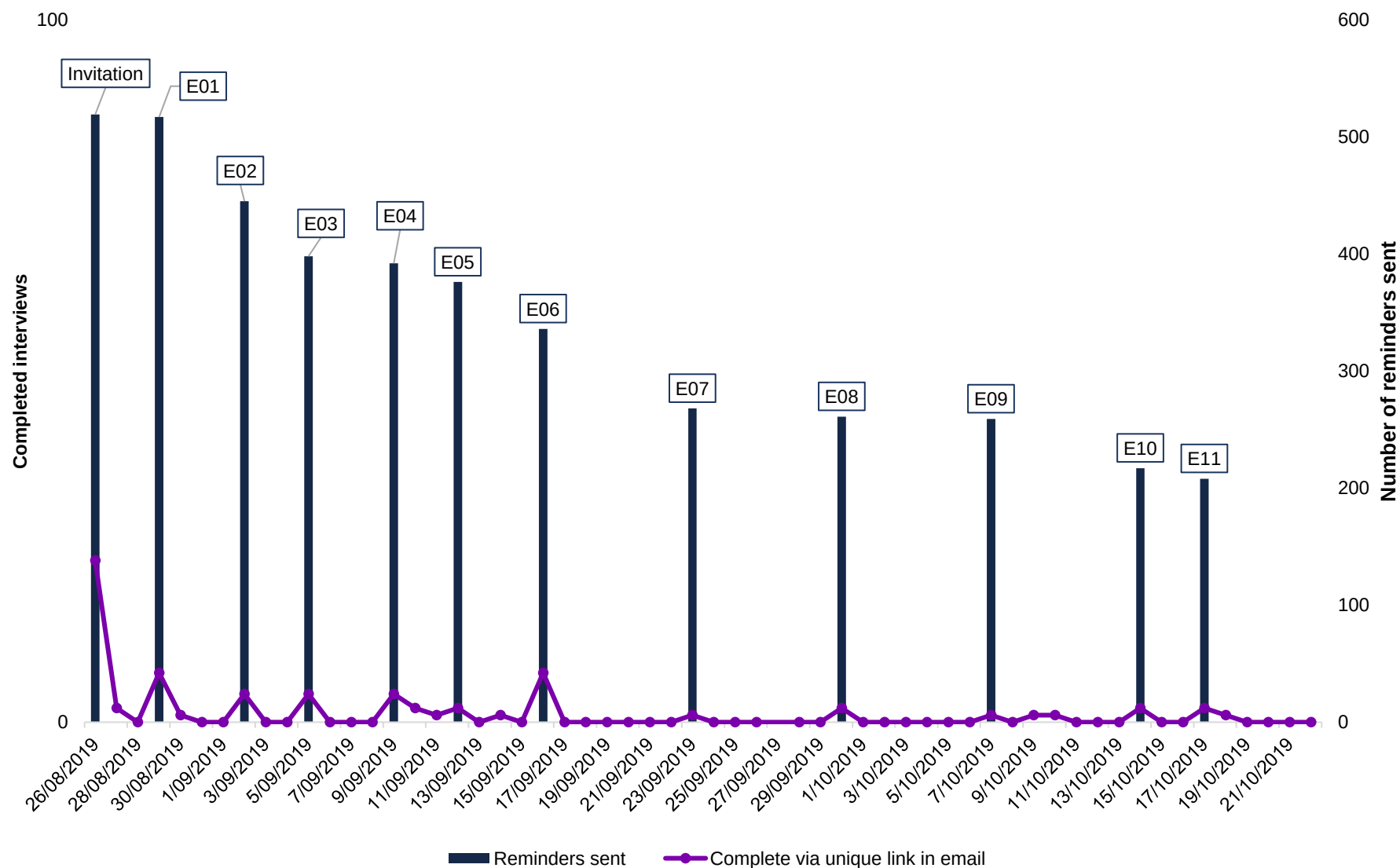


Figure 4 Email reminder activity summary for Aboriginal and Torres Strait Islander / CC early school leaver cohort



3.4.1. Considerations for future email reminder activity

Given a large proportion of the early school leavers that completed the survey online had not done so by the time CATI follow up commenced, there is an argument for a further delay to CATI follow up for participants from these cohorts that qualify for email contact. However, given the lower qualification for email contact in these cohorts, and the lower engagement (comparative to the Year 12 completer cohorts), it may not be effective to match the delay of four weeks. A similar approach may also be effective for the Aboriginal and Torres Strait Islander / CC Year 12 completer cohort, as they also had not reached maximum efficiency prior to CATI follow up.

As the sophistication associated with 'mail filtering' continues to grow, it will also be important to continue to investigate and implement strategies to maximise the likelihood of email communications reaching the sample member's main inbox, rather than being classified as 'spam', 'social', 'promotional' or other alternate inboxes where it is unlikely to be read. This would include strategies such as maintaining up to date email lists to minimise the proportion of bounced emails sent, removing permanently bounced emails and continuing to test email content spam ratings.

3.5. SMS Reminder Activity

The following section provides an analysis of respondent engagement with the SMS invitation and reminder activity.

Completion via SMS was low across all cohorts, with only 9.8 per cent of participants sent an SMS completing via this mode.

The Aboriginal and Torres Strait Islander / CC early leaver cohort was the most receptive to SMS contact, with over a third (38.1%) of participants sent at least one SMS completing via this mode. As can be seen in Table 18, the second and third SMSs were far less effective than the initial SMS, though the Aboriginal and Torres Strait Islander / CC early leaver cohort continued to engage at much higher levels than the other cohorts.

Table 18 SMS sample yield by SMS and cohort

	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample)		Aboriginal / CC	
	n	%	n	%
Total sent at least one SMS	6,061	100.0	493	100.0
Total completes via SMS	758	12.5	42	8.5
Total sent SMS 1	6,061	100.0	493	100.0
Total completes SMS 1	586	9.7	25	5.1
Total sent SMS 2	4,332	71.5	393	79.7
Total completes SMS 2	112	2.6	10	2.5
Total sent SMS 3	2,138	35.3	216	43.8
Total completes SMS 3	60	2.8	7	3.2
	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	n	%	n	%
Total sent at least one SMS	4,062	100.0	750	100.0
Total completes via SMS	311	7.7	286	38.1
Total sent SMS 1	4,062	100.0	750	100.0
Total completes SMS 1	231	5.7	209	27.9
Total sent SMS 2	3,438	84.6	673	89.7
Total completes SMS 2	51	1.5	49	7.3
Total sent SMS 3	1,785	43.9	204	27.2

Total completes SMS 3	29	1.6	28	13.7
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3.6. CATI Sample utilisation

Table 19 provides a summary of sample utilisation in CATI across the cohorts. As can be seen, the number of calls required to achieve an interview was comparable for the two Year 12 completer cohorts (3.4 sample records called per interview for the non-Aboriginal and Torres Strait Islander / non-CC cohort main sample, 3.3 sample records called per interview for the non-Aboriginal and Torres Strait Islander / non-CC cohort reserve sample, and 2.8 sample records called per interview for the Aboriginal and Torres Strait Islander / CC cohort). The Aboriginal and Torres Strait Islander / CC early school leaver cohort required the most effort to achieve an interview (4.6 sample records called per interview).

Table 19 Sample utilisation

Key project statistics	Year 12 completers			Early school leavers	
	Non-Aboriginal / non-CC Main sample	Aboriginal / CC Reserve sample	Aboriginal / CC	Non-Aboriginal / non-CC	Aboriginal / CC
Total sample initiated	28,553	8,562	2,221	16,594	2,678
Total sample initiated via CATI	19,239	8,551	1,728	14,066	2,329
All call attempts	56,635	19,391	7,402	54,332	12,205
Interviews completed (CATI)	5,589	2,571	608	3,401	507
Average calls per interview	10.1	7.5	12.2	16.0	24.1
Average calls per sample record	2.9	2.3	4.3	3.9	5.2
Average sample records called per interview	3.4	3.3	2.8	4.1	4.6
Average sample records initiated per interview	5.1	3.3	3.7	4.9	5.3

3.7. Mode of completion

The following section provides an analysis of respondents based on the broad mode in which the survey was completed (via CATI or online self-complete). As the reserve sample for the Year 12 completer cohort was only initiated for CATI follow up they are excluded from this analysis.

Year 12 completers

Year 12 completers were more engaged with the online survey than early school leavers, with 61.7 per cent completing online. The Aboriginal and Torres Strait Islander / CC cohort was less engaged with online completion, with just under half (43.6%) completing the survey online compared to just under two thirds (63.0%) of the non-Aboriginal and Torres Strait Islander / non-CC cohort. As mentioned above, this discrepancy is likely to be due in part to the lower instance of respondents in this cohort qualifying for the email approach (see Section 2.3.3) or potentially less up to date contact details for this cohort.

For both cohorts, female respondents were more likely to undertake the survey online, while males were more likely to complete via CATI. In the non-Aboriginal and Torres Strait Islander / non-CC cohort, those attending a government school were less likely to complete online, whilst those attending an independent or Catholic school were more likely.

For the non-Aboriginal and Torres Strait Islander / non-CC cohort, respondents who had participated in a VET or Life Skills course at school were more likely to complete via CATI. Details are shown in Table 20 (overleaf).

Table 20 Mode of completion profile for Year 12 completer cohorts

Demographics	Year 12 completers			
	Non-Aboriginal / non-CC (Main sample)		Aboriginal / CC	
	CATI %	Online %	CATI %	Online %
Total completes (n)	5,589	9,530	608	470
Total completes (%)	37.0	63.0	56.4	43.6
Age				
16	<0.1	0.1	na	na
17	28.1	29.1	24.0	27.9
18+	71.8	70.9	76.0	72.1
Gender				
Male	52.3	38.6*	46.7	33.2*
Female	47.7	61.4*	53.3	66.8*
VET				
Yes	33.7	27.8*	52.5	55.1
Life Skills				
Yes	3.4	1.6*	8.9	6.0
Sector				
Government	72.7	69.0*	81.6	81.1
Catholic	13.5	15.9*	13.8	11.5
Independent	13.8	15.1*	4.6	7.4*
Region				
Greater Sydney	59.8	58.2	28.8	26
Rest of NSW	40.2	41.8	71.2	74.0

* Indicates a significant difference to CATI mode of completion

Early school leavers

Overall, early school leavers were heavily reliant on CATI follow up, with just over a third (36.3%) undertaking the survey online. Again, this is likely to be due to the low level of qualification for the email approach (see Section 2.3.3), or potentially less up to date contact details or an unwillingness to engage with the study. Whilst this attests to the need for CATI follow up for these cohorts, it is also worth noting that there was a 9.7 percentage point increase in online completion compared with 2018 (where 26.6% of early leavers completed online).

Of these cohorts, females were more likely to complete the survey online. Males and Life skills students were more likely to complete the survey via CATI.

For the non-Aboriginal and Torres Strait Islander / non-CC cohort, participants that attended a Catholic or independent school were more likely to complete online while students who attended a government school were more likely to complete via CATI.

Details are shown in Table 21.

Table 21 Mode of completion profile for early school leaver cohorts

Demographics	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	CATI %	Online %	CATI %	Online %
Total completes (n)	3,401	2,020	507	207
Total completes (%)	62.7	37.3	71.0	29.0
Age				

Demographics	Early school leavers			
	Non-Aboriginal / non-CC		Aboriginal / CC	
	CATI %	Online %	CATI %	Online %
15	6.0	6.4	5.5	7.2
16	36.6	38.1	39.1	41.1
17	44.4	42.1	42.6	41.1
18+	13.0	13.4	12.8	10.6
Gender				
Male	68.2	51.0*	58.8	46.9*
Female	31.8	49.0*	41.2	53.1*
VET				
Yes	43.9	40.4	44.2	40.6
Life Skills				
Yes	3.9	1.6*	8.9	3.4*
Sector				
Government	84.6	78.8*	93.3	89.9
Catholic	8.4	11.0*	4.3	5.3
Independent	7.0	10.2*	2.4	4.8
Region				
Greater Sydney	42.6	42.0	24.7	26.1
Rest of NSW	57.4	58.0	75.3	73.9

* Indicates a significant difference to CATI mode of completion

4. Questionnaire development and testing

4.1. Questionnaire design

The 2019 NSW Secondary Students' Post-School Destinations Survey consisted of two questionnaires across four cohorts. The following section describes the questionnaire design process and outcome for all instruments.

Questionnaires for the 2019 surveys were based on those used in 2018.

Key considerations into revising the instrument for 2019 included:

- Reducing interview length and respondent burden;
- operationalising the language of the questionnaire to ensure it was suitable for completion via telephone or as an online self-complete;
- simplifying the language where possible to improve comprehension;
- revising the interviewer notes to aid in clarifying respondent queries; and
- reviewing the interviewer debrief notes from the previous year.

In order to reduce the interview length, questions pertaining to the following content areas were removed from the 2019 instruments:

- ATAR attainment and level (Year 12 completers only);
- further study already completed after leaving school (early school leavers only);
- age at the time of leaving school, immediate post school activity and the year the decision to leave school was made (early school leavers only)
- choices, influences and aspirations;
- confirmation of part or full time study; and
- the main reason that respondents are not studying.

Two questions were re-introduced to confirm VET participation.

The broad topic areas covered in the Year 12 completer and early school leaver surveys are outlined in Table 22 (overleaf). The questionnaire for each cohort was largely the same, with only minor variations to account for issues relating to a particular group.

Table 22 Questionnaire content summary

Topic	Year 12 completers	Early school leavers
Confirmation of early school leaver status	-	Y
Job status	Y	Y
Apprentice / trainee / further study status	Y	Y
Main reason for leaving study	-	Y
VET participation	Y	Y
Hours worked at job / job description	Y	Y
Area of apprenticeship / traineeship	Y	Y
Education institution attending	Y	Y
Field of education	Y	Y
Demographics	Y	Y
Parental education-occupation	Y	Y
Transition to Work referral	Y	Y
Recontact	Y	Y

Final questionnaires for all components can be found in Appendices 9 and 10.

4.2. Operational testing

Comprehensive testing was carried out by the Social Research Centre project management team to ensure the survey instruments were working correctly.

Standard CATI and online operational testing procedures were applied to ensure the script truly reflected the agreed questionnaire. These included:

- rigorous checking of the questionnaire in 'practice mode' by the Social Research Centre project management and supervisory team, including checks of the on screen 'presentation' of questions and response frames;
- randomly allocating dummy data to each field in the questionnaire and examining the resultant frequency counts to check the structural integrity of the script; and
- a review of the data from the first few days in field to ensure both surveys were functioning as scripted.

4.3. Interviewer training and briefing

All interviewers selected to work on the surveys attended comprehensive briefing sessions delivered by the Social Research Centre project management team.

The briefing sessions were delivered by the Social Research Centre project manager and supervisory staff. The initial briefing session was held on 10 September 2019.

The briefings covered:

- survey context and background;
- survey procedures (sample management protocols, response maximisation procedures);
- privacy and confidentiality issues;
- a detailed examination of the survey questionnaire, with a focus on ensuring the uniform interpretation of questions and response frames, and addressing question-specific data quality issues;
- comprehensive training module on ANZSCO (occupation) and ASCED (field of education) coding;

- targeted refusal aversion techniques; and
- strategies to maintain co-operation (i.e., minimise mid-survey terminations).

Table 23 in Section 4.4 summarises the number of interviewers briefed on each survey.

4.4. Fieldwork quality control procedures

The in-field quality monitoring techniques applied to the surveys were consistent with existing ISO 20252 procedures, and included:

- monitoring (by remote listening) of each interviewer within their first three shifts, whereby the supervisor listened in on at least 75 per cent of the survey and provided comprehensive feedback on data quality issues and respondent liaison technique;
- field team debriefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to data quality, consistency of survey administration or respondent liaison techniques;
- examination of verbatim responses to 'other specify';
- monitoring of sample yield by interviewer; and
- a debrief held after the first day in field and at the end of the survey period.

There were no issues arising from validation by remote monitoring. Table 23 shows the total number of validations completed for each cohort. As per the ISO 20252 standard, 5 per cent of all telephone surveys completed must be validated. Both cohorts met the minimum ISO requirements.

Table 23 **Validation by remote monitoring**

Validations	Year 12 completers	Early school leavers
Interviewers briefed on survey	50	69
Surveys completed (CATI)	8,769	3,908
Validations completed	439	197
Validations completed (%)	5.0	5.0

5. Data processing

5.1. Coding

5.1.1. Overall approach to coding tasks

Open ended and 'other specify' responses were consolidated into a single workflow for coding, with a view to ensuring the efficient and consistent application of the agreed coding rules.

All coding was undertaken by experienced, fully briefed coders, accustomed to working with standard Australian Bureau of Statistics code frames, whether as an interviewer or a coder.

Back-coding to code frames outlined in the questionnaire was conducted by the Social Research Centre coding team. Some extension of code-frames was required to ensure commonly mentioned responses were assigned a unique code.

5.1.2. Coding of occupation

Occupation was coded to the Australian and New Zealand Standard Classification of Occupations (Version 1.2, Australian Bureau of Statistics catalogue number 1220.0) at the four-digit level.

Where there was not enough information to code to the four-digit level, trailing zeroes (not further defined) codes, as described in the 'explanatory notes' section of ABS catalogue number 1220.0, were used. This is commonly the case for self-completion surveys where respondents do not always provide sufficient detail in the description of their occupation.

5.1.3. Coding of field of education

Field of education was coded using Australian Standard Classification of Education (Australian Bureau of Statistics catalogue number 1272.0) at the four-digit level. As was done for the coding of occupation, trailing zeros were used where there was insufficient information to code the field of education at the four-digit level.

5.2. Data cleaning and preparation

Unweighted single level frequency counts of the responses to each question were produced, initially in draft format, at the completion of fieldwork. These were used to check structure and logic prior to data file preparation for each of the surveys.

Data preparation for the study is conducted in two stages. The initial stage of data preparation included all survey items, sample variables, derived variables and weighting. The second stage involves appending attainment data, additional regional information (ARIA, MCEEDYA, LGA, ABS REMOTENESS), the Index of Community Socio-Educational Advantage (ICSEA) and state and federal electorate information.

In addition to the standalone files (containing 2018 data only), time series files were created including data from the 2010, 2013, 2014, 2015, 2016, 2017, 2018 and 2019 surveys.

5.3. Additional variable preparation

As part of the data preparation process for each cohort, a number of appended variables and derived variables were prepared.

5.3.1. Attainment Data

All available English and Mathematics results for Stage 5 (year 10), Preliminary (year 11) and HSC (Year 12) courses, as well as all available year 3, year 5, year 7 and year 9 NAPLAN results were provided by NESA and have been included in the final data.

The set of variables that comprise the attainment data show the highest level of attainment achieved for each student, including HSC performance, highest VET certificate with full qualification, statement of attainment or no outcome attained and the students' NAPLAN band and results. Attainment data for years 10 and 11 have also been included.

The last year of schooling for early school leavers is derived from various factors sourced from NESA. Due to the flexible progression options offered to the students with respect to finishing a year of schooling, a proxy definition was created for identifying students who completed their year. If a student met all the proxy requirements for the year and no further study was recorded, then the student's last year of schooling was the year following their completed year.

Refer to Appendix 11 for a table outlining all attainment data variables included in the final data. Appendix 12 summarises the data editing rules for determining the course results.

5.3.2. Parental socio-economic status (SES)

Parental socio-economic status is an individual measure of SES derived from students' recollection of their parent(s) main occupation and highest level of education. It was constructed according to the method outlined by Polesel et al. (2013). The description provided below is taken from Polesel et al. (2013). Estimated SES for each student is based on four derived numeric measures:

- Parent1 education status (mothed)
- Parent2 education status (fathed)
- Parent1 occupation status (mothocc)
- Parent2 occupation status (fathocc).

Parent education status is estimated by summing the years of schooling with a value assigned to any post-school qualifications completed.

It should be noted that the response frame for parental educational questions used to calculate SES was simplified in 2015 (at the request of the DoE). As such, the value assigned to each level of schooling was modified. Highest year of schooling took values 0, 6, 8, 10, 12:

- 0 for No schooling
- 6 for Primary schooling only
- 8 for Started high school but left before finishing Year 10
- 10 for Finished Year 10 / School certificate / O levels
- 12 for Finished Year 12 / HSC / A levels / IB.

Post-school qualifications took values 0, 2, 3 or 5:

- 0 for No post school qualifications

- 2 for any Apprenticeship/VET/TAFE certificate, diploma or advanced diploma completed
- 3 for a University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
- 5 for a Post-graduate degree / Masters / Doctoral degree / PhD.

In situations where more than one post-school qualification was provided, the highest post-school qualification value was used. Parent occupation status was derived by converting parent occupation (recorded as a four digit Australian and New Zealand Standard Classification of Occupations (ANZSCO) code) into the Australian Socioeconomic Index 2006 (AUSEI06).

In 2014, an SES measure based on parental education and occupation (paredoc) was derived according to the following steps for each cohort (Year 10, Year 12, and early school leaver):

- find the total years of education (up to 12 school and up to five post-school) for each respondent's mother and father (2 values, mothed and fathed, ranging from 0 to 17)
- find the Australian Socioeconomic Index 2006 based on the four-digit ANZSCO for each respondent's mother and father (2 values, mothocc and fathocc, ranging from 0 to 100)
- standardise mothed, fathed, mothocc and fathocc (so they each have a mean of 0 and a standard deviation of 1)
- average the four standardised measures to yield paredoc for each respondent
- divide paredoc into quartiles to yield paredoc_quartile.

This process enables a useful comparison of students within cohorts for a given year but, due to the standardisation step, does not enable comparisons between cohorts or across years. For example, early school leaver and Year 12 students who are classified into the same paredoc quartile may in fact have very different values for mothed, fathed, mothocc and fathocc.

To account for these differences, the following revised process was undertaken in 2015 for the Year 12 and early school leaver cohorts combined:

- find the total years of education (up to 12 school years and up to five post-school years) for each respondent's mother and father and express these as a percentage of the maximum value, 17 years (2 values, mothed and fathed, ranging from 0 to 100 per cent)
- find the Australian Socioeconomic Index 2006 based on the four-digit ANZSCO for each respondent's mother and father (2 values, mothocc and fathocc, ranging from 0 to 100)
- average the four measures to yield paredoc for each respondent
- divide paredoc into quartiles to yield paredoc_quartile.

The same process was followed for recalculating parent socio-economic status with the 2014 data except for the last point, where the 2015 paredoc thresholds were applied. This ensures both paredoc and paredoc_quartile are comparable across all cohorts in both 2014 and 2015. The process from 2016 onwards remained the same, whereby 2015 thresholds were applied.

5.3.3. Main post-school destination

A total of ten post-school destinations were defined from responses to a number of items relating to participation in further education and current employment. These include: Bachelor degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II, Apprenticeship, Traineeship, Full-time employment, Part-time employment, Looking for work and Not in the labour force or further education or training (NILFET). This represents a change from previous waves of the study where VET Certificate III and VET Certificate I-II outcomes were combined.

This classification system is essentially a hierarchical classification system, which prioritises education related post-school destinations over participation in employment. As such, it represents a young person's *main* destination since leaving school. A full definition of each post-school destination is provided in Table 24.

Table 24 Main destination definition for cross-sectional samples

Destination	Description	Definition
Bachelor degree	Currently studying and level is bachelor; and are not apprentice or trainee	((A6 = 1 & (D2 = 1, 2 OR 3)) & C1 ≠ 1 OR 2)
VET Cert IV+	Currently studying and level is Cert IV (but below bachelor); and are not apprentice or trainee	((A6 = 1 & (D2 = 4 OR 5)) & C1 ≠ 1 OR 2)
VET Cert III	Currently studying and level is Cert III, or equivalent; and are not apprentice or trainee	((A6 = 1 & (D2 = 6)) & C1 ≠ 1 OR 2)
VET Cert I-II	Currently studying and level is Cert I-II, or equivalent; and are not apprentice or trainee	((A6 = 1 & (D2 = 7, 8, 11, 12, 13, 14 or 15)) & C1 ≠ 1 OR 2)
Apprenticeship	Are employed as apprentice; and/or are currently studying and level is apprenticeship (but not traineeship)	(C1 = 1 OR (A6 = 1 & D2 = 9 & C1 ≠ 2))
Traineeship	Are employed as trainee; and/or are currently studying and level is traineeship (but not apprenticeship)	(C1 = 2 OR (A6 = 1 & D2 = 10 & C1 ≠ 1))
F/T Work	Are not currently studying (may be deferred, or refused to answer this question); and work 35 hours or more a week; and are not apprentice or trainee	((A6 = 2, 3, 4 OR 5) OR (D2=16, 17 OR 18)) & (C1 ≠ 1 OR 2) & C2 = 35 hours or more)
P/T Work	Are not currently studying (may be deferred, or refused to answer this question); and work less than 35 hours a week (or don't know / refuse to say how many hours); and are not apprentice or trainee	((A6 = 2, 3, 4 OR 5) OR (D2=16, 17 OR 18)) & (C1 ≠ 1 OR 2) & C2 = 34 hours or less, or DK, REF)
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)	(A5b = 1 & ((A6 = 2, 3, 4 OR 5) OR (D2=16, 17 OR 18)))
NILFET	Are not employed and not looking for work (or refused to answer question); and not currently studying (may be deferred; or refused to answer)	((A5b = 2, 3 OR 4) & ((A6 = 2, 3, 4 OR 5) OR (D2=16, 17 OR 18)))

5.3.4. Region

Region is based on the location of the school attended by a student (Table 25 overleaf). This variable defines 11 geographic regions across NSW. The regions are intuitive groupings of the 28 Statistical Area Levels (SA4) for NSW, defined within the Australian Statistical Geography Standard (ASGS).

Table 25 SA4 code mapping

SA4 code	SA4 name	SA4 cluster
101	Capital Region	South East NSW
102	Central Coast	Central Coast Hunter
103	Central West	South West NSW
104	Coffs Harbour – Grafton	North East NSW
105	Far West and Orana	North West NSW
106	Hunter Valley (ex. Newcastle)	Central Coast Hunter
107	Illawarra	South East NSW
108	Mid North Coast	North East NSW
109	Murray	South West NSW
110	New England and North West	North West NSW
111	Newcastle and Lake Macquarie	Central Coast Hunter
112	Richmond – Tweed	North East NSW
113	Riverina	South West NSW
114	Southern Highlands and Shoalhaven	South East NSW
115	Sydney – Baulkham Hills and Hawkesbury	Sydney-North West
116	Sydney – Blacktown	Sydney-West
117	Sydney – City and Inner South	Sydney-Inner
118	Sydney – Eastern Suburbs	Sydney-Inner
119	Sydney – Inner South West	Sydney-South
120	Sydney – Inner West	Sydney-Inner
121	Sydney – North Sydney and Hornsby	Sydney-North
122	Sydney – Northern Beaches	Sydney-North
123	Sydney – Outer South West	Sydney-South West
124	Sydney – Outer West and Blue Mountains	Sydney-North West
125	Sydney – Parramatta	Sydney-West
126	Sydney – Ryde	Sydney-North
127	Sydney – South West	Sydney-South West
128	Sydney – Sutherland	Sydney-South

5.3.5. Principal network

Government sector schools were sampled according to their assigned Principal Network. A concordance of these networks is provided in Table 26.

Table 26 Principal Network

Assigned value	Principal Network
1	Albury
2	Armidale
3	Auburn
4	Bankstown
5	Barwon
6	Batemans Bay
7	Bathurst
8	Beverly Hills
9	Blue Mountains

Assigned value	Principal Network
10	Bondi
11	Botany Bay
12	Brisbane Water
13	Bungarribee
14	Callaghan
15	Cambridge Park
16	Camden
17	Campbelltown
18	Canterbury
19	Carlingford
20	Central Coast
21	Cessnock
22	Chipping Norton
23	Chullora
24	Clarence Valley
25	Coffs Harbour
26	Cowpasture
27	Cowra
28	Deniliquin
29	Eastern Creek
30	Eden-Monaro
31	Fairfield
32	Far West
33	Georges River
34	Girraween
35	Glenfield
36	Glenrock
37	Gordon
38	Goulburn
39	Grafton
40	Great Lakes
41	Griffith
42	Gundagai
43	Hastings
44	Hawkesbury
45	Hornsby
46	Hume
47	Hunter
48	Iron Cove
49	Kogarah
50	Lake Illawarra North
51	Lake Illawarra South
52	Lake Macquarie East
53	Lake Macquarie North
54	Lake Macquarie West
55	Lennox Coast
56	Lismore
57	Lithgow
58	Liverpool
59	Macarthur
60	Macleay Valley

Assigned value	Principal Network
61	Macquarie
62	Maitland
63	Marrickville
64	Mid Coast Valleys
65	Mitchell
66	Mooki
67	Mooney Mooney
68	Mount Druitt
69	Mudgee
70	Namoi
71	Narrandera
72	Newcastle
73	North Sydney
74	Northern Tablelands
75	Orange
76	Parramatta
77	Peel
78	Penrith
79	Pittwater
80	Port Hacking
81	Port Jackson
82	Port Stephens
83	Quakers Hill
84	Queanbeyan
85	Richmond
86	Ryde
87	Shoalhaven
88	South Coast
89	St Andrews
90	Strathfield
91	Sutherland
92	Taree
93	Temora
94	The Beaches
95	The Forest
96	The Hills
97	The Ponds
98	Tuggerah Lakes
99	Tweed Coast
100	Upper Hunter
101	Wagga Wagga
102	West Wyalong
103	Western Plains
104	Windsor
105	Wollondilly
106	Wollongong
107	Wollongong North
108	Wollumbin
109	Woronora River
110	Yass

5.3.6. Diocese

A Diocese was provided for all Catholic sector schools where they were affiliated with one⁶. Table 27 provides a concordance of the Catholic dioceses.

Table 27 Diocese

Assigned value	Diocese
1	Archdiocese of Canberra and Goulburn
2	Diocese of Armidale
3	Diocese of Bathurst
4	Diocese of Broken Bay
5	Diocese of Lismore
6	Diocese of Maitland - Newcastle
7	Diocese of Parramatta
8	Diocese of Wagga Wagga
9	Diocese of Wollongong
10	Sydney Catholic Schools

5.3.7. Summary of external source documents

Table 28 provides a summary of the key documents received by the Social Research Centre throughout the duration of the project.

Table 28 Summary of external source documents

Excel Document	Description	Owner
Sampling files	The eligible population files for early school leavers and Year 12 school completers	NESA
Selection files	The full sample file based on the selections made by SRC	NESA
Results data	Contains HSC, Y11, Y10 and NAPLAN results for those students who completed the survey. Additional variables: Leaver Type, Student Enrolments and Awards were included in this document and the file provided	NESA
Regional Information	School list with relevant regional data included	DoE

5.4. Weighting

Sample surveys are a commonly used tool for making inferences about a population using responses from just a subset within it. To be able to do so, however, requires a probability sample – one in which every element of the population has a known, non-zero chance of selection. Since some units in the population may not have a chance of selection (such as persons who do not have a telephone so cannot be part of a telephone survey) and there may be different rates of response across unit characteristics, many sample surveys yield subsets that imperfectly cover their target populations despite the best possible sample design and data collection practices (Valliant *et al.*, 2013). In such situations, weighting can reduce the extent of any biases introduced through non-coverage.

The approach for deriving weights generally consists of the following steps:

1. Compute a design weight for each respondent as the inverse of their chance of selection
 - a. For census groups, this is simply 1 for all students.

⁶ Note that there were 33 CEC schools not affiliated with a Diocese. Students from these schools were combined into their own stratum.

- b. For sample groups, this is the ratio of the population size to the number of selections in each stratum.
2. Adjust the design weights so they match population distributions across a range of respondent characteristics.

The first step is essential in providing the statistical framework necessary for making population inferences from a sample survey. The second step aims to reduce non-response bias and to ensure that survey estimates are consistent with other sources. Each step will now be covered in turn.

Design weights

The 2019 survey consisted of two census groups (all early school leaver students and all Year 12 Aboriginal and Torres Strait Islander / CC students) and one sample group (remaining Year 12 students). To ensure consistency across the survey cycle (sample selection, data collection, data processing and weighting) all students were classified into the following strata:

- Aboriginal and Torres Strait Islander / CC students were assigned to their own stratum for each of the early school leaver and Year 12 Completer cohorts.
- The remaining students were assigned to strata according to their sector:
 - Government school students were grouped by Principal Network (110 categories);
 - Independent school students were grouped by SA4⁷ cluster (11 categories); and
 - Catholic school students were grouped by Diocese (11 categories⁸).

The design weights for census groups was simply 1. For the sample group, design weights for each student was calculated as the ratio of the stratum size (N_k) to the stratum selections (n_k) for the stratum to which they belong.

Adjusted weights

To ensure that estimates made from the dataset are representative of the target population, the design weights were adjusted so that they matched population distributions for student characteristics used in the sampling process and correlated with the likelihood of response. The population characteristics used to adjust the design weights were as follows:

- Selection stratum;
- Age group;
- Gender;
- Life Skills status; and
- VET status.

The categories and population counts are shown in Table 30 (Appendix 11). Note that, to avoid instability in the weights due to low cell counts, some categories were combined with others. These are annotated in the table.

⁷ Statistical Areas Level 4 (SA4s) are the largest sub-state regions defined by the ABS and there are 107 such regions in Australia. The concordance from SA4 region to SA4 cluster was provided by the Department. For more details on ABS geography, refer to

[https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+\(ASGS\)](https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+(ASGS))

⁸ Note that there were 33 CEC schools not affiliated with a Diocese. Students from these schools were combined into their own stratum.

The method for calibrating the design weights was generalised regression (GREG) weighting which uses non-linear optimisation to minimise the distance between the design and adjusted weights subject to the weights meeting the benchmarks (Deville *et al.*, 1993; Vanderhoeft, 2001). Refer to Lumley (2019) for more details on the implementation of regression calibration in R (R Core, 2019) and to Valliant *et al.* (2013) for a more general treatment of weighting and estimation for sample surveys.

For the weighting benchmarks, refer to Appendix 13.

5.5. Electronic data provision

Data files for all projects were transferred through the Social Research Centre's secure file transfer portal, accessed at secursrc.sharefile.com. Individual accounts with access restrictions were created for the Department of Education, the Social Research Centre and NESAs, in compliance with confidentiality provisions and to ensure survey data responses could not be identified.

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Appendix 1 Primary approach letters / invitation letters



Reference: NESAs – D2019/82750
DoE – DOC19/463266

Mr «STDGNM» «STDNMF»
«ADDST»
«ADDSUB» «ADDSTA» «ADDPCD»

NSW School Leaver Survey 2019

Dear «STDGNM»,

We would like to know what young people are doing after they leave school. The Centre for Education Statistics and Evaluation (CESE) in the NSW Department of Education would like you to participate in a survey of recent NSW school leavers.

The survey answers will help us to learn more about young people's education, training and work choices after school and how we can best support students.

The survey is voluntary. It may take about 8 to 10 minutes and can be completed online or by phone interview. It will be conducted from August to October 2019. You can skip any questions if you prefer not to answer.

Your participation is very important. Similar surveys have been conducted in 2010, 2013, 2014, 2015, 2016, 2017 and 2018. A copy of 2017 report is on the CESE website (www.cese.nsw.gov.au).

The survey is being undertaken by the Social Research Centre on behalf of the Centre for Education Statistics and Evaluation. NAPLAN, HSC, and administrative data, already collected or held by NESAs (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation.

If you do NOT wish to take part in the survey, please opt out by contacting NESAs by 15 July, 2019. Details of how to contact NESAs accompany this letter.

Please be assured that your personal information will be treated with the strictest confidence and you will not be identified in any reports. An information sheet and privacy notice about this survey is attached to this letter.

Yours sincerely

Dr Robin van den Honert
Director, Research, Data and Analysis
NSW Education Standards Authority

Chloe Read
Executive Director, Learning and Business Systems
NSW Department of Education

Participant Information Sheet and Privacy Notice

- **What is the project about?**

The NSW School Leaver Survey (the survey) collects information to provide up-to-date research and informed advice to the NSW Minister for Education on what young people in NSW do after they leave school. The survey collects information on the education pathways, destinations, attainment, further education and training, aspirations and work of school leavers.

The research helps the NSW Government to better understand how to improve educational and career outcomes achieved by school students in NSW. It collects important information on the factors that may influence the engagement, retention, educational achievements and pathway choices of secondary students.

The survey is now in its eighth year, with over 13,000 young people taking part each year.



- **Who is involved in the project?**

The NSW Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged the Social Research Centre (SRC) to conduct the survey. This research project is supported by the NSW Skills Board, NSW Education Standards Authority (NESA), Catholic Schools NSW and Association of Independent Schools of NSW.

- **Why have I been invited to participate?**

You have been invited to participate in the research because our records show that you may have left school in 2018. The survey is voluntary. You can choose not to take part in the research at any time and it won't change your relationship with the researchers or anyone else. If you do not want to take part in the research you must let us know through one of the methods provided on the opt-out of survey form attached to this information sheet, by 15 July, 2019.

- **What will the researchers do and when?**

If you are contacted to participate, you can choose to complete the survey online or by a telephone interview. If you are unable to complete the survey, or unavailable for the duration of the survey period, we may ask a parent, guardian, carer or next of kin to answer these questions on your behalf.

The survey will take about 10 minutes of your time and will be conducted from August to October 2019 and you will be entered into a prize draw when you complete.

NAPLAN, HSC, and administrative data, already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised under Section 16 of the Education Standards Authority Act 2013.

The survey project will involve:

- creating a sample of former students
- contacting the former students who are selected in the sample for the survey
- collecting information in the survey, including some basic information about students' background and family characteristics (such as level of education and occupation of parents/carers)
- analysing and reporting the survey findings.

- **What will happen to my information?**

All information and data associated with the survey will be confidential and handled in accordance with relevant privacy legislation.¹ Your personal information will not be disclosed to any other

¹ For CESE and NESA - *Privacy and Personal Information Protection Act 1998*; *Health Records and Information Privacy Act 2002*. For the SRC: *Privacy Act 1988* (Cth)

person or body unless you consent or it is required by law. Individuals who take part in the survey will not be identified in any report or publication.

To ensure confidentiality of your information, each participant will receive a unique survey login. Your personal information will be used to invite you to participate in the survey this year and to send reminders. Your details will be kept for the purposes of inviting you to take part in future research on post school destinations and expectations and to maintain any request to opt-out of the survey.

Your information will be used to create a report that will be released on the CESE website in 2020. This will not include your personal information. You can find out more about this survey in the latest destination report:

<https://www.cese.nsw.gov.au/images/stories/PDF/Post-school-destinations-annual-report-2017.pdf>

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential.

All personal information collected and analysed for the study will be returned to the NSW Department of Education and will remain confidential and be stored securely. The information will be managed in accordance with NSW State Records legislation.

All survey participants will maintain their existing rights to gain access to, and correct information and data collected by NESA.

- **Is there anything that might make me upset if I take part in the survey?**

This survey is not likely to be upsetting. If you are feeling uncomfortable during the survey, you can choose to stop the survey at any time. You can skip any questions if you prefer not to answer.

If you are feeling worried or anxious, please contact the researchers or seek help from your family, friends or health professionals. Alternatively, there is free counselling available 24 hours a day by phone through Lifeline on phone 13 11 14.

- **Who to contact for more information or make suggestions?**

For information about the research project, please contact the Centre for Education Statistics and Evaluation (CESE) on 1300 679 332 or email cese@det.nsw.edu.au
More information: <http://www.cese.nsw.gov.au>

For information about the opt out process, please contact the NSW Education Standards Authority (NESA) on (02) 9367 8095 or email youthsurvey@nesa.nsw.edu.au
More information: www.educationstandards.nsw.edu.au

For information about the survey, please contact the Social Research Centre (SRC) on 1800 023 040 (free hotline) or email studentdestinations@srcentre.com.au .
More information: <http://www.srcentre.com.au>

- **Who to contact for concerns or complaints**

If you have concerns about privacy issues, you can contact the organisation that you believe holds the information in the first instance. If you have concerns about privacy issues in relation to this letter, please contact NESA in writing. If you remain dissatisfied, you can write to the Information and Privacy Commissioner, GPO Box 7011, Sydney NSW 2001 or phone 1800 472 679 or ipcinfo@ipc.nsw.gov.au.

If you have concerns about privacy issues in relation to the survey, you can contact the Social Research Centre. If you remain dissatisfied, you can write to the Office of the Australian Information Commissioner, GPO Box 5218 Sydney NSW 2001 or call 1300 363 992.

How to opt out of the survey

If you do NOT wish to participate in the survey, please let us know by one of the three methods below, by **15 July 2019**.

Identifying Details:

You will need to supply the following information if you decide **not to** take part in the

research: Family name «STDNMF»

Given name «STDGNM»

Student Number «STDID»

Previous School «Schoolnm»

- **By email**

Please email:

youthsurvey@nesa.nsw.edu.au

Please include your identifying details as printed above in the email so that we can remove your name.

- **By telephone**

Please call NESA on (02) 9367 8095.

Please have your identifying details as printed above so that we can remove your name.

- **By mail**

Please sign and return this page to the NSW Education Standards Authority at:

NSW School Leaver Survey
NSW Education Standards
Authority GPO Box 5300
SYDNEY NSW 2001

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

NSW School Leaver Survey 2019

I do NOT wish to participate in the NSW School Leavers

Survey. My details are:

Family name «STDNMF»

Given name «STDGNM»

Student Number «STDID»

Previous School «Schoolnm»

Signed:



Reference: NESA – D2019/82752
DoE – DOC19/463262

Mr «STDGNM» «STDNMF»
«ADDST»
«ADDSUB» «ADDSTA» «ADDPCD»

NSW School Leaver Survey 2019

Dear «STDGNM»,

We would like to know what young people are doing after they leave school. The Centre for Education Statistics and Evaluation (CESE) in the NSW Department of Education would like you to participate in a survey of recent NSW school leavers.

The survey answers will help us to learn more about young people's education, training and work choices after school and how we can best support students.

The survey is voluntary. It may take about 8 to 10 minutes and can be completed online or by phone interview. It will be conducted from August to October 2019. You can skip any questions if you prefer not to answer.

Your participation is very important. Similar surveys have been conducted in 2010, 2013, 2014, 2015, 2016, 2017 and 2018. A copy of 2017 report is on the CESE website (www.cese.nsw.gov.au).

The survey is being undertaken by the Social Research Centre on behalf of the Centre for Education Statistics and Evaluation. NAPLAN, HSC, and administrative data, already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation.

If you do NOT wish to take part in the survey, please opt out by contacting NESA by 8 July, 2019. Details of how to contact NESA accompany this letter.

Please be assured that your personal information will be treated with the strictest confidence and you will not be identified in any reports. An information sheet and privacy notice about this survey is attached to this letter.

Yours sincerely

Dr Robin van den Honert
Director, Research, Data and Analysis
NSW Education Standards Authority

Participant Information Sheet and Privacy Notice

- **What is the project about?**

The NSW School Leaver Survey (the survey) collects information to provide up-to-date research and informed advice to the NSW Minister for Education on what young people in NSW do after they leave school. The survey collects information on the education pathways, destinations, attainment, further education and training, aspirations and work of school leavers.

The research helps the NSW Government to better understand how to improve educational and career outcomes achieved by school students in NSW. It collects important information on the factors that may influence the engagement, retention, educational achievements and pathway choices of secondary students.

The survey is now in its eighth year, with over 13,000 young people taking part each year.



- **Who is involved in the project?**

The NSW Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged the Social Research Centre (SRC) to conduct the survey. This research project is supported by the NSW Skills Board, NSW Education Standards Authority (NESA), Catholic Schools NSW and Association of Independent Schools of NSW.

- **Why have I been invited to participate?**

You have been invited to participate in the research because our records show that you may have left school in 2018. The survey is voluntary. You can choose not to take part in the research at any time and it won't change your relationship with the researchers or anyone else. If you do not want to take part in the research you must let us know through one of the methods provided on the opt-out of survey form attached to this information sheet, by 8 July, 2019.

- **What will the researchers do and when?**

If you are contacted to participate, you can choose to complete the survey online or by a telephone interview. If you are unable to complete the survey, or unavailable for the duration of the survey period, we may ask a parent, guardian, carer or next of kin to answer these questions on your behalf.

The survey will take about 10 minutes of your time and will be conducted from August to October 2019 and you will be entered into a prize draw when you complete.

NAPLAN, HSC, and administrative data, already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised under Section 16 of the Education Standards Authority Act 2013.

The survey project will involve:

- creating a sample of former students
- contacting the former students who are selected in the sample for the survey
- collecting information in the survey, including some basic information about students' background and family characteristics (such as level of education and occupation of parents/carers)
- analysing and reporting the survey findings.

- **What will happen to my information?**

All information and data associated with the survey will be confidential and handled in accordance with relevant privacy legislation.¹ Your personal information will not be disclosed to any other

¹ For CESE and NESA - *Privacy and Personal Information Protection Act 1998*; *Health Records and Information Privacy Act 2002*. For the SRC: *Privacy Act 1988* (Cth)

person or body unless you consent or it is required by law. Individuals who take part in the survey will not be identified in any report or publication.

To ensure confidentiality of your information, each participant will receive a unique survey login. Your personal information will be used to invite you to participate in the survey this year and to send reminders. Your details will be kept for the purposes of inviting you to take part in future research on post school destinations and expectations and to maintain any request to opt-out of the survey.

Your information will be used to create a report that will be released on the CESE website in 2020. This will not include your personal information. You can find out more about this survey in the latest destination report:

<https://www.cese.nsw.gov.au/images/stories/PDF/Post-school-destinations-annual-report-2017.pdf>

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential.

All personal information collected and analysed for the study will be returned to the NSW Department of Education and will remain confidential and be stored securely. The information will be managed in accordance with NSW State Records legislation.

All survey participants will maintain their existing rights to gain access to, and correct information and data collected by NESA.

- **Is there anything that might make me upset if I take part in the survey?**

This survey is not likely to be upsetting. If you are feeling uncomfortable during the survey, you can choose to stop the survey at any time. You can skip any questions if you prefer not to answer.

If you are feeling worried or anxious, please contact the researchers or seek help from your family, friends or health professionals. Alternatively, there is free counselling available 24 hours a day by phone through Lifeline on phone 13 11 14.

- **Who to contact for more information or make suggestions?**

For information about the research project, please contact the Centre for Education Statistics and Evaluation (CESE) on 1300 679 332 or email cese@det.nsw.edu.au
More information: <http://www.cese.nsw.gov.au>

For information about the opt out process, please contact the NSW Education Standards Authority (NESA) on (02) 9367 8095 or email youthsurvey@nesa.nsw.edu.au
More information: www.educationstandards.nsw.edu.au

For information about the survey, please contact the Social Research Centre (SRC) on 1800 023 040 (free hotline) or email studentdestinations@srcentre.com.au .
More information: <http://www.srcentre.com.au>

- **Who to contact for concerns or complaints**

If you have concerns about privacy issues, you can contact the organisation that you believe holds the information in the first instance. If you have concerns about privacy issues in relation to this letter, please contact NESA in writing. If you remain dissatisfied, you can write to the Information and Privacy Commissioner, GPO Box 7011, Sydney NSW 2001 or phone 1800 472 679 or ipcinfo@ipc.nsw.gov.au.

If you have concerns about privacy issues in relation to the survey, you can contact the Social Research Centre. If you remain dissatisfied, you can write to the Office of the Australian Information Commissioner, GPO Box 5218 Sydney NSW 2001 or call 1300 363 992.

How to opt out of the survey

If you do NOT wish to participate in the survey, please let us know by one of the three methods below, by 8 **July 2019**.

Identifying Details:

You will need to supply the following information if you decide **not to** take part in the

research: Family name «STDNMF»

Given name «STDGNM»

Student Number «STDID»

Previous School «Schoolnm»

- **By email**

Please email:

youthsurvey@nesa.nsw.edu.au

Please include your identifying details as printed above in the email so that we can remove your name.

- **By telephone**

Please call NESA on (02) 9367 8095.

Please have your identifying details as printed above so that we can remove your name.

- **By mail**

Please sign and return this page to the NSW Education Standards Authority at:

NSW School Leaver Survey
NSW Education Standards
Authority GPO Box 5300
SYDNEY NSW 2001

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

NSW School Leaver Survey 2019

I do NOT wish to participate in the NSW School Leavers

Survey. My details are:

Family name «STDNMF»

Given name «STDGNM»

Student Number «STDID»

Previous School «Schoolnm»

Signed:



DATE

FNAME SURNAME
PAFADDRESS 1
PAFADDRESS 2
PAFSUBURB PAFSTATE PAFPOSTCODE

Dear FNAME,

Congratulations on completing Year 12 last year!

The NSW School Leaver Survey helps us understand how you have been going since leaving school.

By completing the survey, you have a chance to share in \$2,200 worth of prizes! The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by Monday 2 September 2019 you will be entered into all ten weekly prize draws and receive an extra chance to win in the first draw*.

The 2019 NSW School Leaver Survey takes less than **10 minutes** to complete!

Complete the survey ONLINE:

1. **Go to:** www.srcentre.com.au/NSWSchoolleavers
2. **Click:** Start Survey
3. **Enter your Username:** %username%

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



All your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes. NAPLAN, HSC, and administrative data, already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation.

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

To see the results of the 2017 study, please visit <https://www.cese.nsw.gov.au/publications-filter/nsw-secondary-students-post-school-destinations-and-expectations-2017>.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes

Director, Evaluation Unit
Centre for Education Statistics and Evaluation
NSW Department of Education

Paul Myers

Executive Director, Quantitative Research
Consulting
The Social Research Centre

*Complete the survey by 2 September 2019 to be entered into ten weekly prize draws with eleven chances to win – each prize draw is conducted by the Social Research Centre and provides the chance to win a \$200 JB HiFi voucher. For full prize draw terms and conditions go to www.srcentre.com.au/nswschoolleavers.



DATE

FNAME SURNAME
PAFADDRESS 1
PAFADDRESS 2
PAFSUBURB PAFSTATE PAFPOSTCODE

Dear FNAME,

You recently received an invitation to take part in the 2019 NSW School Leaver Survey which collects important information on how you have been going since completing Year 12 last year.

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes.

If you have already completed the survey, many thanks and please disregard this letter. If not, complete the survey **by Monday 16 September to be entered into eight weekly prize draws for a \$200 JB Hi-Fi voucher!***

The 2019 NSW School Leaver Survey takes less than **10 minutes** to complete!

Complete the survey ONLINE:

1. Go to: www.srcentre.com.au/NSWschoolleavers
2. Click: Start Survey
3. Enter your Username: %username%

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



All your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

If you have any questions about the survey, please call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au or visit www.srcentre.com.au/nswschoolleavers.

To see the results of the 2017 study, please visit <https://www.cese.nsw.gov.au/publications-filter/nsw-secondary-students-post-school-destinations-and-expectations-2017>.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes

Director, Evaluation Unit
Centre for Education Statistics and Evaluation
NSW Department of Education

Paul Myers

Executive Director, Quantitative Research
Consulting
The Social Research Centre



DATE

FNAME SURNAME
PAFADDRESS 1
PAFADDRESS 2
PAFSUBURB PAFSTATE PAFPOSTCODE

Dear FNAME,

The NSW School Leaver Survey helps us understand how you have been going since leaving school*.

By completing the survey, you have a chance to share in \$1,800 worth of prizes! The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by Monday 2 September 2019 you will be entered into all eight weekly prize draws and receive an extra chance to win in the first draw**.

The 2019 NSW School Leaver Survey takes about **10 minutes** to complete!

Complete the survey ONLINE:

1. Go to: www.srcentre.com.au/NSWschoolleavers
2. Click: Start Survey
3. Enter your Username: %username%

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



All your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes. NAPLAN, HSC, and administrative data, already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation.

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

To see the results of the 2017 study, please visit <https://www.cese.nsw.gov.au/publications-filter/nsw-secondary-students-post-school-destinations-and-expectations-2017>.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes

Director, Evaluation Unit
Centre for Education Statistics and Evaluation
NSW Department of Education

Paul Myers

Executive Director, Quantitative Research
Consulting
The Social Research Centre

*If you never left school, have returned to secondary studies or left school to commence an International Baccalaureate, please contact the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

**Complete the survey by 2 September 2019 to be entered into eight weekly prize draws with nine chances to win – each prize draw is conducted by the Social Research Centre and provides the chance to win a \$200 JB HiFi voucher. For full prize draw terms and conditions go to www.srcentre.com.au/nswschoolleavers.

Appendix 2 Email invitation – Year 12 completers

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey 2019 - Your experiences matter!



Dear fname,

Congratulations on completing Year 12 in 2018!

The NSW School Leaver Survey helps us understand how you have been going since leaving school.

By completing the survey, you have a chance to share in \$2,200 worth of prizes!

The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by Monday 2 September 2019 you will be entered into ALL ten weekly prize draws and receive an EXTRA chance to win in the first draw.

The 2019 NSW School Leaver Survey takes less than 10 minutes to complete!

Start survey!

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes.

All your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

If you have any questions about the survey please call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au or visit [our website](#).

To see the results of the 2017 study, please visit [the Department's website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



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Research
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

Appendix 3 Email invitation – Early school leavers

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey 2019 - Your experiences matter!



Dear fname,

The NSW School Leaver Survey helps us understand how you have been going since leaving school*.

By completing the survey, you have a chance to share in \$1,800 worth of prizes!

The earlier you complete the more chances you have to win a \$200 JB Hi-Fi voucher. If you complete the survey by Monday 2 September 2019 you will be entered into ALL eight weekly prize draws and receive an EXTRA chance to win in the first draw.

The 2019 NSW School Leaver Survey takes less than 10 minutes to complete!

Start survey!

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your feedback on your experiences since leaving school will help us understand how we can best support students' education, training and employment outcomes.

All your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

If you have any questions about the survey please call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au or visit [our website](#).

To see the results of the 2017 study, please visit [the Department's website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

*If you never left school, have returned to secondary studies or left school to commence and International Baccalaureate, please contact the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

Appendix 4 Reminder emails – Year 12 completers

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Share your experiences to help future students



Dear fname,

Earlier this week we asked you to let us know what you've been up to since completing Year 12 through the NSW School Leaver Survey.

We know we only sent this invitation a few days ago but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we'd really appreciate it.

Take the survey

Complete the survey by Monday 2 September to have eleven chances to win a \$200 JB Hi-Fi voucher!

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. All your answers are private and confidential.

More information about the research is provided on [our website](#), including prize draw, privacy and contact information if you have any queries.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - You could win a \$200 voucher for your feedback!



Dear frame,

As a recent graduate of the sector_name school sector, we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the NSW School Leaver Survey.

sector_name schools in your area will be able to use the results of this study to better support current and future students and adequately prepare them for employment, further education and training.

Remember, complete the survey before midnight tonight, Monday 2 September to be entered into ALL ten weekly prize draws and receive an EXTRA chance to win in the first draw!

Take the survey

More information about the research is provided on [our website](#), including prize draw, privacy and contact information if you have any queries.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Current students need your help!



Dear frame,

The NSW School Leaver Survey asks about your experiences so that the NSW Department of Education can help prepare current and future HSC students for the leap to study, work and life beyond school.

Completing the NSW School Leaver Survey takes 10 minutes and is the best way to ensure your unique experiences count.

Take the survey

Complete the survey by Monday 9 September to have nine chances to win a \$200 JB Hi-Fi voucher!

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - NSW Department of Education needs your help



Dear fname,

We understand that you are busy but we really want to ensure we speak to a good cross-section of former Year 12 students.

Getting your views are important to the overall success of the NSW School Leaver Survey and ensuring that the NSW Department of Education can best support current and future students in their transition to life after school... and then we can stop sending you emails!

Remember, complete the survey by midnight tonight, Monday 9 September to have nine chances to win a \$200 JB Hi-Fi voucher!

Take the survey

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre



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Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Complete now for more chances to win!



Dear frame,

We would be very grateful if you could take 10 minutes to let us know what you've been up to since completing Year 12.

We need your important feedback to help the NSW Department of Education adequately prepare current and future students for employment, further education and training.

Take the survey

Prize draw on Monday – complete the survey early to have more chances to win! If you submit your survey before midnight Monday 16 September you will be entered into eight weekly prize draws, and could win a JB Hi-Fi voucher worth \$200!

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



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Research
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - We know you've received several emails



Dear fname,

We know we've sent you several emails about the NSW School Leaver Survey. The reason for the emails is that it's important for the NSW Government to seek the views of as many people as possible so that education policy can address student needs.

Completing the survey is the best way to ensure your unique experiences count.

Complete the survey by midnight tonight, Monday 16 September to have eight chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre



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Research
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Complete now to have your say!



Dear fname,

We would be very grateful if you could spare 10 minutes out of your busy schedule to take the NSW School Leaver Survey. Your feedback will be used by sector_name schools in your area to better support their HSC students.

You may receive a call from the Social Research Centre in the coming days as we follow up students who are yet to complete the survey online.

Complete the survey by midnight tonight, Monday 23 September to have seven chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
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NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

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Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Prize draw tonight so complete now for more chances to win!



Dear fname,

You are from a unique group of students who attended a sector_name school in your area, and it is really important that you complete the NSW School Leaver Survey.

Please give us a hand – some students from your area have already helped us out but we still need a few more responses from people like you to better support current and future students.

Complete the survey by midnight tonight, Monday 30 September to have six chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Join other students who have had their say



Dear fname,

We would like to give you another chance to complete the NSW School Leaver Survey. Join other former Year 12 students who have already had their say.

We need your important feedback to better support current and future students. We would be very grateful if you could take the time today to fill in the survey. You will then be entered into the remaining prize draws (and you will stop receiving reminder emails!)

Complete the survey now for more chances to win! If you submit your survey by midnight tonight, Monday 7 October you will be entered into five weekly prize draws, and could win a JB Hi-Fi voucher worth \$200!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - 10 minutes of your insights so future students benefit



Dear fname,

We know we've sent you a lot of emails about the NSW School Leaver Survey.

It's really important for us to get as many unique experiences as possible, so that the NSW Government can best address the needs of current and future HSC students across the state.

Complete the survey by midnight tonight, Monday 14 October to have four chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW Department of Education wants to hear from you in the NSW School Leaver Survey



Dear frame,

The NSW School Leaver Survey asks about your experiences so that the NSW Department of Education can help prepare current and future students for the leap to study, work and life beyond school.

Completing the NSW School Leaver Survey takes 10 minutes and is the best way to ensure your unique experiences count.

Complete the survey by midnight tonight, Monday 21 October to have three chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



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Research
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey is closing soon! Complete now for your chance to win



Dear fname,

This is now the last week for the survey. You are from a unique group of students who attended a sector_name school in your area, and we would be very grateful if you could spare 10 minutes to complete the NSW School Leaver Survey.

We need your important feedback to better support current and future students from sector_name schools and adequately prepare them for employment, further education and training.

Take the survey

Complete the survey by midnight Monday 28 October, to have two chances to win a \$200 JB Hi-Fi voucher.

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Final chance to complete!



Dear fname,

This is the very last email we will send you about the NSW School Leaver Survey, as it closes this weekend. We appreciate that you are busy but it's important for the NSW Government to get feedback from as many former students as possible.

If you spend 10 minutes sharing your experiences it can go a long way to helping current and future students.

Complete the survey by midnight Sunday 3 November, to be part of the final prize draw to win a \$200 JB Hi-Fi voucher.

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



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[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

Appendix 5 Reminder emails – Early school leavers

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Share your experiences to help future students



Dear fname,

Earlier this week we asked you to let us know what you've been up to since leaving school through the NSW School Leaver Survey.

We know we only sent this invitation a few days ago but your feedback is very important and will contribute directly to the experience of current and future students. If you could spare 10 minutes we'd really appreciate it.

Take the survey

Complete the survey by Monday 2 September to have nine chances to win a \$200 JB Hi-Fi voucher!

The survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. All your answers are private and confidential.

More information about the research is provided on [our website](#), including prize draw, privacy and contact information if you have any queries.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



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Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - You could win a \$200 voucher for your feedback!



Dear frame,

As a recent student at a sector_name school, we would be very grateful if you could spare 10 minutes out of your busy schedule to complete the NSW School Leaver Survey.

sector_name schools in your area will be able to use the results of this study to better support current and future students and adequately prepare them for employment, further education and training.

Remember, complete the survey before midnight tonight, Monday 2 September to be entered into ALL eight weekly prize draws and receive an EXTRA chance to win in the first draw!

Take the survey

More information about the research is provided on [our website](#), including prize draw, privacy and contact information if you have any queries.

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



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Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Current students need your help!



Dear frame,

The NSW School Leaver Survey asks about your experiences so that the NSW Department of Education can help prepare current and future students for the leap to study, work and life beyond school.

Completing the NSW School Leaver Survey takes 10 minutes and is the best way to ensure your unique experiences count... and then we can stop sending you emails!

Take the survey

Complete the survey by Monday 9 September to have seven chances to win a \$200 JB Hi-Fi voucher!

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Privacy Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Complete now to have your say!



Dear frame,

We would be very grateful if you could spare 10 minutes out of your busy schedule to take the NSW School Leaver Survey.

Your feedback will be used by sector_name schools in your area to better support their students.

You may receive a call from the Social Research Centre in the coming days as we follow up students who are yet to complete the survey online.

Remember, complete the survey by midnight tonight, Monday 9 September to have seven chances to win a \$200 JB Hi-Fi voucher!

Take the survey

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



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Research
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[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Complete now for more chances to win!



Dear frame,

We would be very grateful if you could take 10 minutes to let us know what you've been up to since leaving school.

We need your important feedback to help the NSW Department of Education adequately prepare current and future students for employment, further education and training

Take the survey

Prize draw on Monday – complete the survey early to have more chances to win! If you submit your survey before midnight Monday 16 September you will be entered into six weekly prize draws, and could win a JB Hi-Fi voucher worth \$200!

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
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NSW Department of Education

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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - We know you've received several emails



Dear frame,

We know we've sent you several emails about the NSW School Leaver Survey. The reason for the emails is that it's important for the NSW Government to seek the views of as many people as possible so that education policy can address student needs.

Completing the survey is the best way to ensure your unique experiences count.

Complete the survey by midnight tonight, Monday 16 September to have six chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
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NSW Department of Education

Paul Myers
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Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - NSW Department of Education needs your help



Dear friend,

We understand that you are busy but we really want to ensure we speak to a good cross-section of former students.

Getting your views are important to the overall success of the NSW School Leaver Survey and ensuring that the NSW Department of Education can best support current and future students in their transition to life after school... and then we can stop sending you emails!

Complete the survey by midnight tonight, Monday 23 September to have five chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
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Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Prize draw tonight so complete now for more chances to win!



Dear frame,

You are from a unique group of students who attended a sector_name school in your area, and it is really important that you complete the NSW School Leaver Survey.

Please give us a hand – some students from your area have already helped us out but we still need a few more responses from people like you to better support current and future students.

Complete the survey by midnight tonight, Monday 30 September to have four chances to win a \$200 JB Hi-Fi voucher!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
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NSW Department of Education

Paul Myers
Director Quantitative Research
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Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Join other students who have had their say



Dear fname,

We would like to give you another chance to complete the NSW School Leaver Survey. Join other former students who have already had their say.

We need your important feedback to better support current and future students. We would be very grateful if you could take the time today to fill in the survey. You will then be entered into the remaining prize draws (and you will stop receiving reminder emails!).

Complete the survey now for more chances to win! If you submit your survey by midnight tonight, Monday 7 October you will be entered into three weekly prize draws, and could win a JB Hi-Fi voucher worth \$200!

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the [survey](#)? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey is closing soon! Complete now for your chance to win



Dear fname,

This is now the last week for the survey. You are from a unique group of students who attended a sector_name school in your area, and we would be very grateful if you could spare 10 minutes to complete the NSW School Leaver Survey.

We need your important feedback to better support current and future students from sector_name schools and adequately prepare them for employment, further education and training.

Take the survey

Complete the survey by midnight tonight, Monday 14 October, to have two chances to win a \$200 JB Hi-Fi voucher.

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Privacy Draw T&Cs](#) | [FAQs](#)

From: The Social Research Centre <studentdestinations@srcentre.com.au>
Subject: NSW School Leaver Survey - Final chance to complete!



Dear friend,

This is the very last email we will send you about the NSW School Leaver Survey, as it closes this weekend. We appreciate that you are busy but it's important for the NSW Government to get feedback from as many former students as possible.

If you spend 10 minutes sharing your experiences it can go a long way to helping current and future students.

Complete the survey by midnight Sunday 20 October, to be part of the final prize draw to win a \$200 JB Hi-Fi voucher.

Take the survey

We value your time and participation; but if you do not wish to participate, you can unsubscribe using the link at the bottom of the email.

More information about the research is provided on [our website](#).

Thank you in advance for being part of the 2019 NSW School Leaver Survey. We wish you all the best in your future activities.

Yours sincerely,

Ben Barnes
Director, Evaluation Unit
Centre for Education Statistics
and Evaluation
NSW Department of Education

Paul Myers
Director Quantitative Research
The Social Research Centre

Conducted for:



Conducted by:



Social
Research
Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser: [survey link](#)

[Privacy](#) | [Prize Draw T&Cs](#) | [FAQs](#)

Appendix 6 SMS invitation and reminders – Year 12 completers

SMS 1

Hi <FNAME>, this is a message from the Social Research Centre on behalf of the NSW Department of Education. Complete the 10 min NSW School Leaver Survey today to let us know how you've been going since completing Year 12. Complete now at <BITLINK> for more chances to win a \$200 JB Hi-Fi voucher! Reply STOP to opt out

SMS 2

Hi <FNAME>, a reminder from the Social Research Centre that the NSW School Leaver Survey is still open! Completing the 10 minute survey is the best way to ensure your unique experiences count. Complete online here: <BITLINK> for your chance to win a \$200 JB Hi-Fi voucher ! Reply STOP to opt out

SMS 3

Hi <FNAME>, a message from the Social Research Centre that the NSW School Leavers Survey is closing soon. We'd really like to find out how you've been since you completed Year 12. For your chance to win a \$200 JB Hi-Fi voucher complete the 10 minute survey online here: <BITLINK> or we will try calling again soon. Reply STOP to opt out

Appendix 7 SMS invitation and reminders – early school leavers

SMS 1

Hi <FNAME>, this is a message from the Social Research Centre on behalf of the NSW Department of Education. Complete the 10 min NSW School Leaver Survey to let us know how you've been going since leaving school. Complete now at <BITLINK> for more chances to win a \$200 JB Hi-Fi voucher! Reply STOP to opt out

SMS 2

Hi <FNAME>, a reminder from the Social Research Centre that the NSW School Leaver Survey is still open! Completing the 10 minute survey is the best way to ensure your unique experiences count. Complete online here: < BITLINK > for your chance to win a \$200 JB Hi-Fi voucher ! Reply STOP to opt out.

SMS 3

Hi <FNAME>, a message from the Social Research Centre that the NSW School Leavers Survey is closing soon. We'd really like to find out how you've been since you left school. For your chance to win a \$200 JB Hi-Fi voucher complete the 10 minute survey online here: < BITLINK > or we will try calling again soon. Reply STOP to opt out.

Appendix 8 Website information

About the Research

The 2019 NSW School Leavers Survey is being conducted by the Social Research Centre on behalf of the NSW Department of Education. The survey helps us learn more about young people's education, training and work choices after school and how we can best support students.

We are looking to speak with students who have left or completed school in 2018.

We would like to ask you some questions about how you've been going since leaving school.

If you are unavailable for the duration of the survey period we may ask a parent, guardian, carer or next of kin to answer these questions on your behalf.

The survey is conducted in compliance with New South Wales privacy legislation and Commonwealth privacy laws. All of your answers are private and confidential. No individuals will be identified, and no personal information will be provided to any other government department or third party.

You can access the information about you that is held by the Social Research Centre by contacting us on 1800 023 040. Our privacy policy is available at <http://www.srcentre.com.au/research-participants/privacy> which provides instructions for access to and correcting personal information or making queries about privacy and personal information provided.

We value your participation in this important survey – your feedback can help the NSW Government improve services and outcomes for young people.

To the start the survey, or for further information, please go to <http://www.srcentre.com.au/NSWschoolleavers>.

For further information, you can also telephone the Social Research Centre (freecall) on 1800 023 040 or email studentdestinations@srcentre.com.au.

2019 NSW School Leaver Survey

The 2019 NSW School Leaver Survey aims to gain a better understanding of the career and study aspirations of young people in NSW who completed Year 12 or left school before completing Year 12 in 2018.

The survey takes just 10 minutes to complete and participation is entirely voluntary. To begin the survey, you will need your unique login details which can be found in the letter you received. If you received an email, you can simply click the 'take survey' button in your email. The Social Research Centre may follow up with a phone call if you haven't been able to complete the survey online.

Click HERE to start

If you are unavailable for the duration of the survey period we may ask a parent, guardian, carer or next of kin to answer these questions on your behalf.

The research is being conducted by the Social Research Centre on behalf of the NSW Department of Education. Your participation is very important and will help us learn more about young people's education, training and work choices after school and how we can best support students.

Everyone who completes the survey will be entered into a prize draw. The earlier you complete the more chances you have to win a \$200 JB HiFi voucher!

Early school leavers who complete the survey before **2 September 2019** will be entered into ALL eight weekly prize draws and receive an EXTRA chance to win in the first draw. For full terms and conditions please click [here](#).

Year 12 completers who complete the survey **2 September 2019** will be entered into ALL ten weekly prize draws and receive an EXTRA chance to win in the first draw. For full terms and conditions please click [here](#).

Further information, including FAQ's, can be found [here](#). If you have any questions about the survey or to opt out please call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

Frequently Asked Questions

Why do you need to hear from me?

Your participation is very important and will help us better understand the career and study aspirations of young people across New South Wales. The results of the survey will be used by the NSW Department of Education to better support current and future students and adequately prepare them for employment, further education and training.

Who is conducting the survey?

The Social Research Centre Pty Ltd has been contracted to conduct the 2019 NSW School Leaver Survey on behalf of the NSW Department of Education.

How did you get my details?

You have been invited to participate in the research because our records show that you may have left or completed school in 2018. Your details have been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

When is the survey conducted and how do I complete it?

Fieldwork for the survey will be conducted from 26 August until 20 October 2019. Students who completed Year 12 last year will have until 3 November to complete the survey.

You can complete the survey by going to <http://www.srcentre.com.au/NSWschoolleavers> and entering the login details provided in the letter you received. If you received an email, you can simply click the 'take survey' button in your email. If we have your mobile number, you might also receive an SMS from 0438 435 268 with a link to complete online. The Social Research Centre may also be following up via telephone with people who have not been able to complete the online survey. You may have received a call from 02 4038 9090.

What if I haven't left school?

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

What if I'm not available to complete the survey?

The survey can be completed by phone or online via computer or mobile phone. If you are unable to complete the survey, or are unavailable for the duration of the survey period, we may ask a parent, guardian, carer or next of kin to answer these questions on your behalf.

How long is the survey?

The survey should take around 10 minutes to complete depending on your answers.

Will my answers be confidential?

The survey is conducted in compliance with New South Wales privacy legislation, the Commonwealth Privacy Act and Australian Privacy Principles. Your answers will be held in the strictest confidence and under the Privacy Act all information provided will only be used for research purposes. The responses of

everyone who participates in this survey will be combined for analysis. For information on the privacy policy of the Social Research Centre, please visit <http://www.srcentre.com.au/research-participants/privacy>.

What if I have concerns about the ethical conduct of the survey?

If you have any questions about the survey or would like to opt out, you can call the Social Research Centre (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au.

NSW School Leaver Survey - 2019 Year 12 Completers

PRIZE DRAW TERMS AND CONDITIONS OF ENTRY

Method of entry: Entry is open to respondents of the 2019 NSW School Leaver Survey – Year 12 Completers. To enter, those invited to complete the survey must complete the survey either online at: <https://www.srcentre.com.au/nswschoolleavers> or by phone (from Tuesday 10 September 2019).

Duration of entry period: The total entry period for inclusion in the competition is from survey launch on Monday, 26 August 2019 to Sunday, 3 November 2019 at 11.59pm AEDT. Ten prize draws will occur during this period, with the following schedule:

Respondents who complete their survey before Monday, 2 September 2019 11.59pm AEST will be entered into all ten prize draws and will be eligible to win a prize in each draw.

Respondents who complete their survey between Tuesday, 3 September 2019 and Monday, 9 September 11.59pm AEST will be entered into nine prize draws and will be eligible to win a prize in Prize Draw #2 #3, #4, #5, #6, #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 10 September 2019 and Monday, 16 September 11.59pm AEST will be entered into eight prize draws and will be eligible to win a prize in Prize Draw #3, #4, #5, #6, #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 17 September 2019 and Monday, 23 September 11.59pm AEST will be entered into seven prize draws and will be eligible to win a prize in Prize Draw #4, #5, #6, #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 24 September 2019 and Monday, 30 September 11.59pm AEST will be entered into six prize draws and will be eligible to win a prize in Prize Draw #5, #6, #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 1 October 2019 and Monday, 7 October 11.59pm AEDT will be entered into five prize draws and will be eligible to win a prize in Prize Draw #6, #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 8 October 2019 and Monday, 14 October 11.59pm AEDT will be entered into four prize draws and will be eligible to win a prize in Prize Draw #7, #8, #9 and #10.

Respondents who complete their survey between Tuesday, 15 October 2019 and Monday, 21 October 11.59pm AEDT will be entered into three prize draws and will be eligible to win a prize in Prize Draw #8, #9 and #10.

Respondents who complete their survey between Tuesday, 22 October 2019 and Monday, 28 October 11.59pm AEDT will be entered into two prize draws and will be eligible to win a prize in Prize Draw #9 and #10.

Respondents who complete their survey between Tuesday, 29 October 2019 and Sunday, 3 November 11.59pm AEDT will be entered into the last prize draw - Prize Draw #10.

Details of prize and prize values:

Draw #1	1 st Prize	2 x \$200 JB HI-FI gift card drawn from the pool
Draw #2 - #10	1 st Prize	1 x \$200 JB HI-FI gift card drawn from the pool

Prize Draw 1: The first two entries drawn will receive the prize of a \$200 JB Hi-Fi voucher.

For Prize Draw 2 through 10: The first entry drawn will receive the prize of a \$200 JB Hi-Fi voucher.

In total, 11 x \$200 will be drawn. The total prize pool is valued at \$2,200.

Date, time and place of draw: The Prize Draw will be conducted with the following schedule:

Prize Draw #1: Wednesday, 4 September 2019 1:00 pm AEST
 Prize Draw #2: Wednesday, 11 September 2019 1:00 pm AEST
 Prize Draw #3: Wednesday, 18 September 2019 1:00 pm AEST
 Prize Draw #4: Wednesday, 25 September 2019 1:00 pm AEST
 Prize Draw #5: Wednesday, 2 October 2019 1:00 pm AEST
 Prize Draw #6: Wednesday, 9 October 2019 1:00 pm AEDT
 Prize Draw #7: Wednesday, 16 October 2019 1:00 pm AEDT
 Prize Draw #8: Wednesday, 23 October 2019 1:00 pm AEDT
 Prize Draw #9: Wednesday, 30 October 2019 1:00 pm AEDT
 Prize Draw #10: Wednesday, 6 November 2019 1:00 pm AEDT.

All draws from 4 September to 6 November 2019 will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer-generated draw.

Publication of winner names: Winners will be notified by telephone or email and in writing. The names of all winners will be published on our website

(<http://www.srcentre.com.au/NSWSchoolleavers>), with the following schedule:

Prize Draw #1: Monday, 9 September 2019
 Prize Draw #2: Monday, 16 September 2019
 Prize Draw #3: Monday, 23 September 2019
 Prize Draw #4: Monday, 30 September 2019
 Prize Draw #5: Monday, 7 October 2019
 Prize Draw #6: Monday, 14 October 2019
 Prize Draw #7: Monday, 21 October 2019
 Prize Draw #8: Monday, 28 October 2019
 Prize Draw #9: Monday, 4 November 2019
 Prize Draw #10: Monday, 11 November 2019

Traders name and address:* The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500.

ABN: 91096153212

Unclaimed prize draw: If any prizes are unclaimed by Wednesday, 12 February 2020, an unclaimed prize draw will take place at 1:00 pm AEDT on Thursday, 13 February at Level 9, 277 William Street, Victoria, Melbourne 3000. The winners will be notified by telephone or email and in writing. The names of all winners will be published on our website (<http://www.srcentre.com.au/NSWSchoolleavers>), on Monday, 17 February 2020.

Permit numbers: NSW Permit number: LTPM/17/02135



NSW School Leaver Survey - 2019 Early School Leavers

PRIZE DRAW TERMS AND CONDITIONS OF ENTRY

Method of entry: Entry is open to respondents of the 2019 NSW School Leaver Survey – Early Leaver. To enter, those invited to complete the survey must complete the survey either online at: www.srcentre.com.au/NSWschoolleavers or by phone (from Tuesday 10 September 2019).

Duration of entry period: The total entry period for inclusion in the competition is from survey launch on Monday, 26 August 2019 to Sunday, 20 October 2019 at 11.59pm AEDT. Eight prize draws will occur during this period, with the following schedule:

Respondents who complete their survey before Monday, 2 September 2019 11.59pm AEST will be entered into all eight prize draws and will be eligible to win a prize in each draw.

Respondents who complete their survey between Tuesday, 3 September 2019 and Monday, 9 September 11.59pm AEST will be entered into seven prize draws and will be eligible to win a prize in Prize Draw #2 #3, #4, #5, #6, #7 and #8.

Respondents who complete their survey between Tuesday, 10 September 2019 and Monday, 16 September 11.59pm AEST will be entered into six prize draws and will be eligible to win a prize in Prize Draw #3, #4, #5, #6, #7 and #8.

Respondents who complete their survey between Tuesday, 17 September 2019 and Monday, 23 September 11.59pm AEST will be entered into five prize draws and will be eligible to win a prize in Prize Draw #4, #5, #6, #7 and #8.

Respondents who complete their survey between Tuesday, 24 September 2019 and Monday, 30 September 11.59pm AEST will be entered into four prize draws and will be eligible to win a prize in Prize Draw #5, #6, #7 and #8.

Respondents who complete their survey between Tuesday, 1 October 2019 and Monday, 7 October 11.59pm AEDT will be entered into three prize draws and will be eligible to win a prize in Prize Draw #6, #7 and #8.

Respondents who complete their survey between Tuesday, 8 October 2019 and Monday, 14 October 11.59pm AEDT will be entered into two prize draws and will be eligible to win a prize in Prize Draw #7 and #8.

Respondents who complete their survey between Tuesday, 15 October 2019 and Sunday, 20 October 11.59pm AEDT will be entered into the last prize draw - Prize Draw #8.

Details of prize and prize values:

Draw #1	1 st Prize	2 x \$200 JB HI-FI gift card drawn from the pool
Draw #2 - #8	1 st Prize	1 x \$200 JB HI-FI gift card drawn from the pool

Prize Draw 1: The first two entries drawn will receive the prize of a \$200 JB Hi-Fi voucher.

For Prize Draw 2 through 8: The first entry drawn will receive the prize of a \$200 JB Hi-Fi voucher.

In total, 9 x \$200 will be drawn. The total prize pool is valued at \$1,800.

Date, time and place of draw: The Prize Draw will be conducted with the following schedule:

Prize Draw #1: Wednesday, 4 September 2019 1:00 pm AEST
Prize Draw #2: Wednesday, 11 September 2019 1:00 pm AEST
Prize Draw #3: Wednesday, 18 September 2019 1:00 pm AEST
Prize Draw #4: Wednesday, 25 September 2019 1:00 pm AEST
Prize Draw #5: Wednesday, 2 October 2019 1:00 pm AEST
Prize Draw #6: Wednesday, 9 October 2019 1:00 pm AEDT
Prize Draw #7: Wednesday, 16 October 2019 1:00 pm AEDT
Prize Draw #8: Wednesday, 23 October 2019 1:00 pm AEDT.

All draws from 4 September to 23 October 2019 will be conducted at Level 9, 277 William St, Melbourne, Victoria 3000. Winners will be identified through a random computer-generated draw.

Publication of winner names: Winners will be notified by telephone or email and in writing. The names of all winners will be published on our website

(<http://www.srcentre.com.au/NSWschoolleavers>), with the following schedule:

Prize Draw #1: Monday, 9 September 2019
Prize Draw #2: Monday, 16 September 2019
Prize Draw #3: Monday, 23 September 2019
Prize Draw #4: Monday, 30 September 2019
Prize Draw #5: Monday, 7 October 2019
Prize Draw #6: Monday, 14 October 2019
Prize Draw #7: Monday, 21 October 2019
Prize Draw #8: Monday, 28 October 2019

Traders name and address:* The trader is the Social Research Centre Pty Ltd, Level 9, 277 William St, Melbourne, Victoria, 3000. Tel: (03) 9236 8500.

ABN: 91096153212

Unclaimed prize draw: If any prizes are unclaimed by Wednesday, 29 January 2020, an unclaimed prize draw will take place at 1:00 pm AEDT on Thursday, 30 January at Level 9, 277 William Street, Victoria, Melbourne 3000. The winners will be notified by telephone or email and in writing. The names of all winners will be published on our website (<http://www.srcentre.com.au/NSWschoolleavers>) on Monday, 3 February 2020.

Permit numbers: NSW Permit number: LTPM/17/02135

Appendix 9 Year 12 completer questionnaire

NSW School Leaver Survey - Year 12 completers
NSW Department of Education and NSW Skills Board
2019 - Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

Name	Values / Source
Sex	M=Male F=Female
VET	VET=VET
Given name	FNAME
Family name	SNAME
SECTOR	DEC = Government CSNSW = Catholic AIS = Independent
BATCH	*To be created when sample files received
SA4CLUSTER	CCH – Central Coast Hunter NENSW - North East NSW NWNSW - North West NSW SENSW - South East NSW SWNSW - South West NSW SI - Sydney-Inner SN - Sydney-North SNW - Sydney-North West SS - Sydney-South SSW - Sydney-South West SW - Sydney-West
MINAGE	1 = Under17 (Census) 2 = 17 or over (Sample)
Diocese	(TEXT VARIABLE)
Principal_network	(TEXT VARIABLE)
Catholic_Independent	Catholic Independent
No_Email_SMS	1=No email or SMS 2=Has email only 3=Has SMS only 4=Has email and SMS (Derived sample variable)

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE

- Any bracketed response options to be set separately to 'valid responses' – as per standard template for MODE=1, ONLINE
- Brackets around invalid codes should only be shown in MODE=2, TELEPHONE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

B1QUOTA VARIABLES

B1QUOTA SECTOR FROM SAMPLE (for monitoring purposes in SUR only)

1.	AIS	-	CCH
2.	AIS	-	NENSW
3.	AIS	-	NWNSW
4.	AIS	-	SENSW
5.	AIS	-	SWNSW
6.	AIS	-	SI
7.	AIS	-	SN
8.	AIS	-	SNW
9.	AIS	-	SS
10.	AIS	-	SSW
11.	AIS	-	SW
12.	CSNSW	-	CCH
13.	CSNSW	-	NENSW
14.	CSNSW	-	NWNSW
15.	CSNSW	-	SENSW
16.	CSNSW	-	SWNSW
17.	CSNSW	-	SI
18.	CSNSW	-	SN
19.	CSNSW	-	SNW
20.	CSNSW	-	SS
21.	CSNSW	-	SSW
22.	CSNSW	-	SW
23.	DEC	-	CCH
24.	DEC	-	NENSW
25.	DEC	-	NWNSW
26.	DEC	-	SENSW
27.	DEC	-	SWNSW
28.	DEC	-	SI
29.	DEC	-	SN
30.	DEC	-	SNW
31.	DEC	-	SS
32.	DEC	-	SSW
33.	DEC	-	SW

B2QUOTA SECTOR SAMPLE (for monitoring purposes only)

1. DEC
2. CSNSW
3. AIS

B3QUOTA (for monitoring purposes only) (MINAGE)

1. Under17 census
2. 17 and over sample

ONLINE INTRODUCTION

*(MODE=1, ONLINE)

Hello and welcome to the NSW School Leaver Survey. This survey is being conducted by the Social Research Centre on behalf of the [NSW Department of Education](#).

We are interested to find out what you have been doing since leaving school, so the NSW Government can improve services for young people. Your participation is very important. The survey should take under 10 minutes to complete and there are no right or wrong answers.

By completing the survey, you have a chance to share in \$2,200 worth of prizes! The earlier you complete the more chances you have to win a \$200 JB HiFi voucher. If you complete the survey by Monday 2 September you will be entered into all ten weekly prize draws and receive an extra chance to win in the first draw.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. NAPLAN, HSC, and administrative data already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential, except in situations where we have a legal obligation to divulge findings or results to third parties, which may include law enforcement bodies. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).

For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

[Privacy](#) | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

*TIMESTAMP

CATI INTRODUCTION

*(ALL)

INTRODUCTION

Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are looking to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 10 minutes.

*(ALL)

INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. You may

have recently received a letter or email inviting you to take part in an important survey we are conducting to help improve services for young people.

IF NEEDED / RESPONDENT IS REFUSING: If you complete it with me now you'll be entered into all remaining weekly prize draws, with a chance to win a \$200 JB HiFi voucher in each draw. The later you complete, the less chances you'll have to win.

IF NAMED RESPONDENT: We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 8-10 minutes. Is now a good time? I'll be as quick as I can.

IF NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 8-10 minutes.

1. Continue (speaking with named respondent)
2. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)
8. Named respondent wants to complete online (GO TO EC1)
9. Wants prize draw info (GO TO PDINFO)
10. Wants a copy of the invitation via email (GO TO EC2)
11. Wants a copy of the invitation via post (GO TO POST1)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'

IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE GENDER FROM SAMPLE TO
SUBSTITUTE HIS / HIM / HE, HER / SHE

*PROGRAMMER NOTE: ASSIGN ALL MODE=1, ONLINE AS RDUM=1

*(RDUM=1, NAMED RESPONDENT)

Intro2 We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 8-10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)
5. Wants prize draw info (GO TO PDINFO)

*(RDUM = 2, PROXY RESPONDENT)

Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask you

a few questions about <FNAME>'s study and work situation, which will only take about 8-10 minutes.

IF RELATIONSHIP NOT CONFIRMED: Can I just confirm, are you a parent, guardian, carer or next of kin of <FNAME>? (For privacy reasons, we can only speak to someone who is a parent, guardian, carer or next of kin of <FNAME>)

INTERVIEWER NOTE: If not parent / guardian / carer / next of kin, ask to speak to someone that has this relationship and can answer on behalf of the respondent

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy not parent/guardian/carer/next of kin or does not know enough to provide information (AVOID) (GO TO TERM2)
4. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(RDUM = 2, PROXY RESPONDENT)

QREL What is your relationship to <FNAME>?

INTERVIEWER NOTE: If not parent / guardian / carer / next of kin, ask to speak to someone that has this relationship and can answer on behalf of the respondent

1. Parent
2. Sibling
3. Aunt / uncle
4. Grandparent
5. Other relative
6. Other (Specify_____)
6. Proxy not parent/guardian/carer/next of kin or does not know enough to provide information (AVOID) (GO TO TERM2)
7. Refused

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(INTRO1=8, REQUESTED LINK TO COMPLETE ONLINE)

*(MULTIPLES ACCEPTED)

EC1 No problem, I can send you an email with the link to the survey. Can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK] (GO TO TERM4)
2. Email address: [TEXT BOX FOR EMAIL] (GO TO TERM4)

[Programmer: Show TERM4 and flag as Transfer_To_Web]
[Programmer: Insert into V6 list: 688725]

API: cd0f36d2b8622d18d13083fa2fbced0dcd0d2a343b6020b0cd3c14ef2fbda77e

INSERT FIELDS:
Email
Fname
Sname

UID
Emaillink
Username

*(INTRO1=10, REQUESTED COPY OF INVITATION VIA EMAIL)

*(MULTIPLES ACCEPTED)

EC2 So we can send through a copy of the invitation, can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK]
2. Email address: [TEXT BOX FOR EMAIL]

[Programmer: GO TO PIREQ]

[Programmer: Insert into V6 list: 688724]

API: cd0f36d2b8622d18d13083fa2fbced0dcd0d2a343b6020b0cd3c14ef2fbda77e

INSERT FIELDS:

Email
Fname
Sname
UID
Emaillink
Username

PROGRAMMER NOTE: Researcher will provide email template – then requests are to be downloaded and automatically sent an email.

*(INTRO1=11, REQUESTED COPY OF INVITATION VIA POST)

*(MULTIPLES ACCEPTED)

POST1 So we can send through a copy of the invitation, can I please confirm your postal address?

Address: <c_addr1> <c_addr2> <c_suburb> <c_state> <c_postcode>
First name: <firstname>
Surname: <surname>

1. Postal address is correct
2. Collect postal address: [COLLECT NUMBER, STREET, SUBURB, POSTCODE, STATE]

*(INTRO1=10 OR 11, REQUESTED COPY OF INVITATION)

PIREQ Thanks for that, we'll try calling again in a few days to confirm you have received the letter and to answer any further questions.

REAPPOINT EMAIL +2 BUSINESS DAYS / LETTER +5 BUSINESS DAYS

*(ALL)

PRESAFE DO NOT ASK

INTERVIEWER CHECK: Are you calling a mobile number?

1. Yes
2. No

*(PRESAFE=1)

S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(S1=2, NOT SAFE TO TAKE CALL)

S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?

1. This number (MAKE APPOINTMENT)
2. Home phone (MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)

Intro4 Before we begin... I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. NAPLAN, HSC, and administrative data already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

All information is confidential, except in situations where we have a legal obligation to divulge findings or results to third parties, which may include law enforcement bodies.

If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to stop the interview at any time.

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)

ATELQ Your telephone number has been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

*(WANTS ADDITIONAL INFORMATION)

AINFO Further information can also be found on our website
<https://www.srcentre.com.au/nswschoolleavers>

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
1300 679 332.

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published on our website (<https://www.srcentre.com.au/nswschoolleavers>) after each weekly prize draw.

*(ALL)

S3 This call may be monitored or recorded for training and quality purposes. Is that OK?

1. Yes
2. No

*TIMESTAMP

A. CURRENT STATUS

*(ALL)

Y12A3 Our records show that you/ that <FNAME> completed Year 12 last year. Is this correct?

1. Yes
2. No (GO TO TERM1)
3. (Not sure) (GO TO TERM1)
4. (Prefer not to say) (GO TO TERM1)

*(ALL)

A5a Do you/ Does <FNAME> currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(NOT WORKING, A5a = 2-4)

A5b Are you / Is <FNAME> currently looking for work?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/ <FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Not sure)
5. (Prefer not to say)

*(ALL)

A6 Are you/ Is <FNAME> currently studying or enrolled in further study including a traineeship or apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
4. (Not sure)
5. (Prefer not to say)

*TIMESTAMP

G. VET QUESTIONS

*(VET=VET, VET IN SCHOOL)

B7a Now just a quick question about VET courses. According to our records you/<FNAME> undertook a VET course while at school. Your/<FNAME>'s VET course may have been a school based apprenticeship or traineeship.

Can you please confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

1. Yes (I / <FNAME>**did** undertake a VET course)
2. No (I / <FNAME>**did not** undertake a VET course)
3. (Not sure)
4. (Prefer not to say)

*(VET NE VET, NOT VET in SCHOOL)

B7b Now just a quick question about VET courses. According to our records you/<FNAME> **did not** undertake a VET course while at school.

Can you please confirm you / <FNAME> did not undertake a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

1. Yes (I/ <FNAME> **did not** undertake a VET course)
2. No (I/ <FNAME> **did** undertake a VET course)
3. (Not sure)
4. (Prefer not to say)

*(IF B7a=2 or B7b=1, CONFIRMED DID NOT DO VET COURSE)

G7 What are the reasons why you/ <FNAME> did not do a VET course at school?

*MODE=1 DISPLAY: Please select all that apply:

*MODE=2, DISPLAY: I have a list of reasons, just tell me yes or no as I read them out...

(READ OUT) (MULTIPLE RESPONSE)

PROGRAMMER NOTE: ROTATE STATEMENTS 1 THROUGH 7

1. Wanted to go to university and was focused on my / his / her ATAR.
2. Was not interested in studying any VET while at school.
3. The specific VET subjects on offer were not of interest.
4. Didn't fit in with my / his / her timetable.
5. Thought that the demands of the VET courses were too difficult e.g. travel, course load, fees.
6. Was advised against it, for example, by parents, teachers, careers advisor.
7. Unaware of benefits and outcomes of doing a VET course.
8. Other, please specify
9. (Not sure) (*EXCLUSIVE)
10. (Prefer not to say) (*EXCLUSIVE)

C. EMPLOYMENT

*C1 MOVED AFTER

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)

C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(A5a=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)

C4 What is your/ <FNAME>'s **main** job?

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Bar attendant / barista
2. Café worker
3. Checkout operator
4. Kitchen hand
5. Sales assistant (general)
6. Store person
7. Waiter

8. Private tutors and teachers
9. Other job
10. (Not sure)
11. (Prefer not to say)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=1, DOING APPRENTICESHIP)

C5 What apprenticeship are you / is <FNAME> doing?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Bricklayers and stonemason
2. Cabinetmaker
3. Carpenter and joiner
4. Chef
5. Electrician
6. Hairdresser
7. Metal fitter / turner / machinist
8. Motor mechanic
9. Plumber
10. Other
11. (Not sure)
12. (Prefer not to say)

*(OTHER SPECIFY, C5=10)

C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=2, DOING TRAINEESHIP)

C6 What traineeship are you/ is <FNAME> doing?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
2. Bar attendants and Barista
3. Café worker
4. Secretaries
5. Office administration (General clerk)
6. Retail operation (Sales assistant (general))
10. Accountants
7. Other
8. (Not sure)
9. (Prefer not to say)

*(OTHER SPECIFY, C6=7)

C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(A5b=2, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s **main** activity?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child / children
4. Travel or holiday / gap year
5. Illness / unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. socialising, hobbies, playing sport or video games)
8. Doing nothing
9. Other (Please specify)
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

*TIMESTAMP

D. STUDY

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D2 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study. What level of study is it?

*IF MODE=2 DISPLAY: (DO NOT PROMPT FOR ABOVE BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. (Not sure)
13. (Prefer not to say)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)

D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III
4. Certificate II
5. Certificate I
6. Other (Please specify)

7. (Not sure)
8. (Prefer not to say)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3a What type of education institution do you attend / will you be attending/ does <FNAME> attend/ will <FNAME> be attending?

1. TAFE or government vocational education and training (VET) provider
2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. (Not sure)
6. (Prefer not to say)

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / you will be attending/ <FNAME> attends/ <FNAME> will be attending?

*IF MODE=2 DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

40. TAFE NSW (DISPLAY IF D3a=1)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. (Not sure)
38. (Prefer not to say)

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend/ does <FNAME> attend/ will <FNAME> be attending university?

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory
8. (My institution is not located in Australia)
9. (Not sure)
10. (Prefer not to say)

*(D3a=3, ATTENDING UNIVERSITY)

PRED4 Are you/is <FNAME> undertaking a double degree?

1. Yes
2. No
3. (Not sure)

4. (Prefer not to say)

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

IF PRED4=1: If you/<FNAME> are undertaking a double degree, please indicate your/their other field of education at the next question.

*IF MODE=2 DISPLAY: IF NEEDED: 'What course are you studying?' AND PROBE TO FRAME.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your/<FNAME>'s second degree?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

D4ac What area of study is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

D4bc Which area of study is the closest match for your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*TIMESTAMP

E. DEMOGRAPHICS

*(ALL)

PREE1 Now a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Not sure)
6. (Prefer not to say)

*(ALL)

E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Not sure)
5. (Prefer not to say)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)

E3 What language do you/ does <FNAME> speak at home?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: (DO NOT PROMPT)

*IF MODE=1, DISPLAY: Please select all that apply

*PROGRAMMER NOTE: AND SHOW PRE-CODES AND PUT IN ALPHABETICAL ORDER

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese

7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Please specify)
29. (Not sure)
30. (Prefer not to say)

*(ALL)

E4o The next few questions are about your / <FNAME>'s parents or guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

1. Continue

*(ALL)

E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your/ <FNAME>'s mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your/ <FNAME>'s father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent household or parent and step-parent household).

*IF MODE=1 DISPLAY: If time was split between parents, please think about the house where you spent the most time

*IF MODE=2 DISPLAY: (READ OUT)

1. Two parents or guardians (with/without siblings / other family)
2. One parent or guardian (with/without siblings / other family)
3. Other people I'm/they're not related to
10. Other people I am/they are related to
4. A partner (married / not married)
5. IF RDUM=1 DISPLAY: A partner and our (or your partner's) child or children

- IF RDUM=2 DISPLAY: A partner and <FNAME>'s (or their partner's) child or children
6. (Couch surfed with relatives / non-relatives)
 7. Other (Please specify)
 8. (Not sure)
 9. (Prefer not to say)

*TIMESTAMP

F. REFERRAL QUESTIONS AND CONTACT DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5a=2, AND A6 = 3, 4 OR 5)

F1 Part of the reason why we are doing this research is to let young people know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, pass contact details on
2. No, do not pass contact details on

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnewtelnum>

Alternative number: <cnewaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1b Are there other numbers or a mobile for the Transition to Work program to contact?

1. Yes (Please enter 10-digit number)
2. No

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1c So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank:

F1d Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank:

F1e The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NAMED RESPONDENT, RDUM=1)

F2 Thanks for that. Would it be ok if we or the NSW Department of Education contacted you again sometime in the future for a follow-up interview about your work and study experiences?

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

F3 The phone number(s) we have to reach you on are:

Best number: <cnwtelnum>

Alternative number: <cnwaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4 Can we please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F5a Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F5b The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*TIMESTAMP

***CLOSE**

*(ALL)
CLOSE

Thank you again very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with NSW privacy legislation and the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available on our website, www.srcentre.com.au if you require further information.

*(IF MODE=1) If you would like to view the results from the 2017 NSW student destinations survey please click [here](#).

*(IF MODE=2) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2) IF NECESSARY: If you're interested in looking at the results of this survey, a report on the NSW student destinations survey will be published on the Department's Centre for Education Statistics and Evaluation website early next year: www.cese.nsw.gov.au

***TERMINATION SCRIPT**

TERM1 Thanks anyway, but for this survey we need to speak to people who have completed Year 12.

TERM2 Thanks for your time.

TERM3 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM4 You'll receive the email with the link to complete this survey shortly. If you haven't received it by tomorrow please contact the Social Research Centre on 1800 023 040 or at studentdestinations@srcentre.com.au

IF RESPONDENT DECEASED:

Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Mary

PHONE: 02 7814 1371

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

***REASONS FOR REFUSAL**

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy
3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys

- 10. Ten minutes is too long
- 11. Get too many calls for surveys / telemarketing
- 17. Objected to being called on mobile phone
- 18. Other (Specify)

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

- 1. Definitely don't call back
- 2. Possible conversion

***ALLTERM**

	Detailed outcome	Summary outcome	AAPOR detailed outcome	AAPOR outcome code
Intro1=2	Household refusal	Refusal	Household level refusal	2.111
Intro1=3	Respondent refusal	Refusal	Known respondent refusal	2.112
Intro1=5	Named respondent deceased	Screen out	Deceased respondent	2.31
Intro2=2	Respondent refusal	Refusal	Known respondent refusal	2.112
Intro3=2	Proxy refused to provide information	Refusal	Refusal	2.11
Intro3=3	Proxy not parent/guardian/carer/next of kin or does not know enough to provide information or does not know enough information	Screen out	Other	4.9
Intro3=6	Proxy unavailable / away duration	Other contacts	Other, non-refusals	2.3
QREL=7	Proxy not parent/guardian/carer/next of kin or does not know enough to provide information or does not know enough to provide information	Screen out	Other	4.9
S1=3	Mobile refused safety question	Refusal	Refusal	2.11
S2=3	Mobile refused alternative number	Refusal	Refusal	2.11
Intro4=2	Respondent refusal	Refusal	Known respondent refusal	2.112
Y12A3=2/3/4	Did not complete Year 12	Screen out	No eligible respondent	4.7
EC1=2	Wants to complete online	Other contacts	Other, non-refusals	2.3

Appendix 10 Early school leaver questionnaire

NSW School Leaver Survey - Early Leavers
NSW Department of Education and NSW Skills Board
2019 - Questionnaire

CALL OUTCOMES AND RR1

*USE STANDARD RR1 BUT ADD OBJECTED TO BEING CALLED ON MOBILE

*USE UPDATED CALL OUTCOME LIST IN PROJECT SPECS FOLDER

PARTICIPANT INFORMATION FIELDS

*USE STANDARD BUT HAVE ADDED SEX, FNAME AND SNAME FROM SAMPLE

SAMPLE VARIABLES

Name	Values / Source
Sex	M=Male F=Female
VET	VET=VET
Given name	FNAME
Family name	SNAME
SECTOR	DEC = Government CSNSW = Catholic AIS = Independent
BATCH	*To be created when sample files received
SA4CLUSTER	CCH – Central Coast Hunter NENSW - North East NSW NWNSW - North West NSW SENSW - South East NSW SWNSW - South West NSW SI - Sydney-Inner SN - Sydney-North SNW - Sydney-North West SS - Sydney-South SSW - Sydney-South West SW - Sydney-West
Diocese	(TEXT VARIABLE)
Principal_network	(TEXT VARIABLE)
Catholic_Independent	Catholic Independent
No_Email_SMS	1=No email or SMS 2=Has email only 3=Has SMS only 4=Has email and SMS (Derived sample variable)

GENERAL PROGRAMMING NOTES

- Only display ranges for MODE=2, TELEPHONE
- Only display (AVOID) for MODE=2, TELEPHONE
- All 'Please select all that apply' should be italicised for MODE=1, ONLINE
- Any bracketed response options to be set separately to 'valid responses' – as per standard template for MODE=1, ONLINE

- Brackets should only be shown in MODE=2, TELEPHONE
- Assign mode for all respondents to assist with scripting – 1=Online, 2=Telephone
- For all other (specify) use Other (*Please specify*) for MODE=1 and Other (specify) for MODE=2
- IF DEVICETYPE=MOBILE or TABLET show grids one statement at a time

B1QUOTA VARIABLES

B1QUOTA SECTOR FROM SAMPLE (for monitoring purposes in SUR only)

1.	AIS	-	CCH
2.	AIS	-	NENSW
3.	AIS	-	NWNSW
4.	AIS	-	SENSW
5.	AIS	-	SWNSW
6.	AIS	-	SI
7.	AIS	-	SN
8.	AIS	-	SNW
9.	AIS	-	SS
10.	AIS	-	SSW
11.	AIS	-	SW
12.	CSNSW	-	CCH
13.	CSNSW	-	NENSW
14.	CSNSW	-	NWNSW
15.	CSNSW	-	SENSW
16.	CSNSW	-	SWNSW
17.	CSNSW	-	SI
18.	CSNSW	-	SN
19.	CSNSW	-	SNW
20.	CSNSW	-	SS
21.	CSNSW	-	SSW
22.	CSNSW	-	SW
23.	DEC	-	CCH
24.	DEC	-	NENSW
25.	DEC	-	NWNSW
26.	DEC	-	SENSW
27.	DEC	-	SWNSW
28.	DEC	-	SI
29.	DEC	-	SN
30.	DEC	-	SNW
31.	DEC	-	SS
32.	DEC	-	SSW
33.	DEC	-	SW

B2QUOTA SECTOR SAMPLE (for monitoring purposes only)

1. DEC
2. CSNSW
3. AIS

ONLINE INTRODUCTION

*(MODE =1, ONLINE)

Hello and welcome to the NSW School Leaver Survey. This survey is being conducted by the Social Research Centre on behalf of the [NSW Department of Education](#).

We are interested to find out what you have been doing since leaving school, so the NSW Government can improve services for young people. Your participation is very important. The survey should take **around 10 minutes** to complete and there are no right or wrong answers.

By completing the survey, you have a chance to share in \$1,800 worth of prizes! The earlier you complete the more chances you have to win a \$200 JB HiFi voucher. If you complete the survey by Monday 2 September 2019 you will be entered into all eight weekly prize draws and receive an extra chance to win in the first draw.

You are able to stop the survey at any time and return to complete it later. When you re-start the survey, use the same link and it will take you to where you left.

Please read the information below on the nature of the survey research. This information is required under NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. NAPLAN, HSC, and administrative data already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation. De-identified survey results will be used for other research purposes, including sharing with education bodies, in order to improve education and career services. All information is confidential, except in situations where we have a legal obligation to divulge findings or results to third parties, which may include law enforcement bodies. If there are any questions you don't want to answer, you can skip over them. Participation is voluntary and you are free to stop the interview at any time.

If you agree to take part in this survey, please click next to start.

Further information about the survey can be found [here](#).

For more information, please call the Social Research Centre on 1800 023 040 or email studentdestinations@srcentre.com.au.

[Privacy](#) | [FAQs](#) | studentdestinations@srcentre.com.au | 1800 023 040

*TIMESTAMP

CATI INTRODUCTION

*(ALL)

INTRODUCTION

Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. May I please speak to <FNAME> <SNAME>?

(REINTRODUCE TO NAMED RESPONDENT AS REQUIRED)

IF QUERIED BY PHONE ANSWERER WHO IS NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 8-10 minutes.

*(ALL)

INTRO1 (REINTRODUCE AS NECESSARY: Hello, my name is <SAY NAME>, calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne. You may have recently received a letter or email inviting you to take part in an important survey we are conducting to help improve services for young people.

IF NEEDED / RESPONDENT IS REFUSING: If you complete it with me now you'll be entered into all remaining weekly prize draws, with a chance to win a \$200 JB HiFi voucher in each draw. The later you complete, the less chances you'll have to win.

IF NAMED RESPONDENT: We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 8 to 10 minutes. Is now a good time? I'll be as quick as I can.

IF NOT NAMED RESPONDENT: We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people. We would like to ask <FNAME> a few questions about <FNAME>'s study and work situation, which will only take about 8 to 10 minutes.

1. Continue (speaking with named respondent)
2. Household Refusal (GO TO RR1)
3. Respondent Refusal (GO TO RR1)
4. Named person away duration (ATTEMPT PROXY INTERVIEW)
5. Named respondent deceased (GO TO TERM3)
6. Wants further information about survey (GO TO AINFO)
7. Queried about how telephone number was obtained (GO TO ATELQ)
8. Named respondent wants to complete online (GO TO EC1)
9. Wants prize draw info (GO TO PDINFO)
10. Wants a copy of the invitation via email (GO TO EC2)
11. Wants a copy of the invitation via post (GO TO POST1)

*(INTRO1=1 OR 4, NAMED RESPONDENT AND PROXY INTERVIEW)
RDUM (RESPONDENT STATUS)

1. Interviewing named respondent (INTRO1=1)
2. Interviewing by proxy (parent interview) (INTRO1=4)

*PROGRAMMER INSTRUCTIONS FOR TEXT SUBSTITUTION THROUGHOUT SURVEY

IF RDUM=1, USE 'YOUR / YOU / I'

IF RDUM=2, USE <FNAME> OR WHERE REQUIRED USE GENDER FROM SAMPLE TO
SUBSTITUTE HIS / HIM / HE, HER / SHE

*PROGRAMMER NOTE: ASSIGN ALL MODE=1, ONLINE AS RDUM=1

*(RDUM=1, NAMED RESPONDENT)

Intro2 We are interested to find out how you have been doing since leaving school, so the NSW Government can improve services for young people. We'd like to ask a few questions about your study and work situation – it will only take about 8-10 minutes. Is now a good time? I'll be as quick as I can.

1. Continue
2. Respondent Refusal (GO TO RR1)
3. Wants further information about survey (GO TO AINFO)
4. Queried about how telephone number was obtained (GO TO ATELQ)
5. Wants prize draw info (GO TO PDINFO)

*(RDUM = 2, PROXY RESPONDENT)

Intro3 I'm calling regarding a study of school leavers being undertaken by the NSW Department of Education. We are interested to find out how <FNAME> is doing since leaving school, so that the NSW Government can improve services for young people.

We would like to ask you a few questions about <FNAME>'s study and work situation, which will only take about 8-10 minutes.

IF RELATIONSHIP NOT CONFIRMED: Can I just confirm, are you a parent, guardian, carer or next of kin of <FNAME>? (For privacy reasons, we can only speak to someone who is a parent, guardian, carer or next of kin of <FNAME>)

INTERVIEWER NOTE: If not parent / guardian / carer / next of kin, ask to speak to someone that has this relationship and can answer on behalf of the respondent

1. Continue
2. Proxy refused to provide information (GO TO RR1)
3. Proxy not parent/guardian/carer/next of kin or does not know enough to provide information (AVOID) (GO TO TERM2)
4. Wants further information about survey (GO TO AINFO)
5. Queried about how telephone number was obtained (GO TO ATELQ)
6. Proxy unavailable / away duration (GO TERM2)

*(RDUM = 2, PROXY RESPONDENT)

QREL What is your relationship to <FNAME>?

INTERVIEWER NOTE: If not parent / guardian / carer / next of kin, ask to speak to someone that has this relationship and can answer on behalf of the respondent

1. Parent
2. Sibling
3. Aunt / uncle
4. Grandparent
5. Other relative
6. Other (Specify_____)
6. Proxy not parent/guardian/carer/next of kin or does not know enough to provide information (AVOID) (GO TO TERM2)
7. Refused

PROGRAMMER NOTE: DISPLAY RESPONSE TO QREL AT TOP OF SCREEN FOR ALL PROXY INTERVIEWS (RDUM=2)

*(INTRO1=8, REQUESTED LINK TO COMPLETE ONLINE)

*(MULTIPLES ACCEPTED)

EC1 No problem, I can send you an email with the link to the survey. Can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK] (GO TO TERM4)
2. Email address: [TEXT BOX FOR EMAIL] (GO TO TERM4)

[Programmer: Show TERM4 and flag as Transfer_To_Web]

[Programmer: Insert into V6 list: 688720]

API: cd0f36d2b8622d18d13083fa2fbced0dcd0d2a343b6020b0cd3c14ef2fbda77e

INSERT FIELDS:

Email
Fname
Sname
UID
Emailink
Username

*(INTRO1=10, REQUESTED COPY OF INVITATION VIA EMAIL)

*(MULTIPLES ACCEPTED)

EC2 So we can send through a copy of the invitation, can I please confirm your email address?

Email: <email>
First name: <firstname>
Surname: <surname>

1. Email address shown is correct *[DISPLAY IF EMAIL IS NOT BLANK]
2. Email address: [TEXT BOX FOR EMAIL]

[Programmer: GO TO PIREQ]

[Programmer: Insert into V6 list: 688721]

API: cd0f36d2b8622d18d13083fa2fbced0dcd0d2a343b6020b0cd3c14ef2fbda77e

INSERT FIELDS:

Email
Fname
Sname
UID
Emailink
Username

PROGRAMMER NOTE: Researcher will provide email template – then requests are to be downloaded and automatically sent an email.

*(INTRO1=11, REQUESTED COPY OF INVITATION VIA POST)

*(MULTIPLES ACCEPTED)

POST1 So we can send through a copy of the invitation, can I please confirm your postal address?

Address: <c_addr1> <c_addr2> <c_suburb> <c_state> <c_postcode>
First name: <firstname>
Surname: <surname>

1. Postal address is correct
2. Collect postal address: [COLLECT NUMBER, STREET, SUBURB, POSTCODE, STATE]

*(INTRO1=9 OR 10, REQUESTED COPY OF PARTICIPANT INFORMATION SHEET)

PIREQ Thanks for that, we'll try calling again in a few days to confirm you have received the participant information sheet and to answer any further questions.

REAPPOINT EMAIL +2 BUSINESS DAYS / LETTER +5 BUSINESS DAYS

*(ALL)

PRESAFE DO NOT ASK

INTERVIEWER CHECK: Are you calling a mobile number?

1. Yes

2. No

*(PRESAFE=1)

S1 And could I please check whether it is safe for you to take this call at the moment? If not, we'd be happy to call back when it is more convenient for you.

1. Safe to take call
2. Not safe to take call
3. Refused (GO TO RR1)

*(S1=2, NOT SAFE TO TAKE CALL)

S2 Do you want me to call you back on this number or would you prefer I call back on your home phone?

1. This number (MAKE APPOINTMENT)
2. Home phone (MAKE APPOINTMENT, RECORD HOME PHONE NUMBER)
3. Respondent refusal (GO TO RR1)

*(ALL)

INTRO4 Before we begin... I will explain the nature of the survey research to you:

Your information will be used to advise the NSW Government on education and career outcomes for NSW school leavers. NAPLAN, HSC, and administrative data already collected or held by NESA (New South Wales Education Standards Authority), will be used to conduct and report on the survey. Sharing of data for this purpose is authorised by legislation. De-identified survey responses will also be used for other research purposes, including sharing with education bodies, in order to improve education and career services.

All information is confidential, except in situations where we have a legal obligation to divulge findings or results to third parties, which may include law enforcement bodies. If there are any questions you don't want to answer, just tell me so I can skip over them. Participation is voluntary and you are free to stop the interview at any time.

IF NECESSARY If you have any concerns, you may contact the SRC hotline number on 1800 023 040.

Do you agree to take part in this survey?

1. Yes, Continue
2. No, Refused (GO TO RR1)
3. Queried about laws or why information required (GO TO ALAW)

*(RDUM=1 AND (INTRO1=3 OR INTRO2=2 OR S1=3 OR S2=3), RESPONDENT REFUSAL)

NRF1 Just before I go, part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

You might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

Would you like us to pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area?

1. Agrees
2. Refuses

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1a Could I please confirm the best number for the Transition to Work Program to call you on:

NUMBER FROM SAMPLE: (DISPLAY NUMBER FROM SAMPLE)

1. Number from sample is best number
2. Collect other number (SPECIFY TEN DIGIT NUMBER)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1b Are there other numbers or a mobile for the Transition to Work Program to contact?

1. Yes (SPECIFY TEN DIGIT NUMBER)
2. No

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1c And could I please collect your email?

1. Yes (ENTER EMAIL) PROGRAMMER NOTE: SET UP TO COLLECT EMAIL OVER TWO SCREENS (GO TO TERM2)
2. No (GO TERM2)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

NRF1d So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(INTRO 1=8 OR INTRO2=6 OR INTRO3=6, QUERIED HOW TELEPHONE NUMBER WAS OBTAINED)

ATELQ Your telephone number has been provided by either the NSW Education Standards Authority or the NSW Department of Education for the purposes of this research. A letter was also sent to your home address letting you know about this survey.

*(WANTS ADDITIONAL INFORMATION)

AINFO Further information can also be found on our website
www.srcentre.com.au/nswschoolleavers

I can also give you a telephone number so that you can talk with the researchers at the Centre for Education Statistics and Evaluation:
1300 679 332.

*(QUERIED WHY REQUIRED OR WHICH LAW)

ALAW This information is required under the NSW Privacy and Personal Information Protection Act 1998 and Privacy Act (Cth) 1988.

*(WANTS PRIZE DRAW INFO)

PDINFO Prize winners will be notified by telephone or in writing (email or letter). The names and State of residence of all winners will be published on our website
www.srcentre.com.au/nswschoolleavers after each weekly prize draw.

*(ALL)

S3 This call may be monitored for training and quality purposes. Is that OK?

1. Monitor
2. Do not monitor

*TIMESTAMP

A. CURRENT STATUS

*(ALL)

A3 Our records show that you/ that <FNAME> left school last year before you/ <FNAME> completed Year 12. Is this correct?

*IF MODE=2 DISPLAY: IF NO PROBE TO FRAME

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below

1. Yes
2. No, I/<FNAME> did not leave school before completing Year 12
3. No, I am/<FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
4. No, I/<FNAME> completed Year 12 and was awarded a Higher School Certificate/HSC (GO TO TERM1)
5. No, I/<FNAME> completed Year 12 but was not awarded a Higher School Certificate/HSC (GO TO TERM1)
6. (Not sure) (GO TO TERM1)
7. (Prefer not to say) (GO TO TERM1)

*(ALL)

A4 Have you / Has <FNAME> returned to secondary or high school studies this year?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: PROBE FOR FURTHER DETAIL SHOULD RESPONDENT SAY 'YES', I.E. PROBE FOR CORRECT CODE 2-5. HOME SCHOOLING SHOULD BE CODED AS '4' AND 'HOME SCHOOLED' SPECIFIED. IF NEVER LEFT CODE AS '2'.

*IF MODE=1 DISPLAY: Thinking about your current situation, please select the most appropriate response below.

*IF MODE=1 DISPLAY: If you never left high school please select the second option. If you have changed to home schooling please select option 4.

*PROGRAMMER NOTE:

IF A3=2 AND A4=1, GO TO TERM 1

1. No
2. Yes, I/ <FNAME> have returned to secondary school studies this year / I/ <FNAME> never left high school (GO TO TERM1)
3. Yes, I am/ <FNAME> is doing the International Baccalaureate (IB) (GO TO TERM1)
4. Yes, but I have/ <FNAME> has changed schools this year (GO TO TERM1)
5. Yes, but I am / <FNAME> is now doing the HSC in TAFE (GO TO TERM1)
6. (Not sure)
7. (Prefer not to say)

*(ALL)

A5a Do you/ <FNAME> currently have a paid job?

INTERVIEWER NOTE: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(NOT WORKING, A5a = 2-4)

A5b Are you / Is <FNAME> currently looking for work?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C1 Is your/ <FNAME>'s paid job part of an apprenticeship or traineeship?

1. Apprenticeship
2. Traineeship
3. No / neither
4. (Not sure)
5. (Prefer not to say)

*(ALL)

A6 Are you/ Is <FNAME> currently studying or enrolled in further study including a traineeship or apprenticeship?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: SHOULD RESPONDENT INDICATE THAT THEY ARE DOING 'ON THE JOB' TRAINING OR SIMILAR, CLARIFY WHETHER THE TRAINING CONTRIBUTES TO A QUALIFICATION (INDICATING THAT THEY MAY BE ENROLLED IN A TRAINEESHIP). IF NOT, CODE AS 'NO'.

*IF MODE=2 DISPLAY: (PROBE OUT YES RESPONSE)

1. Yes – currently studying
2. Yes – enrolled but not yet started (including deferred / gap year)
3. No
5. (Not sure)
6. (Prefer not to say)

*TIMESTAMP

B. INFLUENCES & ASPIRATIONS

*(ALL)

B1 What is the **main** reason why you/ <FNAME> left school early?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: RECORD FIRST MENTION HERE AND OTHER MENTIONS AT NEXT QUESTION

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Work or career reasons
2. Didn't like school or teachers
3. Was not interested in going (bored)
4. Not coping well at school or failed or failing subjects or too hard
5. School was not for me/ <FNAME> or not a good environment for learning
6. School did not offer vocational education and training (VET) options
7. School did not offer subject choices I/ <FNAME> wanted
8. I/ <FNAME> was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. Ill health or sickness

13. Disability or school couldn't cater for my/ <FNAME>'s disability
14. Financial hardship
15. Wanted to study elsewhere or TAFE or different course
16. Moved away from area
17. Travel time (too long a commute)
18. Other (Please specify)
19. (Not sure)
20. (Prefer not to say)

*TIMESTAMP

G. VET QUESTIONS

*(SAMPLE VARIABLE=VET, VET IN SCHOOL)

B7a Now just a quick question about VET courses. According to our records you/<FNAME> undertook a VET course while at school. Your/<FNAME>'s VET course may have been a school based apprenticeship or traineeship.

Can you please confirm whether you / <FNAME> undertook a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

1. Yes (I/ <FNAME> **did** undertake a VET course)
2. No (I/ <FNAME> **did not** undertake a VET course)
3. (Not sure)
4. (Prefer not to say)

*(VET NE VET, NOT VET in SCHOOL)

B7b Now just a quick question about VET courses. According to our records you/<FNAME> **did not** undertake a VET course while at school.

Can you please confirm you / <FNAME> did not undertake a VET course?

INTERVIEWER NOTE: VET means 'vocational education and training' courses.
IF NECESSARY: Many people do VET-in-School courses such as Hospitality or Construction, for example.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE' and 'IF NECESSARY':
ONLY FOR MODE=2, TELEPHONE

1. Yes (I/ <FNAME> **did not** undertake a VET course)
2. No (I/ <FNAME> **did** undertake a VET course)
3. (Not sure)
4. (Prefer not to say)

*IF B7a=2 or B7b=1, CONFIRMED DID NOT DO VET COURSE)

G7 What are the reasons why you/ <FNAME> did not do a VET course at school?

*MODE=1 DISPLAY: Please select all that apply:

*MODE=2, DISPLAY: I have a list of reasons, just tell me yes or no as I read them out...

(READ OUT) (MULTIPLE RESPONSE)

PROGRAMMER NOTE: ROTATE STATEMENTS 1 THROUGH 7

1. Wanted to go to university and was focused on my / his / her ATAR.
2. Was not interested in studying any VET while at school.

3. The specific VET subjects on offer were not of interest.
4. Didn't fit in with my/ his / her timetable.
5. Thought that the demands of the VET courses were too difficult e.g. travel, course load, fees.
6. Was advised against it, for example, by parents, teachers, careers advisor.
7. Unaware of benefits and outcomes of doing a VET course.
8. Other, please specify
9. (Not sure) (*EXCLUSIVE)
10. (Prefer not to say) (*EXCLUSIVE)

*TIMESTAMP

C. EMPLOYMENT

*MOVED QUESTION C1 AFTER A5

*(A5a=1, CURRENTLY HAVE A PAID JOB)

C2 Earlier you mentioned that you/ <FNAME> currently have/has a paid job. How many hours on average a week do you/ does <FNAME> work in your/ his/her job?

INTERVIEWER NOTE: If you are working more than one job, please provide total hours worked in paid employment.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. (NUMERIC BOX) Hours (RANGE 1-168)
2. (Not sure)
3. (Prefer not to say)

*(A5a=1, CURRENTLY HAVE A PAID JOB and RDUM = 1, NAMED RESPONDENT)

C3 Would you prefer to be working more hours?

(RESPONSE FRAME)

1. Yes
2. No
3. (Not applicable)
4. (Not sure)
5. (Prefer not to say)

*(A5a=1 AND C1=3 OR 4 OR 5, CURRENTLY HAVE A PAID JOB, BUT NOT APPRENTICESHIP OR TRAINEESHIP)

C4 What is your/ <FNAME>'s **main** job?

INTERVIEWER NOTE: The main job is the one in which you work the most hours at in an average week.

*PROGRAMMER NOTE: DISPLAY TEXT 'INTERVIEWER NOTE:' ONLY FOR MODE=2, TELEPHONE

1. Sales assistant (general)
2. Checkout operator
3. Kitchen hand
4. Store person
5. Café worker
6. Waiter
7. Building and plumbing labourer
8. Bar attendants and Barista
9. Other job

10. (Not sure)
11. (Prefer not to say)

*(OTHER SPECIFY, C4=9)

C4a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=1, DOING APPRENTICESHIP)

C5 What apprenticeship are you/ is <FNAME> doing?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Carpenters and joiner
2. Motor mechanic
3. Plumber
4. Electrician
5. Hairdresser
6. Chef
7. Metal fitter / turner / machinist
8. Structural steel and welding trades workers
9. Butchers and smallgoods makers
10. Cabinetmaker
11. Air conditioning and refrigeration mechanics
15. Bricklayers and stonemasons
16. Gardeners
12. Other
13. (Not sure)
14. (Prefer not to say)

*(OTHER SPECIFY, C5=12)

C5a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(C1=2, DOING TRAINEESHIP)

C6 What traineeship are you/ is <FNAME> doing?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: CODE TO ANZSCO LEVEL 4 LIST

*IF MODE=2 DISPLAY: (DO NOT READ OUT)

1. Childcare
4. Café Worker
6. Office administration (General clerk)
7. Retail operations (Sales assistant (general))
11. Farm, forestry and garden workers
12. Gardeners
13. Concreters
8. Other
9. (Not sure)
10. (Prefer not to say)

*(OTHER SPECIFY, C6=8)

C6a Can you please describe the title of your / <FNAME>'s job and the main tasks and duties you / they have in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(A5b=2, NO JOB AND NOT LOOKING FOR WORK)

C8 You said earlier that you do not/ <FNAME> does not currently have a paid job and that you are/ he/she is not looking for work. What would you say is your/ <FNAME>'s main activity?

*IF MODE=2 DISPLAY: (PROMPT IF NECESSARY)

1. Unpaid work
2. Home duties
3. Looking after child / children
4. Travel or holiday / gap year
5. Illness / unable to work
6. Pregnant / preparing for birth
7. Study / training
12. Carer for another person
13. Waiting for course to start / looking to enrol
14. Unemployed and looking for work
15. Recreational activities (e.g. socialising, hobbies, playing sport or video games)
8. Doing nothing
9. Other (Please specify)
10. (Not sure) (AVOID)
11. (Prefer not to say) (AVOID)

*TIMESTAMP

D. STUDY

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D2 Earlier you mentioned that you are/ <FNAME> is currently studying or enrolled to study-

What level of study is it?

*IF MODE=2 DISPLAY: (DO NOT PROMPT FOR ABOVE-BACHELOR, I.E. CODES 1-2)

1. Postgraduate level (PhD, Masters)
2. Graduate Diploma / Graduate Certificate
3. Bachelor degree
4. Advanced Diploma / Associate Degree / Diploma
5. Certificate IV
6. Certificate III
7. Certificate II
8. Certificate I
9. Apprenticeship
10. Traineeship
11. Other (Please specify)
12. (Not sure)
13. (Prefer not to say)

*(D2=9 OR 10, STUDYING APPRENTICESHIP OR TRAINEESHIP)

D2a What level is your / <FNAME>'s <IF D2=9: apprenticeship, IF D2=10: traineeship>?

1. Advanced Diploma / Associate Degree / Diploma
2. Certificate IV
3. Certificate III

4. Certificate II
5. Certificate I
6. Other (Please specify)
7. (Not sure)
8. (Prefer not to say)

*(A6=1 or 2, STUDYING OR ENROLLED TO STUDY)

D3a What type of education institution do you attend / will you be attending/ does <FNAME> attend/ will <FNAME> be attending?

1. TAFE or government vocational education and training (VET) provider
2. Private training college or Adult & Community Education provider
3. University
4. Other (Please specify)
5. (Not sure)
6. (Prefer not to say)

*(D3a=1 or 3, STUDYING OR ENROLLED TO STUDY AT UNIVERSITY OR TAFE)

D3 What is the name of the education institution you attend / you will be attending/ <FNAME> attends/ <FNAME> will be attending?

(PROBE FOR NAME OF UNIVERSITY OR TAFE)

40. TAFE NSW (DISPLAY IF D3a=1)
36. TAFE OTEN (Open Training and Education Network – online) (DISPLAY IF D3a=1)
16. Charles Sturt University (CSU) (DISPLAY IF D3a=3)
17. Macquarie University (DISPLAY IF D3a=3)
18. Southern Cross University (SCU) (DISPLAY IF D3a=3)
19. The University of Sydney (DISPLAY IF D3a=3)
20. University of New England (UNE) (DISPLAY IF D3a=3)
21. University of New South Wales (UNSW) (DISPLAY IF D3a=3)
22. University of Newcastle (DISPLAY IF D3a=3)
23. University of Notre Dame (Sydney campus) (DISPLAY IF D3a=3)
24. University of Technology Sydney (UTS) (DISPLAY IF D3a=3)
25. Western Sydney University (UWS) (DISPLAY IF D3a=3)
26. University of Wollongong (UOW) (DISPLAY IF D3a=3)
27. Australian Catholic University (ACU) (DISPLAY IF D3a=3)
39. University outside of NSW (DISPLAY IF D3a=3)
36. Other (Please specify)
37. (Not sure)
38. (Prefer not to say)

*(D3=39, ATTENDING UNIVERSITY OUTSIDE OF NSW)

D3b In what state or territory are you attending / will you attend/ does <FNAME> attend/ will <FNAME> be attending university?

*IF MODE=2 DISPLAY: (PROBE FOR NAME OF UNIVERSITY OR TAFE)

1. Victoria
2. Queensland
3. South Australia
4. Western Australia
5. Australian Capital Territory
6. Tasmania
7. Northern Territory
8. (My institution is not located in Australia)
9. (Not sure)
10. (Prefer not to say)

*(D3a=3, ATTENDING UNIVERSITY)

PRED4 Are you/is <FNAME> undertaking a double degree?

1. Yes
2. No
3. (Not sure)
4. (Prefer not to say)

*(STUDYING OR ENROLLED TO STUDY, A6=1 OR 2)

D4 What field of education is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

IF PRED4=1: If you/<FNAME> are undertaking a double degree, please indicate your/their other field of education at the next question.

*IF MODE=2 DISPLAY: IF NEEDED: 'What course are you studying?' AND PROBE TO FRAME.

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)
12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(DOING TWO AREAS OF STUDY, PRED4=1)

D4a What field of education is the closest match to your/<FNAME>'s second degree?

PROGRAMMER NOTE: UNFOLDING RESPONSE OPTIONS TO CODE AT FOUR DIGIT ASCED FRAME – REFERENCE SHEET [HERE](#)

1. Natural and Physical Sciences (e.g. Statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
2. Information Technology (e.g. Computer graphics, systems analysis)
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health (e.g. Medicine, nursing)
7. Education (e.g. Teaching)
8. Management and Commerce (e.g. Accounting, marketing, banking and finance)
9. Society and Culture (e.g. Law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
10. Creative Arts (e.g. Graphic design, performing arts, journalism, photography, floristry, jewellery making)
11. Food, Hospitality and Personal Services (e.g. Butcher, baker, hospitality)

12. Mixed Field Programmes (e.g. Employment Skills / General Education / Social Skills programs)
13. Other
14. Not sure
15. Prefer not to say

*(D4=1 THRU 12)

D4ac What area of study is the closest match to your/<FNAME>'s (IF PRED4=1, first degree; IF PRED4=2-4, degree; D3a = 1,2,4,5,6, type of study)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*(D4a=1 THRU 12)

D4bc Which area of study is the closest match for your/<FNAME>'s (IF PRED4=1, second degree; IF PRED4=2-4, degree)?

*IF MODE=2 DISPLAY: (RECORD COURSE DETAIL)

*TIMESTAMP

E. DEMOGRAPHICS

*(ALL)

PREE1 Now a few questions about you/ <FNAME> and your/ his/her family.

IF NECESSARY: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

*PROGRAMMER NOTE: DISPLAY TEXT 'IF NECESSARY:' ONLY FOR MODE=2, TELEPHONE

*(ALL)

E1 Are you/ Is <FNAME> of Aboriginal or Torres Strait Islander origin?

1. Aboriginal
2. Torres Strait Islander
3. Both Aboriginal and Torres Strait Islander
4. No - neither
5. (Not sure)
6. (Prefer not to say)

*(ALL)

E2 Do you/ Does <FNAME> speak a language other than English at home?

1. Yes
2. No
4. (Not sure)
5. (Prefer not to say)

*(E2=1, SPEAK LANGUAGE OTHER THAN ENGLISH AT HOME)

E3 What language do you/ does <FNAME> speak at home?

*IF MODE=2 DISPLAY: (MULTIPLES ACCEPTED)

*IF MODE=2 DISPLAY: (DO NOT PROMPT)

*IF MODE=1, DISPLAY: Please select all that apply

*PROGRAMMER NOTE: AND SHOW PRE-CODES AND PUT IN ALPHABETICAL ORDER

1. Mandarin
2. Italian
3. Arabic
4. Cantonese
5. Greek
6. Vietnamese
7. Spanish
8. Hindi
9. Tagalog
10. German
11. Korean
12. Punjabi
13. Macedonian
14. Australian Indigenous Languages
15. Croatian
16. Turkish
17. French
18. Indonesian
19. Filipino
20. Serbian
21. Polish
22. Tamil
23. Sinhalese
24. Russian
25. Japanese
26. Persian (excluding Dari)
27. Dutch
28. Other (Please specify)
29. (Not sure)
30. (Prefer not to say)

*(ALL)

E4o The next few questions are about your / <FNAME>'s parents or guardians.

*DISPLAY IF MODE=2:

INTERVIEWER NOTE:

If blended/mixed families, ask about the parents or step parents living in the same household.

If separated family where QR lives with one parent in same household, ask about both parents even if one is not in the same household.

If parent deceased, information may still be collected, but requires some sensitivity.

If no parent, but e.g. female guardian / male guardian, ask about guardians

If e.g. no father figure in life at any time, record as such (will skip remaining father questions)

For Aboriginal students, "aunties", "uncles" or "grandparents" may be the relevant guardian

*DISPLAY IF MODE=1:

When answering the following questions please think about your family situation. If you have a blended or mixed family please think about your parents or step parents living in the same household. If your family is separated and you live with one parent, please answer in relation to that parent and the parent who does not live with you.

1. Continue

*(ALL)

E4 What was the highest year of SCHOOL your/ <FNAME>'s mother (or female caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels

4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No mother / female guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my mother or a female guardian
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E5 What is the highest post-school qualification your/ <FNAME>'s mother (or female caregiver) has completed, if any? (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E4#6, Did not answer 'No mother / female guardian figure in life at any time' at E4)

E6 What is your/ <FNAME>'s mother's (or female caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E6=1,2,3 OR 4)

E6a (E6 =1) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) job and the main tasks and duties they have in that role?

(E6 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s mother's (or female caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*(ALL)

E7 What was the highest year of SCHOOL your/ <FNAME>'s father (or male caregiver) completed?

1. Primary schooling only
2. Started high school but left before Year 10
3. Finished Year 10 / School Certificate / O levels
4. Finished Year 12 / HSC / A levels / International Baccalaureate
5. No schooling
6. *DISPLAY IF MODE=2 (No father / male guardian figure in life at any time)
*DISPLAY IF MODE=1 I have not had contact with my father or a male guardian

7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E8 What is the highest post-school qualification your/ <FNAME>'s father (or male caregiver) has completed, if any? *IF MODE=2 DISPLAY: (PROMPT AS NECESSARY)

1. Apprenticeship or trade certificate / TAFE Certificate I-IV / VET Certificate I-IV
2. VET diploma / advanced diploma
3. University undergraduate degree / Bachelor degree / Honours degree / Graduate diploma
4. Post-graduate degree / Masters / Doctoral Degree / PhD
5. Some other qualification (Please specify)
6. No post-school qualification
7. (Not sure) (AVOID)
8. (Prefer not to say) (AVOID)

*(E7#6, Did not answer 'No father / male guardian figure in life at any time' at E7)

E9 What is your/ <FNAME>'s father's (or male caregiver's) occupation?

*IF MODE=2 DISPLAY: (READ OUT)

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: Avoid part-time or hobby jobs in retirement. Ensure that QR understands question is about 'occupation' not 'industry'. If respondent says 'doesn't have a job because disabled or injured', then code to 3.

1. Currently employed
2. Retired
3. Unemployed / Unable to work due to illness/injury/disability
4. Home duties
5. Never had a job
6. (Not sure)
7. (Prefer not to say)

*(OTHER SPECIFY, E9=1,2,3 OR 4)

E9a (E9 =1) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) job and the main tasks and duties they have in that role?

(E9 =2,3 OR 4) Can you please describe the title of your / <FNAME>'s father's (or male caregiver's) last job and the main tasks and duties they had in that role?

1. (FULL TEXT BOX)
2. (Not sure)
3. (Prefer not to say)

*ALL

E14 Which of these BEST describes the household you / <FNAME> were / was living in during their / your last year of high school?

*IF MODE=2 DISPLAY: INTERVIEWER NOTE: If number of parents/guardians alternates due to family separation, ask which household they spend MOST of their time (i.e. single parent household or parent and step-parent household).

*IF MODE=1 DISPLAY: If time was split between parents, please think about the house where you spent the most time

*IF MODE=2 DISPLAY: (READ OUT)

(READ OUT)

1. Two parents or guardians (with/without siblings / other family)
2. One parent or guardian (with/without siblings / other family)
3. Other people I'm/they're not related to
10. Other people I am/they are related to
4. A partner (married / not married)
5. IF RDUM=1 DISPLAY: A partner and our (or your partner's) child or children
IF RDUM=2 DISPLAY: A partner and <FNAME>'s (or their partner's) child or children
6. (Couch surfed with relatives / non-relatives)
7. Other (Please specify)
8. (Not sure)
9. (Prefer not to say)

*TIMESTAMP

F. REFERRAL DETAILS

*(NAMED RESPONDENT NOT EMPLOYED AND NOT IN STUDY, RDUM=1 AND A5a = 2, AND A6 = 3, 5 OR 6)

F1 Part of the reason why we are doing this research is to let young people who left school before finishing Year 12 know about services that are available to help them make a successful transition to further education, training or employment.

We think you might be eligible for the Transition to Work Program. It's funded by the Australian Government, and offers access to flexible services including one-to-one support for eligible young people. You can read more about this program by visiting the website: www.employment.gov.au/transition-work.

If you would like us to do so, we can pass on your contact details to the NSW program managers so they can get in touch with you to let you know what is available in your local area.

1. Yes, pass contact details on
2. No, do not pass contact details on

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1a The phone number(s) we have for the Transition to Work Program to reach you on are:

Best number: <cnwtelnum>

Alternative number: <cnwaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO TRANSITION TO WORK PROGRAM)

F1b Are there other numbers or a mobile for the Transition to Work program to contact?

1. Yes (Please enter 10 digit number)
2. No

*(F1=1, AGREED TO BE REFERRED TO Transition to Work program PROGRAM)

F1c So the Transition to Work program closest to you can get in contact, we need to confirm your postcode. The postcode we have for you is:

Postcode <PCODE>

Is this still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F1=1, AGREED TO BE REFERRED TO Transition to Work PROGRAM)

*PROGRAMMER NOTE: If email address is blank (emailflg=2):

F1d Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*PROGRAMMER NOTE: If email address is not blank (emailflg=1):

F1e The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(NAMED RESPONDENT, RDUM=1)

F2 Thanks for that. Would it be ok if we or the NSW Department of Education contacted you again sometime in the future for a follow-up interview about your work and study experiences?

1. Agree to be recontacted
2. Prefer not to say

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: Feed forward / display contact info at F1 if provided.

F3 The phone number(s) we have to reach you on are:

Best number: <cnwtelnum>

Alternative number: <cnwaltnum>

Are these still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*(F2=1, AGREED TO BE RECONTACTED)

F4 Can we please get an alternative number or a mobile from you for future contact?

1. Alternative number: <10 digits>
2. Prefer not to provide alternative number

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is blank:

F5a Can we please have your email address?

1. Email address <TEXT BOX>
2. Prefer not to provide email

*(F2=1, AGREED TO BE RECONTACTED)

*PROGRAMMER NOTE: If email address is not blank:

F5b The email address we have for you is:

<CEMAIL>

Is that still correct?

1. Yes
2. No (GO TO EDIT SCREEN)

*TIMESTAMP

***CLOSE**

*(ALL)
CLOSE

Thank you very much for your time and assistance, your response to the survey has now been registered and you have now been entered into the prize draw.

This research is carried out in compliance with NSW privacy legislation and the Privacy Act and the information you have provided will only be used for research purposes. Our Privacy Policy is available on our website, www.srcentre.com.au if you require further information.

*(IF MODE=1) If you would like to view the results from the 2017 NSW student destinations survey please click [here](#).

*(IF MODE=2) Just in case you missed it, my name is (.....), calling on behalf of the NSW Department of Education from the Social Research Centre in Melbourne.

*(IF MODE=2) IF NECESSARY: If you're interested in looking at the results of this survey, a report on the NSW student destinations survey will be published on the Department's Centre for Education Statistics and Evaluation website early next year: www.cese.nsw.gov.au

***TERMINATION SCRIPT**

TERM1 Thanks anyway, but for this survey we need to speak to people who left school last year before completing Year 12.

*IF MODE=1 DISPLAY: Please click 'Next' to be re-directed to our home page.

TERM2 Thanks for your time.

TERM3 I'm really sorry.... I will make sure we don't call again. Please accept our apologies.

TERM4 You'll receive the email with the link to complete this survey shortly. If you haven't received it by tomorrow please contact the Social Research Centre on 1800 023 040 or at studentdestinations@srcentre.com.au

IF RESPONDENT DECEASED:

Would it be ok for us to pass on this information to the Department so they can update their records?

I have the contact number of the researcher at the Department if you would like to contact them. Or alternatively I can collect your details and ask that they contact you?

CONTACT NAME: Mary
PHONE: 02 7814 1371

INTERVIEWER NOTE: YOU MUST NOW FILL OUT A CALL ALERT FORM

***REASONS FOR REFUSAL**

*(REFUSED)

RR1 OK, that's fine, no problem, but could you just tell me the main reason you do not want to participate, because that's important information for us?

1. No comment / just hung up
2. Too busy

3. Not interested
4. Too personal / intrusive
5. Don't like subject matter
6. Don't believe surveys are confidential / privacy concerns
7. Silent number
8. Don't trust surveys / government
9. Never do surveys
10. Ten minutes is too long
11. Get too many calls for surveys / telemarketing
17. Objected to being called on mobile phone
18. Other (Specify)

*(REFUSED)

RR2 RECORD RE-CONTACT TYPE

1. Definitely don't call back
2. Possible conversion

***ALLTERM**

	Detailed outcome	Summary outcome	AAPOR detailed outcome	AAPOR outcome code
Intro1=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
Intro1=9	Household Refusal	Refusal	Household level refusal	2.111
Intro1=5	Named respondent deceased	Screen out	Deceased respondent	2.31
Intro2=2	Named respondent refusal	Refusal	Known respondent refusal	2.112
Intro3=2	Proxy refused to provide information	Refusal	Refusal	2.11
Intro3=3	Proxy not parent/guardian/carer/next of kin or does not know enough to provide information or does not know enough to provide information	Screen out	Other	4.9
Intro3=6	Proxy away duration	Other contacts	Other, non-refusals	2.3
Intro4=2	Respondent Refusal	Refusal	Known respondent refusal	2.112
QREL=7	Proxy not parent/guardian/carer/next of kin or does not know enough to provide information or does not know enough to provide information	Screen out	Other	4.9
S1=3	Mobile refused safety question	Refusal	Refusal	2.11
S2=3	Mobile refused alternative number	Refusal	Refusal	2.11
A3=4/5	Completed Year 12	Screen out	No eligible respondent	4.7
A3=3 OR A4=3	Doing IB	Screen out	No eligible respondent	4.7

A4=2	Returned to secondary schooling	Screen out	No eligible respondent	4.7
A4=4	Returned to secondary schooling - changed schools	Screen out	No eligible respondent	4.7
A4=5	Returned to secondary schooling – doing HSC in TAFE	Screen out	No eligible respondent	4.7
A3=2 AND A4=1	Did not leave school and did not return to school	Screen out	No eligible respondent	4.7
A3=DK OR REF	Leaving status unknown	Screen out	No eligible respondent	4.7
EC1=2	Wants to complete online	Other contacts	Other, non-refusals	2.3

Appendix 11 Attainment data variables

Table 29 Attainment data variables

Variable name	Description
VET_FQ	Highest Level VET Course Achieved with Full Qualification
VET_SOA	Highest Level VET Course Achieved with Statement of Attainment
VET_NO	Highest Level VET Course Achieved with No Outcome
Y7_CALYR1	Year of Year 7 NAPLAN test
Y7_CALYR2	Year of Year 7 NAPLAN test (only exists for records with two Year 7 NAPLAN results)
P_Reading_Y7_CALYR1	NAPLAN Participation code for Year 7 Reading
P_Language_Y7_CALYR1	NAPLAN Participation code for Year 7 Language - Spelling, Grammar and Punctuation
P_Writing_Y7_CALYR1	NAPLAN Participation code for Year 7 Writing
P_Numeracy_Y7_CALYR1	NAPLAN Participation code for Year 7 Numeracy
S_Reading_Y7_CALYR1	NAPLAN Scaled score for Year 7 Reading
S_Spelling_Y7_CALYR1	NAPLAN Scaled score for Year 7 Spelling
S_Grammar_Punctuation_Y7_CALYR1	NAPLAN Scaled score for Year 7 Grammar and Punctuation
S_Writing_Y7_CALYR1	NAPLAN Scaled score for Year 7 Writing
S_Numeracy_Y7_CALYR1	NAPLAN Scaled score for Year 7 Numeracy
B_Reading_Y7_CALYR1	NAPLAN Band for Year 7 Reading
B_Spelling_Y7_CALYR1	NAPLAN Band for Year 7 Spelling
B_Grammar_Punctuation_Y7_CALYR1	NAPLAN Band for Year 7 Grammar and Punctuation
B_Writing_Y7_CALYR1	NAPLAN Band for Year 7 Writing
B_Numeracy_Y7_CALYR1	NAPLAN Band for Year 7 Numeracy
P_Reading_Y7_CALYR2	NAPLAN Participation code for Year 7 Reading (2nd year)
P_Language_Y7_CALYR2	NAPLAN Participation code for Year 7 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y7_CALYR2	NAPLAN Participation code for Year 7 Writing (2nd year)
P_Numeracy_Y7_CALYR2	NAPLAN Participation code for Year 7 Numeracy (2nd year)
S_Reading_Y7_CALYR2	NAPLAN Scaled score for Year 7 Reading (2nd year)
S_Spelling_Y7_CALYR2	NAPLAN Scaled score for Year 7 Spelling (2nd year)
S_Grammar_Punctuation_Y7_CALYR2	NAPLAN Scaled score for Year 7 Grammar and Punctuation (2nd year)
S_Writing_Y7_CALYR2	NAPLAN Scaled score for Year 7 Writing (2nd year)
S_Numeracy_Y7_CALYR2	NAPLAN Scaled score for Year 7 Numeracy (2nd year)
B_Reading_Y7_CALYR2	NAPLAN Band for Year 7 Reading (2nd year)
B_Spelling_Y7_CALYR2	NAPLAN Band for Year 7 Spelling (2nd year)
B_Grammar_Punctuation_Y7_CALYR2	NAPLAN Band for Year 7 Grammar and Punctuation (2nd year)
B_Writing_Y7_CALYR2	NAPLAN Band for Year 7 Writing (2nd year)
B_Numeracy_Y7_CALYR2	NAPLAN Band for Year 7 Numeracy (2nd year)
Y9_CALYR1	Year of Year 9 NAPLAN test
Y9_CALYR2	Year of Year 9 NAPLAN test (only exists for records with two Year 9 NAPLAN results)
P_Reading_Y9_CALYR1	NAPLAN Participation code for Year 9 Reading
P_Language_Y9_CALYR1	NAPLAN Participation code for Year 9 Language - Spelling, Grammar and Punctuation
P_Writing_Y9_CALYR1	NAPLAN Participation code for Year 9 Writing
P_Numeracy_Y9_CALYR1	NAPLAN Participation code for Year 9 Numeracy
S_Reading_Y9_CALYR1	NAPLAN Scaled score for Year 9 Reading

Variable name	Description
S_Spelling_Y9_CALYR1	NAPLAN Scaled score for Year 9 Spelling
S_Grammar_Punctuation_Y9_CALYR1	NAPLAN Scaled score for Year 9 Grammar and Punctuation
S_Writing_Y9_CALYR1	NAPLAN Scaled score for Year 9 Writing
S_Numeracy_Y9_CALYR1	NAPLAN Scaled score for Year 9 Numeracy
B_Reading_Y9_CALYR1	NAPLAN Band for Year 9 Reading
B_Spelling_Y9_CALYR1	NAPLAN Band for Year 9 Spelling
B_Grammar_Punctuation_Y9_CALYR1	NAPLAN Band for Year 9 Grammar and Punctuation
B_Writing_Y9_CALYR1	NAPLAN Band for Year 9 Writing
B_Numeracy_Y9_CALYR1	NAPLAN Band for Year 9 Numeracy
P_Reading_Y9_CALYR2	NAPLAN Participation code for Year 9 Reading (2nd year)
P_Language_Y9_CALYR2	NAPLAN Participation code for Year 9 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y9_CALYR2	NAPLAN Participation code for Year 9 Writing (2nd year)
P_Numeracy_Y9_CALYR2	NAPLAN Participation code for Year 9 Numeracy (2nd year)
S_Reading_Y9_CALYR2	NAPLAN Scaled score for Year 9 Reading (2nd year)
S_Spelling_Y9_CALYR2	NAPLAN Scaled score for Year 9 Spelling (2nd year)
S_Grammar_Punctuation_Y9_CALYR2	NAPLAN Scaled score for Year 9 Grammar and Punctuation (2nd year)
S_Writing_Y9_CALYR2	NAPLAN Scaled score for Year 9 Writing (2nd year)
S_Numeracy_Y9_CALYR2	NAPLAN Scaled score for Year 9 Numeracy (2nd year)
B_Reading_Y9_CALYR2	NAPLAN Band for Year 9 Reading (2nd year)
B_Spelling_Y9_CALYR2	NAPLAN Band for Year 9 Spelling (2nd year)
B_Grammar_Punctuation_Y9_CALYR2	NAPLAN Band for Year 9 Grammar and Punctuation (2nd year)
B_Writing_Y9_CALYR2	NAPLAN Band for Year 9 Writing (2nd year)
B_Numeracy_Y9_CALYR2	NAPLAN Band for Year 9 Numeracy (2nd year)
Eng_Course	Course Name of Highest Year 12 English Course Achieved
Eng_HSC	HSC Mark Achieved in the Highest Year 12 English Course
Eng_Assessment	Assessment Achieved in the Highest English Course
Eng_Band	Band Achieved in the Highest Year 12 English Course
Maths_Course	Course Name of Highest Year 12 Maths Course Achieved
Maths_HSC	HSC Mark Achieved in the Highest Year 12 Maths Course
Maths_Assessment	Assessment Achieved in the Highest Mathematics Course
Maths_Band	Band Achieved in the Highest Year 12 Maths Course
Eng_Course_Y11	Course Name of Highest Year 11 English Course Achieved
Eng_Grade_Y11	Grade Achieved in the Highest Year 11 English Course
Maths_Course_Y11	Course Name of Highest Year 11 Maths Course Achieved
Maths_Grade_Y11	Grade Achieved in the Highest Year 11 Maths Course
Eng_Course_Y10	Course Name of Highest Year 10 English Course Achieved
Eng_Grade_Y10	Grade Achieved in the Highest Year 10 English Course
Maths_Course_Y10	Course Name of Highest Year 10 Maths Course Achieved
Maths_Grade_Y10	Grade Achieved in the Highest Year 10 Maths Course
Y3_CALYR1	Year of Year 3 NAPLAN test
Y3_CALYR2	Year of Year 3 NAPLAN test (only exists for records with two Year 3 NAPLAN results)
P_Reading_Y3_CALYR1	NAPLAN Participation code for Year 3 Reading
P_Language_Y3_CALYR1	NAPLAN Participation code for Year 3 Language - Spelling, Grammar and Punctuation
P_Writing_Y3_CALYR1	NAPLAN Participation code for Year 3 Writing

Variable name	Description
P_Numeracy_Y3_CALYR1	NAPLAN Participation code for Year 3 Numeracy
S_Reading_Y3_CALYR1	NAPLAN Scaled score for Year 3 Reading
S_Spelling_Y3_CALYR1	NAPLAN Scaled score for Year 3 Spelling
S_Grammar_Punctuation_Y3_CALYR1	NAPLAN Scaled score for Year 3 Grammar and Punctuation
S_Writing_Y3_CALYR1	NAPLAN Scaled score for Year 3 Writing
S_Numeracy_Y3_CALYR1	NAPLAN Scaled score for Year 3 Numeracy
B_Reading_Y3_CALYR1	NAPLAN Band for Year 3 Reading
B_Spelling_Y3_CALYR1	NAPLAN Band for Year 3 Spelling
B_Grammar_Punctuation_Y3_CALYR1	NAPLAN Band for Year 3 Grammar and Punctuation
B_Writing_Y3_CALYR1	NAPLAN Band for Year 3 Writing
B_Numeracy_Y3_CALYR1	NAPLAN Band for Year 3 Numeracy
P_Reading_Y3_CALYR2	NAPLAN Participation code for Year 3 Reading (2nd year)
P_Language_Y3_CALYR2	NAPLAN Participation code for Year 3 Language - Spelling, Grammar and Punctuation (2nd year)
P_Writing_Y3_CALYR2	NAPLAN Participation code for Year 3 Writing (2nd year)
P_Numeracy_Y3_CALYR2	NAPLAN Participation code for Year 3 Numeracy (2nd year)
S_Reading_Y3_CALYR2	NAPLAN Scaled score for Year 3 Reading (2nd year)
S_Spelling_Y3_CALYR2	NAPLAN Scaled score for Year 3 Spelling (2nd year)
S_Grammar_Punctuation_Y3_CALYR2	NAPLAN Scaled score for Year 3 Grammar and Punctuation (2nd year)
S_Writing_Y3_CALYR2	NAPLAN Scaled score for Year 3 Writing (2nd year)
S_Numeracy_Y3_CALYR2	NAPLAN Scaled score for Year 3 Numeracy (2nd year)
B_Reading_Y3_CALYR2	NAPLAN Band for Year 3 Reading (2nd year)
B_Spelling_Y3_CALYR2	NAPLAN Band for Year 3 Spelling (2nd year)
B_Grammar_Punctuation_Y3_CALYR2	NAPLAN Band for Year 3 Grammar and Punctuation (2nd year)
B_Writing_Y3_CALYR2	NAPLAN Band for Year 3 Writing (2nd year)
B_Numeracy_Y3_CALYR2	NAPLAN Band for Year 3 Numeracy (2nd year)
Y5_CALYR1	Year of Year 5 NAPLAN test
Y5_CALYR2	Year of Year 5 NAPLAN test (only exists for records with two Year 5 NAPLAN results)
P_Reading_Y5_CALYR1	NAPLAN Participation code for Year 5 Reading
P_Language_Y5_CALYR1	NAPLAN Participation code for Year 5 Language - Spelling, Grammar and Punctuation
P_Writing_Y5_CALYR1	NAPLAN Participation code for Year 5 Writing
P_Numeracy_Y5_CALYR1	NAPLAN Participation code for Year 5 Numeracy
S_Reading_Y5_CALYR1	NAPLAN Scaled score for Year 5 Reading
S_Spelling_Y5_CALYR1	NAPLAN Scaled score for Year 5 Spelling
S_Grammar_Punctuation_Y5_CALYR1	NAPLAN Scaled score for Year 5 Grammar and Punctuation
S_Writing_Y5_CALYR1	NAPLAN Scaled score for Year 5 Writing
S_Numeracy_Y5_CALYR1	NAPLAN Scaled score for Year 5 Numeracy
B_Reading_Y5_CALYR1	NAPLAN Band for Year 5 Reading
B_Spelling_Y5_CALYR1	NAPLAN Band for Year 5 Spelling
B_Grammar_Punctuation_Y5_CALYR1	NAPLAN Band for Year 5 Grammar and Punctuation
B_Writing_Y5_CALYR1	NAPLAN Band for Year 5 Writing
B_Numeracy_Y5_CALYR1	NAPLAN Band for Year 5 Numeracy
P_Reading_Y5_CALYR2	NAPLAN Participation code for Year 5 Reading (2nd year)
P_Language_Y5_CALYR2	NAPLAN Participation code for Year 5 Language - Spelling, Grammar and Punctuation (2nd year)

Variable name	Description
P_Writing_Y5_CALYR2	NAPLAN Participation code for Year 5 Writing (2nd year)
P_Numeracy_Y5_CALYR2	NAPLAN Participation code for Year 5 Numeracy (2nd year)
S_Reading_Y5_CALYR2	NAPLAN Scaled score for Year 5 Reading (2nd year)
S_Spelling_Y5_CALYR2	NAPLAN Scaled score for Year 5 Spelling (2nd year)
S_Grammar_Punctuation_Y5_CALYR2	NAPLAN Scaled score for Year 5 Grammar and Punctuation (2nd year)
S_Writing_Y5_CALYR2	NAPLAN Scaled score for Year 5 Writing (2nd year)
S_Numeracy_Y5_CALYR2	NAPLAN Scaled score for Year 5 Numeracy (2nd year)
B_Reading_Y5_CALYR2	NAPLAN Band for Year 5 Reading (2nd year)
B_Spelling_Y5_CALYR2	NAPLAN Band for Year 5 Spelling (2nd year)
B_Grammar_Punctuation_Y5_CALYR2	NAPLAN Band for Year 5 Grammar and Punctuation (2nd year)
B_Writing_Y5_CALYR2	NAPLAN Band for Year 5 Writing (2nd year)
B_Numeracy_Y5_CALYR2	NAPLAN Band for Year 5 Numeracy (2nd year)

Appendix 12 Business rules for course results

Business rules for populating results

For ALL courses, retain records with Status=Result ONLY. Do not use records with Status=Enrolment.

Bold denotes updated courses and/or course codes

HSC Courses (Year 12)

English

1. If student has English (Advanced) (15140) use this score; otherwise
2. If student has English (Standard) (15130) use this score; otherwise
3. If student has English as a Second Language/**English EAL/D** (15150/**11165**) use this score; otherwise
4. If student has English Studies (30110); otherwise
5. If student has English Life Skills (16600/**16602**).
6. If a student has the same CRSID in two different years, use their latest result.

Mathematics

1. If student has Mathematics Extension 2 (15260), use this score; otherwise
2. If student has Mathematics (15240), use this score; otherwise
3. If student has General Mathematics/Mathematics General 2/**Mathematics Standard** (15230/15235/**11236**), use this score; otherwise
4. If student has Mathematics General 1 (30120), use this score; otherwise
5. If student has Mathematics, Applied (61094/61096) use this score; otherwise
6. If student has Mathematics Life Skills (16610/**16612**), use this score.
7. If a student has the same CRSID in two different years, use their latest result.

Preliminary Courses (Year 11)

English

8. If student has English (Advanced) (11140), use this grade; otherwise
9. If student has English (Standard) (11130), use this grade; otherwise
10. If student has English as a Second Language (11160), use this grade; otherwise
11. If student has English Studies (30100/**30105**), use this grade; otherwise
12. If student has English Life Skills (16600/**16601/16602**), use this grade.
13. If a student has the same CRSID in two different years, use their latest result.
14. Fundamentals of English (11170, 11171 or 11172) can be ignored.

Mathematics

15. Retain records with Status of Result ONLY, not including those with Enrolment.

16. If student has Mathematics (11240), use this grade; otherwise
17. If student has Mathematics General (11235), use this grade; otherwise
18. Use (Mathematics Life Skills) (16610/16611/16612).
19. If a student has the same CRSID in two different years, use their latest result.

Stage 5 Courses (Year 10)

English

There are only two possibilities:

English (300) – with Grades A to E

English (Life Skills) (301 or 302)

Mathematics

There are only two possibilities:

Mathematics (323) – with Grades A10 to E2

Mathematics (Life Skills) (324 or 325)

Appendix 13 Weighting documentation

Table 30 Population characteristics used for weighting, with counts and percentages, by cohort

Characteristic	Year 12 Completer population		Early school leaver population	
Selection stratum	n	%	n	%
Aboriginal, Torres Strait Islander or Connected Communities	2,316	3.55	2,834	12.78
Independent - Central Coast Hunter	1,144	1.76	353	1.59
Independent - North East NSW	578	0.89	154	0.69
Independent - North West NSW	306	0.47	(a)	(a)
Independent - South East NSW	525	0.81	(a)	(a)
Independent - South West NSW	586	0.9	139	0.63
Independent - Sydney-Inner	2,247	3.45	(a)	(a)
Independent - Sydney-North	2,278	3.5	(a)	(a)
Independent - Sydney-North West	880	1.35	186	0.84
Independent - Sydney-South	684	1.05	(a)	(a)
Independent - Sydney-South West	949	1.46	146	0.66
Independent - Sydney-West	1,062	1.63	(a)	(a)
Independent - Balance			913	4.12
Catholic - Archdiocese of Canberra and Goulburn	262	0.4	(b)	(b)
Catholic - Diocese of Armidale	209	0.32	(b)	(b)
Catholic - Diocese of Bathurst	390	0.6	(b)	(b)
Catholic - Diocese of Broken Bay	764	1.17	155	0.7
Catholic - Diocese of Lismore	1,099	1.69	281	1.27
Catholic - Diocese of Maitland - Newcastle	1,037	1.59	339	1.53
Catholic - Diocese of Parramatta	2,713	4.16	536	2.42
Catholic - Diocese of Wagga Wagga	500	0.77	(b)	(b)
Catholic - Diocese of Wollongong	957	1.47	321	1.45
Catholic - Independent	4,372	6.71	480	2.16
Catholic - Sydney Catholic Schools	4,561	7	552	2.49
Catholic - Balance			426	1.92
Government - Albury	267	0.41	143	0.64
Government - Armidale	122	0.19	(c)	(c)
Government - Auburn	314	0.48	134	0.6
Government - Bankstown	373	0.57	157	0.71
Government - Batemans Bay	245	0.38	172	0.78
Government - Bathurst	223	0.34	158	0.71
Government - Beverly Hills	490	0.75	116	0.52
Government - Blue Mountains	376	0.58	156	0.7
Government - Bondi	341	0.52	(c)	(c)
Government - Botany Bay	106	0.16	(c)	(c)
Government - Brisbane Water	496	0.76	214	0.96
Government - Bungaribee	384	0.59	171	0.77
Government - Callaghan	259	0.4	155	0.7
Government - Cambridge Park	551	0.85	156	0.7

Characteristic	Year 12 Completer population		Early school leaver population	
Government - Camden	279	0.43	176	0.79
Government - Campbelltown	247	0.38	182	0.82
Government - Canterbury	367	0.56	(c)	(c)
Government - Carlingford	519	0.8	(c)	(c)
Government - Central Coast	265	0.41	132	0.6
Government - Cessnock	191	0.29	158	0.71
Government - Chipping Norton	560	0.86	184	0.83
Government - Chullora	368	0.56	(c)	(c)
Government - Clarence Valley	166	0.25	99	0.45
Government - Coffs Harbour	311	0.48	235	1.06
Government - Cowpasture	948	1.46	242	1.09
Government - Cowra	91	0.14	(c)	(c)
Government - Deniliquin	125	0.19	(c)	(c)
Government - Eastern Creek	428	0.66	210	0.95
Government - Eden-Monaro	154	0.24	113	0.51
Government - Fairfield	940	1.44	208	0.94
Government - Far West	135	0.21	(c)	(c)
Government - Georges River	499	0.77	119	0.54
Government - Girraween	448	0.69	117	0.53
Government - Glenfield	453	0.7	137	0.62
Government - Glenrock	264	0.41	173	0.78
Government - Gordon	527	0.81	(c)	(c)
Government - Goulburn	209	0.32	185	0.83
Government - Grafton	211	0.32	176	0.79
Government - Great Lakes	227	0.35	131	0.59
Government - Griffith	123	0.19	(c)	(c)
Government - Gundagai	122	0.19	(c)	(c)
Government - Hastings	194	0.3	168	0.76
Government - Hawkesbury	197	0.3	142	0.64
Government - Hornsby	915	1.4	85	0.38
Government - Hume	62	0.1	(c)	(c)
Government - Hunter	108	0.17	(c)	(c)
Government - Iron Cove	309	0.47	(c)	(c)
Government - Kogarah	490	0.75	(c)	(c)
Government - Lake Illawarra North	294	0.45	214	0.96
Government - Lake Illawarra South	410	0.63	275	1.24
Government - Lake Macquarie East	229	0.35	182	0.82
Government - Lake Macquarie North	324	0.5	196	0.88
Government - Lake Macquarie West	138	0.21	156	0.7
Government - Lennox Coast	340	0.52	245	1.1
Government - Lismore	175	0.27	127	0.57
Government - Lithgow	113	0.17	(c)	(c)
Government - Liverpool	393	0.6	152	0.69
Government - Macarthur	224	0.34	115	0.52
Government - Macleay Valley	151	0.23	(c)	(c)

Characteristic	Year 12 Completer population		Early school leaver population	
Government - Macquarie	165	0.25	144	0.65
Government - Maitland	297	0.46	213	0.96
Government - Marrickville	498	0.76	(c)	(c)
Government - Mid Coast Valleys	151	0.23	(c)	(c)
Government - Mitchell	112	0.17	(c)	(c)
Government - Mooney Mooney	333	0.51	(c)	(c)
Government - Mount Druitt	213	0.33	134	0.6
Government - Mudgee	168	0.26	121	0.55
Government - Namoi	222	0.34	127	0.57
Government - Narrandera	131	0.2	88	0.4
Government - Newcastle	567	0.87	126	0.57
Government - North Sydney	608	0.93	(c)	(c)
Government - Northern Tablelands	107	0.16	(c)	(c)
Government - Orange	165	0.25	108	0.49
Government - Parramatta	569	0.87	171	0.77
Government - Peel	236	0.36	131	0.59
Government - Penrith	505	0.78	204	0.92
Government - Pittwater	341	0.52	122	0.55
Government - Port Hacking	525	0.81	141	0.64
Government - Port Jackson	483	0.74	122	0.55
Government - Port Stephens	273	0.42	196	0.88
Government - Quakers Hill	579	0.89	240	1.08
Government - Queanbeyan	191	0.29	184	0.83
Government - Ryde	421	0.65	(c)	(c)
Government - Shoalhaven	172	0.26	116	0.52
Government - South Coast	361	0.55	215	0.97
Government - St Andrews	463	0.71	171	0.77
Government - Strathfield	706	1.08	100	0.45
Government - Sutherland	475	0.73	161	0.73
Government - Taree	94	0.14	(c)	(c)
Government - Temora	135	0.21	(c)	(c)
Government - The Beaches	674	1.03	124	0.56
Government - The Forest	678	1.04	190	0.86
Government - The Hills	1,091	1.67	121	0.55
Government - The Ponds	232	0.36	(c)	(c)
Government - Tuggerah Lakes	565	0.87	430	1.94
Government - Tweed Coast	235	0.36	108	0.49
Government - Upper Hunter	174	0.27	181	0.82
Government - Wagga Wagga	217	0.33	148	0.67
Government - Windsor	91	0.14	(c)	(c)
Government - Wollondilly	174	0.27	167	0.75
Government - Wollongong	369	0.57	90	0.41
Government - Wollongong North	225	0.35	105	0.47
Government - Wollumbin	177	0.27	(c)	(c)
Government - Woronora River	460	0.71	131	0.59

Characteristic	Year 12 Completer population		Early school leaver population	
Government - Yass	111	0.17	(c)	(c)
Government - Balance	201	0.31	2,466	11.12
Age group				
16 years or less	18,585	28.53	10,248	46.21
17 years			9,272	41.81
18 years or more	46,564	71.47	2,657	11.98
Gender				
Female	33,999	52.19	8,876	40.02
Male	31,150	47.81	13,301	59.98
Life Skills status				
Did not study Life Skills	63,508	97.48	21,197	95.58
Studied Life Skills	1,641	2.52	980	4.42
VET status				
Did not study VET	44,673	68.57	12,949	58.39
Studied VET	20,476	31.43	9,228	41.61