

# 2021 NSW Post-School Destinations and Experiences Survey

Technical report

Centre for Education Statistics and Evaluation



## Centre for Education Statistics and Evaluation

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We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

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# 1. Introduction and background

This technical report outlines the methodology used to conduct and analyse responses to the 2021 NSW Post-School Destinations and Experiences Survey ('Destinations Survey' or 'the survey').

## Why is the Destinations Survey conducted?

The Destinations Survey collects information about students' main destinations in the 6 to 12 months after leaving school. The Destinations Survey aims to identify trends in, and correlates of, post-school education, training and employment destinations.

The Destinations Survey also provides critical information on post-school education pathways and attainments of young people in NSW, as well as the factors that drive students' engagement, retention, educational achievements and pathway choices. Data from the Destinations Survey is used to estimate how many young people are in higher education, training or work after leaving school. The Destination Survey findings may also be used to support program evaluation relating to post-school destinations of Aboriginal and Torres Strait Islander students, students with a disability or additional learning needs, or other groups of students.

The post-school destination of students is an area of particular interest to the NSW Department of Education ('the department' or 'DoE') as the school-to-work transition is considered one of the most important transitional experiences, particularly with respect to future employment outcomes. The department provides a range of programs and initiatives to ensure young people are prepared for higher education, training or work. This includes the School to Work Program; school-based apprenticeships and traineeships; and programs specifically targeting Aboriginal and Torres Strait Islander students, refugee students and young people at risk of disengaging from education. Almost all secondary schools provide work-readiness training and opportunities for students to participate in work experience.

## How does it work?

Each year, school leavers are invited to complete a 10-minute survey online or via phone interview. The Destinations Survey has 2 main cohorts:

1. leavers who completed Year 12 in the year prior to the survey (**Year 12 completers**)
2. leavers who left school before completing Year 12 in the year prior to the survey (**early school leavers**).

In 2021 the Destinations Survey was conducted by the Social Research Centre (SRC) on behalf of the department.

The Destinations Survey includes school leavers from government, Catholic and independent schools. The 2021 survey is the eighth consecutive Destinations Survey.

## 2. Methods

Data collection for the 2021 Destinations Survey was conducted both online and via a telephone survey. 2021 was the first year that the sampling strategy for non-Aboriginal and Torres Strait Islander and non-Connected Communities (CC)<sup>1</sup> Year 12 Completers changed from stratified sampling to census. Survey respondents include:

### Year 12 completers

- All Aboriginal and Torres Strait Islander Year 12 completers in NSW.
- All non-Aboriginal and Torres Strait Islander school leavers in NSW who completed Year 12 in 2020.
- All Year 12 completers who attended a CC school.

### Early school leavers

- All Aboriginal and Torres Strait Islander early school leavers in NSW.
- All non-Aboriginal and Torres Strait Islander school leavers in NSW who left school before completing Year 12 in 2020 (this includes students who left during or at the end of Year 10 or Year 11).
- All early school leavers who attended a CC school.

## 2.1 Sample frame

For the sample frame, we used the NSW Education Standards Authority (NESA) managed database for the Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentialing programs.

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<sup>1</sup> The Connected Communities (CC) Strategy began in 2013. It is a NSW Government approach to address the educational and social aspirations of Aboriginal children and all young people in schools situated within vulnerable communities in NSW. In 2020 there were 16 CC schools located across 8 local government areas in rural and regional areas of NSW. Of these schools, 9 were central / community or secondary schools that had students enrolled in Years 10 to 12.

**Table 1****Total number of interviews completed in each cohort**

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal*/ non-CC	Aboriginal/ CC	Non-Aboriginal/ non-CC	Aboriginal/ CC	
Total sample provided	62,521	2,445	20,256	2,829	<b>88,051</b>
Sample initiated (following eligibility and opt-out processes)	58,277	2,344	17,626	2,681	<b>80,928</b>
Refusals	4,674	197	1,510	234	<b>6,615</b>
<b>Total surveys completed</b>	<b>34,594</b>	<b>1,322</b>	<b>5,749</b>	<b>723</b>	<b>42,388</b>
<b>Response rate<sup>^</sup></b>	<b>88.1%</b>	<b>87.0%</b>	<b>79.2%</b>	<b>75.5%</b>	<b>86.5%</b>
<b>Sample yield<sup>†</sup></b>	<b>59.4%</b>	<b>56.4%</b>	<b>32.6%</b>	<b>27.0%</b>	<b>52.4%</b>

\* In all tables in this report 'Aboriginal' refers to Aboriginal and Torres Strait Islander peoples.

<sup>^</sup> Response rate = (number of surveys completed) ÷ (number of surveys completed + refusals).

<sup>†</sup> Sample yield = (number of surveys completed) ÷ (sample initiated).

Information about students was provided directly by schools through the Schools Online portal. Schools upload data files of student details and course enrolments, and school principals are required to certify their accuracy. Students can advise their school if any of their details are incorrect or incomplete and the school is responsible for updating the information.

A summary of the sample for each of the 4 cohorts is in Table 1.

All government school students were considered eligible for selection. Only Catholic and independent school students with contact information were deemed eligible for selection.

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## 2.2 Sample design

### Year 12 completers

The introduction of the HSC minimum standard tests in 2020 resulted in a slight revision of how Year 12 completers are defined in the sample design. In 2021, the Year 12 completers cohort includes school leavers who:

- did not have an enrolment in 2021
- attended a NSW school, and
- were aged between 15 and 20 at the end of 2020.

Year 12 completers also needed to have:

- completed Year 12 and been awarded the HSC in 2020, or
- may have completed Year 12 and satisfied all other requirements but not been awarded their HSC in 2020 as they did not meet the HSC minimum standard at the time of leaving school.

### Sampling

Prior to 2021 a stratified sampling approach was used for the mainstream Year 12 completer survey (non-Aboriginal and Torres Strait Islander and non-CC school leavers). The sampling strategy for this group changed to census for the first time in 2021. The Year 12 completer survey was in field from 1 September 2021 until 19 December 2021. It was in field for longer than the early leaver survey due to this sample being much larger.

All Aboriginal and Torres Strait Islander Year 12 completers or any non-Aboriginal and Torres Strait Islander Year 12 completers from CC schools with contact information available (2,362 school leavers) were invited to complete the survey. From this subgroup 2,344 surveys were initiated, after 18 leavers opted out.

All non-Aboriginal and Torres Strait Islander and non-CC school Year 12 completers with contact information available (59,509 school leavers) were also invited to complete the survey. From this subgroup 58,277 surveys were initiated, after 1,232 leavers opted out.

A summary of the demographics of the Year 12 completer cohort is in Table 2.

Table 2

## Demographics of the Year 12 completer cohort

Demographics	Non-Aboriginal/non-CC		Aboriginal/CC	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	34,594	23,683	1,322	1,022
<b>Age</b>				
15	0.0	0.0	0.0	0.0
16	0.0	0.0	0.2	0.0
17	30.4	28.3*	26.2	31.2
18+	69.6	71.7*	73.7	68.8
<b>Gender</b>				
Male	44.8	50.0*	41.1	43.1*
Female	55.2	50.0*	58.9	56.9*
<b>Vocational education and training (VET)</b>				
Yes	28.5	34.4*	53.6	58.1*
<b>Life Skills course participant</b>				
Yes	1.9	3.1*	7.3	13.7*
<b>Region</b>				
Greater Sydney	69.1	65.0*	28.9	27.1
Rest of NSW	30.9	35.0*	71.1	72.9
<b>Sector</b>				
Government	59.1	54.5*	80.5	79.8
Catholic	17.9	19.1*	10.1	10.5
Independent	23.0	26.4*	9.5	9.6

\* Indicates a significant difference between those who did not respond compared to those who completed the survey.

**Note.** Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. Refer to [Life Skills](#) (NESA website).

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## Early school leavers

This cohort includes school leavers who were in Years 10, 11 or 12 in 2020 and left school before completing Year 12.

To be included these students also needed to:

- have a valid enrolment in 2020 and not have an enrolment in 2021
- attend a NSW school and
- be aged between 15 and 20 at the time of leaving school (does not apply to Aboriginal and Torres Strait Islander or CC students).

Students attending schools for specific purposes and non-Aboriginal / CC students at TAFE colleges were excluded.

## Sampling

All Aboriginal and Torres Strait Islander early school leavers or non-Aboriginal and Torres Strait Islander early school leavers from CC schools with contact information available (2,693 school leavers) were invited to complete the survey. From this subgroup 2,681 surveys were initiated, after 12 leavers opted out. The early school leaver survey was in field from 1 September 2021 until the 31 October 2021.

All non-Aboriginal and Torres Strait Islander and non-CC school early school leavers with contact information available (18,121 school leavers) were also invited to complete the survey. From this subgroup 17,626 surveys were initiated, after 495 leavers opted out. .

It is possible that not all students selected were early school leavers. For example, some students may have moved to a school outside NSW or were still at school in NSW but were following an alternative curriculum. These students had the opportunity to opt out at the beginning of the Destinations Survey.

A summary of the demographics of the early school leaver cohort is in Table 3.

| Table 3

## Demographics of the early school leaver cohort

Demographics	Non-Aboriginal/non-CC		Aboriginal/CC	
	Completed %	Non-responder %	Completed %	Non-responder %
Total (n)	5,749	11,877	723	1,958
<b>Age</b>				
15	7.6	8.8	8.9	10.0
16	37.4	34.3*	37.2	31.9*
17	45.0	40.7*	42.9	41.5*
18+	10.0	16.2	11.0	16.6
<b>Gender</b>				
Male	62.7	60.9*	56.9	54.6
Female	37.3	39.1	43.1	45.4
<b>VET</b>				
Yes	43.6	41.5*	43.5	43.0
<b>Life Skills course participant</b>				
Yes	3.1	4.7	7.5	11.4*
<b>Region</b>				
Greater Sydney	44.5	44.8	24.0	20.0*
Rest of NSW	55.5	55.2	76.0	80.0
<b>Sector</b>				
Government	82.3	81.6*	95.0	95.8
Catholic	9.5	8.1*	2.1	2.3
Independent	8.2	10.3*	2.9	1.9

\* Indicates a significant difference between those who did not respond compared to those who completed the survey.

## 2.3 Survey design

The 2021 Destinations Survey consisted of 2 surveys: one for Year 12 completers (Appendix A) and the other for early school leavers (Appendix B). In 2021, subsamples of school leavers were asked additional questions (referred to as modules) regarding:

1. the impact of the COVID-19 pandemic
2. experiences of the HSC minimum standard
3. parental education and occupation.<sup>2</sup>

Responses to the surveys are analysed and reported in the 2021 NSW Post-School Destinations and Experiences Survey – annual report and a series of 5 themed fact sheets:

- All school leavers
- Aboriginal Year 12 completers and early school leavers
- Year 12 completers and early school leavers with a self-reported disability and/or additional learning needs
- Impacts of COVID-19 on recent school leavers.

The Impacts of COVID on recent school leavers fact sheet was informed by the responses to the first module, while responses to the experiences of the HSC minimum standard (second module) were used to inform the annual report. Responses to parental education and occupation (third module) were used to inform all themed fact sheets and the annual report. The sample of school leavers who were asked these additional questions is provided in Table 4.

Other than the 3 groups of additional questions, the 2021 surveys were based on those used in 2020.

Table 4 also includes the broad topic areas covered in the Year 12 completer and early school leaver Destinations Surveys. The surveys for each cohort are largely the same, with only minor variations to account for issues relating to a particular group.

<sup>2</sup> In earlier surveys (2014 to 2020) all students were asked parental education and occupation questions as these items are used for deriving measures of parental socioeconomic status (SES). However due to survey length and budgeting considerations these questions were only given to a random subsample of responders in 2021.

**Table 4****Summary of survey topics and targeted sample size for additional questions**

Survey topic	Year 12 completers	Early school leavers
Confirmation of status – Year 12 completer or early school leaver	All	All
Current status – paid work and / or further study (including apprentice / trainee)	All	All
Reason(s) for leaving school early	–	All
Details of paid employment (including hours worked and job description)	All	All
Details of apprenticeship or traineeship	All	All
Main activity if not in the labour force, education or training (NILFET)	All	All
Level of study	All	All
Study details (including institution, degrees and fields of education)	All	All
HSC minimum standard*	1,355 respondents	1,042 respondents
Influence of COVID-19	1,088 respondents	1,186 respondents
Demographics	All	All
Parental education and occupation**	6,782 respondents	6,175 respondents
Transition to Work referral	All	All

\* Early leaver respondents were oversampled for this topic to enable the findings to be reported for early leaver students with greater confidence. For Year 12 completers these questions were given to all 242 respondents who were identified by NESA as not having met the HSC minimum standard in 2020.

\*\* Aboriginal and Torres Strait Islander respondents were oversampled for this topic to enable the findings to be reported for Aboriginal and Torres Strait Islander students with greater confidence.

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## 2.4 Contact strategy

The Destinations Survey was delivered in 2 modes: online self-complete and by a computer-assisted telephone interview (CATI).

A number of communication channels and strategies were used to invite school leavers to participate in the Destinations Survey. The details are provided below.

### Primary approach letter

A primary approach letter was initially sent to all school leavers, inviting them to participate and providing them with details on how to opt out. This letter was emailed to school leavers with a valid email address or posted to those without a valid email address. Refer to Appendix C for an example of the primary approach letter sent to school leavers.

### Invitation letter

After the opt-out period, all participants within the sample frame were sent an invitation letter to participate in the survey. The letter provided their online survey login and, as an incentive, details about the prize draw (refer to 'Incentive strategy'). The letter was emailed to school leavers with a valid email address or posted to those without a valid email address. Refer to Appendix D and Appendix E for the invitation letters to Year 12 completers and early school leavers, respectively.

### Reminder emails

To increase the proportion of participants completing the survey online, school leavers were sent up to 13 reminder emails. Early school leavers were sent fewer emails than Year 12 completers due to this cohort having a shorter fieldwork period. An example of the reminder email is in Appendix F.

To maximise online responses, the majority of reminder emails were sent prior to the commencement of the CATI interview for each cohort. Thereafter, reminder emails were sent on the closing day of the weekly prize draw to provide incentive to complete the survey (refer to 'Incentive strategy' for more information).

### SMS approach

Participants who had a mobile phone number registered with the department and had not yet completed the survey were sent up to 3 SMSs throughout the fieldwork period inviting them to complete the survey online. A unique login was provided so they could access the survey directly from their mobile device. To maximise an online response, 2 of the 3 messages were sent prior to the commencement of CATI fieldwork.

### 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.

Separate prize draws were run, one for the Year 12 completer and one for the early school leaver cohorts. There were two \$200 JB Hi-Fi vouchers in the first prize draw, and one \$200 JB Hi-Fi voucher in each subsequent draw. Due to the shorter fieldwork period, early school leavers could be entered in up to 8 weekly prize draws, while Year 12 completers were entered in up to 10 prize draws.

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## CATI fieldwork

Early school leavers who did not complete the online survey within the first 2 weeks of fieldwork were invited to complete a CATI interview from the third week of fieldwork. Year 12 completers who did not complete the online survey within the first 4 weeks were invited to complete a CATI interview from the fifth week of fieldwork.

## 1800 and email helpdesk

The 1800 helpdesk was operational during the course of the survey to give school leavers the opportunity to seek clarification or ask for assistance regarding any survey matters. The details for the helpdesk were provided to respondents via a valid email address or posted to those without a valid email address. A project-specific email address was also created for participants. The helpdesk and email address operated during business hours from one day after the lodgement of the primary approach letters, until the end of the fieldwork period.

If calls were not answered (if 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.

## **| 3. Analysis**

### **3.1 Response analysis**

#### **Final call outcomes**

The following section presents the final outcome data for each cohort. For the purposes of this report, the response rate – American Association for Public Opinion Research (AAPOR) cooperation rate 1 (refer to Pennay et al. 2016) – is defined as follows:

Response Rate = (number of surveys completed) ÷ (number of surveys completed + refusals).

Sample yield refers to the number of surveys completed divided by the total number of sample records approached for the survey. For the final call outcomes of Year 12 completers, refer to Appendix G. For the final call outcomes of early leavers, refer to Appendix H.

#### **Year 12 completers**

Of the 60,621 Year 12 completers invited to take part in the survey, 35,916 (59.4%) recent school leavers completed the survey (including online and by CATI). A total of 4,871 school leavers refused to participate.

The response rates for the non-Aboriginal and Torres Strait Islander Year 12 completers and the Aboriginal and Torres Strait Islander / CC cohort Year 12 completers were similar at 88.1% and 87% respectively.

The final call outcomes (the breakdown of how many responded and how many did not and why) were relatively consistent between Aboriginal and Torres Strait Islander Year 12 completers and non-Aboriginal and Torres Strait Islander Year 12 completers. The only exception to consistent outcomes between the groups of Year 12 completers could be identified in the unusable and other contacts samples, where there were a higher proportion of participants from the Aboriginal and Torres Strait Islander / CC cohort.

Further details on the final call outcomes for the Year 12 completer sample are in Appendix G.

#### **Early school leavers**

Of the 20,307 early school leavers invited to take part in the survey, 6,472 (31.9%) recent school leavers completed the survey (including online and by CATI). A total of 1,744 school leavers refused to participate (refer to Appendix H).

The response rate for the non-Aboriginal and Torres Strait Islander early school leavers was 79.2%. The Aboriginal and Torres Strait Islander / CC early school leavers cohort achieved a lower response rate of 75.5%.

As with the Year 12 completers cohort, outcomes were relatively consistent between the 2 cohorts. Exceptions to consistent outcomes between the groups of early school leavers could be identified in the unusable, non-contact, other contacts and unresolved (appointments) samples where there were a slightly higher proportion of participants from the Aboriginal and Torres Strait Islander / CC cohort. Conversely, the screened out / ineligible to participate sample was somewhat lower for the Aboriginal and Torres Strait Islander / CC cohort.

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## Respondent profile

The following section compares the socio-demographic profiles of respondents who completed the survey (completed) with respondents who 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 Year 12 completer cohort, compared with those who went on to complete the survey, a higher proportion of survey non-responders were male, over 18 years, had participated in a VET or Life Skills course at school, had attended a Catholic or independent school or had attended a school outside of Greater Sydney. By comparison, a lower proportion of survey non-responders were female, aged 17 years, had attended a government school or had attended a school in Greater Sydney.

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

Full details on respondent profiles are in Table 2.

### Early school leavers

For the non-Aboriginal and Torres Strait Islander early school leaver cohort, compared with those who completed the survey, a higher proportion of survey non-responders had attended an independent school. By comparison, a lower proportion of survey non-responders were aged 16 to 17 years, male, participated in a VET course, or had attended a government or Catholic school.

For the Aboriginal and Torres Strait Islander cohort, compared with those who completed the survey, a higher proportion of survey non-responders had participated in a Life Skills course. By comparison, a lower proportion of survey non-responders were aged 16 to 17 years or had attended a school in Greater Sydney.

The weighting strategy (refer to 'Weighting' on page 22) seeks to address any imbalances in demographic profiles. Full details on respondent profiles are in Table 3.

## Mode of completion

The following section provides an analysis of respondents based on the 2 survey modes: CATI and online self-complete.

Table 5

## Mode of survey completion by cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal/ non-CC	Aboriginal/ CC	Non-Aboriginal/ non-CC	Aboriginal/ CC	
Completed online	20,521	597	2,411	216	23,745
Completed by CATI	14,073	725	3,338	507	18,643
<b>Total interviews completed</b>	<b>34,594</b>	<b>1,322</b>	<b>5,749</b>	<b>723</b>	<b>42,388</b>

### Year 12 completers

Overall, the Year 12 completers were more likely to complete the online survey, with 58.8% completing it online compared to 40.6% of early school leavers.

The Aboriginal and Torres Strait Islander / CC cohort was less likely to complete online, with just under half (45.2%) completing the survey online compared to 59.3% of the non-Aboriginal and Torres Strait Islander / non-CC cohort. One reason for this difference is likely to be partly due to fewer respondents in this cohort having up-to-date contact details.

### Early school leavers

Overall, early school leavers were more likely to undertake the survey in a CATI interview (59.4%) than online (40.6%). Again, this is likely to be due to less up-to-date contact details or an unwillingness to engage with the study. However, the proportion of early school leavers completing the survey online is increasing over time from 26.6% in 2018 to 40.6% in 2021.

The Aboriginal and Torres Strait Islander / CC early leaver cohort was less likely to complete online, with only 29.9% completing the survey online compared to 41.9% of the non-Aboriginal and Torres Strait Islander / non-CC cohort.

## 3.2 Data processing

### Coding

#### Coding of occupation

'Occupation' was coded to the Australian and New Zealand Standard Classification of Occupations (ANZSCO) (version 1.3, ABS catalogue number 1220.0) at the major (1-digit), sub-major (2-digit), minor (3-digit) and unit (4-digit) level. Coding of occupation is not disaggregated further than the unit level during data collection.

#### Coding of field of education

'Field of education' was coded using Australian Standard Classification of Education (ABS catalogue number 1272.0) at the broad (2-digit) and narrow (4-digit) field levels.

## Additional variable preparation

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

### 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 7 and Year 9 NAPLAN results, were provided by NESAs and are included in the final data.

The set of variables that comprise the attainment data shows the highest level of attainment achieved for each school leaver, 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 is also included.

The last year of schooling for early school leavers is derived from various factors sourced from NESAs. 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 school year. If a school leaver 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.

### Parental socioeconomic status

Parental socioeconomic status (SES) is an individual measure of SES derived from students' recollection of the main occupation and highest level of education of their parent(s). 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 school leaver is based on 4 derived numeric measures:

- Parent1 education status
- Parent2 education status
- Parent1 occupation status
- Parent2 occupation status.

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 department). As such, the value assigned to each level of schooling was modified. The 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 / International Baccalaureate (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 postgraduate degree / doctoral degree / PhD.

The highest post-school qualification value was used in situations where more than one post-school qualification was provided. Parent occupation status was derived by converting parent occupation (recorded as a 4-digit 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):

1. Find the total years of education (up to 12 school and up to 5 post-school) for each respondent's mother and father (2 values, 'mothed' and 'fathed', ranging from 0 to 17).
2. Find the AUSEI06 scale score based on the 4-digit ANZSCO unit group code for each respondent's mother and father (2 values, 'mothocc' and 'fathocc', ranging from 0 to 100).
3. Standardise 'mothed', 'fathed', 'mothocc' and 'fathocc' (so they each have a mean of 0 and a standard deviation of 1).
4. Average the 4 standardised measures to yield 'paredoc' for each respondent.
5. 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 leavers 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:

1. Find the total years of education (up to 12 school years and up to 5 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).
2. Find the AUSEI06 scale score based on the 4-digit ANZSCO unit group codes for each respondent's mother and father (2 values, 'mothocc' and 'fathocc', ranging from 0 to 100).
3. Average the 4 measures to yield 'paredoc' for each respondent.
4. Divide 'paredoc' into quartiles to yield 'paredoc\_quartile'.

The same process was followed for recalculating parent socioeconomic 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, where 2015 thresholds were applied.

Due to survey time and budgeting restraints in the 2021 Destinations Survey, the parental SES questions were only given to a random subsample of early school leavers and Year 12 completers and hence parental SES data was not provided for all survey completers.

## Main post-school destination

Recent school leavers were assigned to one of 10 post-school destinations based on their survey responses to a series of questions about education, training and employment. Where respondents indicated several destination choices, a hierarchical system facilitated prioritisation of education-related post-school destinations over participation in employment. As such, it represents a young person's main destination since leaving school. The post-school destinations 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).

A full definition of each post-school destination is provided in Table 6.

**Table 6**

### Main destination definition for cross-sectional samples

Destination	Description
Bachelor degree	Currently studying and level is bachelor; and are not an apprentice or trainee
VET Cert IV+	Currently studying and level is Cert IV (but below bachelor); and are not an apprentice or trainee
VET Cert III	Currently studying and level is Cert III, or equivalent; and are not an apprentice or trainee
VET Cert I-II	Currently studying and level is Cert I-II, or equivalent; and are not an apprentice or trainee
Apprenticeship	Are employed as an apprentice; and / or are currently studying and level is apprenticeship (but not traineeship)
Traineeship	Are employed as a trainee; and / or are currently studying and level is traineeship (but not apprenticeship)
Full-time 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 an apprentice or trainee
Part-time 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
Looking for work	Are not employed but looking for work; and not currently studying (may be deferred; or refused to answer question)
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)

### 3.3 Weighting

Sample surveys are a commonly used tool for making inferences about a population using responses from a subset of it. However, to do so requires a probability sample 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.
2. Compute a base weight for each respondent as the ratio of their design weight to the response rate.
3. Adjust the base weights so they align with known population distributions for a range of respondent characteristics.

These steps aim to reduce non-coverage and non-response bias, ensure that survey estimates are consistent with the population totals, and enable the use of inferential statistical methods. Each step will now be covered in turn.

#### Design weights

In previous waves of the survey, some or all subgroups of the population were subject to random selection for invitation to the survey. This meant that the selection probabilities varied across subgroups as did the resulting base weights for responding school leavers.

The design weight for a subgroup is the ratio of the population to the selections for that subgroup:

$$dw_k = \frac{\text{Population}_k}{\text{Selected}_k}$$

The design weight for a subgroup respondent is then scaled by the response rate for that subgroup to yield a base weight:

$$bw_k = dw_k \times \frac{1}{RR_k} = \frac{\text{Population}_k}{\text{Selected}_k} \times \frac{\text{Selected}_k}{\text{Responded}_k} = \frac{\text{Population}_k}{\text{Responded}_k}$$

For the 2021 Destinations Survey, a census was taken of all subgroups so that the base weight was the same for all respondents:

$$bw = \frac{\text{Population}}{\text{Responded}}$$

## Adjusted weights

To ensure that estimates made from the dataset are representative of the target population, the base weights were adjusted so that they matched population distributions for school leaver characteristics. The choice of characteristics to use in the adjustment process was guided by 3 considerations:

1. Which characteristics show the largest differences in representation for respondents compared to the population?
2. Which characteristics show the strongest association with the survey's key outcome measures (such as main destination)?
3. Which characteristics have been used for adjustment in previous waves?

These 3 considerations together ensure that non-response bias for these estimates is minimised to the extent that these variables account for whether or not a school leaver will respond. Additionally, it allows estimates to be better compared across different iterations of the survey. The characteristics used to adjust the base weights were as follows:

- geographic location
  - principal network – Department of Education (DoE)
  - Statistical Area Level 4 (SA4) cluster – Association of Independent Schools NSW (AISNSW)
  - diocese – Catholic Schools NSW (CSNSW)
- age group
- gender
- Life Skills status
- VET status.

Each of these was cross-classified by the following subgroups:

- Indigenous / Connected Communities (all sectors combined), or
- not Indigenous / Connected Communities (DoE, AISNSW, CSNSW).

The categories and population counts are shown in Appendix I. To avoid introducing numerical instabilities into the weighting algorithm due to low cell counts, some categories were combined with others.

The method for calibrating the design weights was generalised regression (GREG) weighting which uses non-linear optimisation to minimise the distance between the base and adjusted weights subject to the weights meeting the benchmarks. Calibration procedures are typically used to improve sampling efficiency; given the undertaking of a census for this year's survey, the weighting attempts instead to address issues arising from non-response.

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### Statistical significance testing

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. Findings were treated as statistically significant at a probability value (p) of  $<0.01$ . Asterisks (\*) have been used in the tables to show where statistically significant differences have been established at a 99% confidence level.

In the Aboriginal fact sheet only, we also interpret changes at the 95% confidence level as meaningful ( $p<0.05$ ) because the responding Aboriginal school leaver sample is somewhat smaller than other sub-samples reported in the Destinations Survey. Linear regression analyses are also used in this fact sheet to report on overall trends in the data. Trends (expressed as average rate of growth per year) are only reported if:

- more than 3% of the relevant Aboriginal sub-population has entered that destination or education / employment category since 2014 (across all years), and
- the estimated average rate of growth per year is statistically significant at the 95% confidence level ( $p<0.05$ ).

## 4. References

Pennay DW, Borg K and Lavrakas PJ (12-14 May 2016) 'Experimenting with advance text messages to increase response rates and improve calling efficiency: findings from two Australian dual-frame RDD surveys' [unpublished conference presentation], *69th World Association for Public Opinion Research Annual Conference*, Austin, Texas.

Polesel J, Leahy M, Gillis S, Dulhunty M and Calvitto L (2013) *Expectations and destinations of NSW senior secondary students: research report*, Melbourne Graduate School of Education.

## 5. Appendices

### Appendix A: Summary of Year 12 completers survey

A. Current status	
Y12A3	<p>The first few questions are about what you've been doing since leaving school. To begin, did you complete Year 12 last year?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
A5a	<p>Do you currently have a paid job?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.</p>	
A5b	<p>Are you currently looking for work?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
C1	<p>Is your paid job part of an apprenticeship or traineeship?</p> <ol style="list-style-type: none"> <li>1. Yes, apprenticeship</li> <li>2. Yes, traineeship</li> <li>3. No / neither</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If you are not currently working due to the outbreak of COVID-19, but are still signed on a training contract, select <b>Yes</b>.</p>	
A6	<p>Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE or university?</p> <ol style="list-style-type: none"> <li>1. Yes – currently studying</li> <li>2. Yes – enrolled but not yet started (including deferred / gap year)</li> <li>3. No</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer <b>No</b>.</li> </ul>	

<b>C. Employment</b>	
To be answered by those who, according to A5a, had a paid job.	
<b>C2</b>	<p><b>Earlier you mentioned that you currently have a paid job. The next few questions are all about your job. How many hours on average a week do you work in your job?</b></p> <ol style="list-style-type: none"> <li>1. (Numeric box) hours (range 0-168)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If you are working more than one job, please provide total hours worked in paid employment.</p>	
<b>C3</b>	<p><b>Would you prefer to be working more hours?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not applicable)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<b>C4</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Bar attendant / barista</li> <li>2. Café worker</li> <li>3. Checkout operator</li> <li>4. Kitchen hand</li> <li>5. Sales assistant (general)</li> <li>6. Storeperson</li> <li>7. Waiter</li> <li>8. Private tutors and teachers</li> <li>9. Other job</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> The main job is the one in which you work the most hours at in an average week.</p>	
<b>C4b</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	
<b>C4a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C5</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Bricklayer and stonemason</li> <li>2. Cabinetmaker</li> <li>3. Carpenter and joiner</li> <li>4. Chef</li> <li>5. Electrician</li> <li>6. Hairdresser</li> <li>7. Metal fitter / turner / machinist</li> <li>8. Motor mechanic</li> <li>9. Plumber</li> <li>10. Other</li> <li>11. (Not sure)</li> <li>12. (Prefer not to say)</li> </ol>
<b>C5b</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	
<b>C5a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b> <b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C6</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Childcare</li> <li>2. Bar attendant / barista</li> <li>3. Café worker</li> <li>4. Secretary</li> <li>5. Office administration (general clerk)</li> <li>6. Retail operation (sales assistant (general))</li> <li>7. Accountant</li> <li>8. Other</li> <li>9. (Not sure)</li> <li>10. (Prefer not to say)</li> </ol>
<b>C6b</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	

<b>C. Employment</b>	
<b>C6a</b>	<p>Can you please describe the title of your job and the main tasks and duties you have in that role?</p> <p>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C8</b>	<p>You said earlier that you do not currently have a paid job and that you are not looking for work. What would you say is your main activity?</p> <ol style="list-style-type: none"> <li>1. Unpaid work</li> <li>2. Home duties</li> <li>3. Looking after child / children</li> <li>4. Travel or holiday / gap year</li> <li>5. Illness / unable to work</li> <li>6. Pregnant / preparing for birth</li> <li>7. Study / training</li> <li>8. Carer for another person</li> <li>9. Waiting for course to start / looking to enrol</li> <li>10. Unemployed and looking for work</li> <li>11. Recreational activities (such as socialising, hobbies, playing sport or video games)</li> <li>12. Doing nothing</li> <li>13. Other (please specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>

<b>D. Study</b>	
*(Studying or enrolled to study)	
<b>D2</b>	<p><b>Earlier you mentioned that you are currently studying or enrolled to study. The next few questions are all about your studies. What level of study is it?</b></p> <ol style="list-style-type: none"> <li>1. Postgraduate level (PhD, master's)</li> <li>2. Graduate diploma / graduate certificate</li> <li>3. Bachelor degree</li> <li>4. Advanced diploma / associate degree / diploma</li> <li>5. Certificate IV</li> <li>6. Certificate III</li> <li>7. Certificate II</li> <li>8. Certificate I</li> <li>9. Apprenticeship</li> <li>10. Traineeship</li> <li>11. Other (please specify)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.</p>	
<b>D2a</b>	<p><b>What level is your apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Advanced diploma / associate degree / diploma</li> <li>2. Certificate IV</li> <li>3. Certificate III</li> <li>4. Certificate II</li> <li>5. Certificate I</li> <li>6. Other (please specify)</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>D3a</b>	<p><b>What type of education institution do you attend / will you be attending?</b></p> <ol style="list-style-type: none"> <li>1. TAFE or government VET provider</li> <li>2. Private training college or adult and community education provider</li> <li>3. University</li> <li>4. Other (please specify)</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>PRED4</b>	<p><b>Are you undertaking a double degree?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

<b>D. Study</b>	
<b>D4</b>	<p><b>What field of education is the closest match to your first degree / degree / course or area of study?</b></p> <p><b>If you are undertaking a double degree, please indicate your other field of education at the next question.</b></p> <ol style="list-style-type: none"> <li>1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information technology (such as computer graphics, systems analysis)</li> <li>3. Engineering and related technologies</li> <li>4. Architecture and building</li> <li>5. Agriculture, environmental and related studies</li> <li>6. Health (such as medicine, nursing)</li> <li>7. Education (such as teaching)</li> <li>8. Management and commerce (such as accounting, marketing, banking and finance)</li> <li>9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, hospitality and personal services (such as butcher, baker, hospitality)</li> <li>12. Mixed field programs (such as employment skills, general education, social skills programs)</li> <li>13. Other (specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you are studying an arts degree but have not yet chosen a major please select 'Society and culture'.</p>	
<b>D4a</b>	<p><b>What field of education is the closest match to your second degree?</b></p> <ol style="list-style-type: none"> <li>1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information technology (such as computer graphics, systems analysis)</li> <li>3. Engineering and related technologies</li> <li>4. Architecture and building</li> <li>5. Agriculture, environmental and related studies</li> <li>6. Health (such as medicine, nursing)</li> <li>7. Education (such as teaching)</li> <li>8. Management and commerce (such as accounting, marketing, banking and finance)</li> <li>9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, hospitality and personal services (such as butcher, baker, hospitality)</li> <li>12. Mixed field programs (such as employment skills, general education, social skills programs)</li> <li>13. Other (specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>

<b>K. HSC minimum standard module</b>	
<p>The next few questions are all about the HSC minimum standard. To achieve a HSC, students in NSW must sit 3 online tests in reading, writing and numeracy. This is known as the HSC minimum standard.</p>	
<b>K1</b>	<p><b>Have you achieved the HSC minimum standard?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>K2</b>	<p><b>How did your school prepare you for the HSC minimum standard?</b> <b>Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. School ran information sessions for my year</li> <li>2. Teachers helped me develop the skills needed for the tests</li> <li>3. Teachers provided feedback about my skills in relation to the tests</li> <li>4. I was given advice about when I'd be ready to sit the tests</li> <li>5. School offered practice tests to sit</li> <li>6. Other (specify)</li> <li>7. School provided no help (exclusive)</li> <li>8. (Not sure)</li> <li>9. (Prefer not to say)</li> </ol>
<b>K3</b>	<p><b>Did you find any aspects of the HSC minimum standard tests difficult?</b> <b>Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. Nothing was difficult (exclusive)</li> <li>2. The online format</li> <li>3. The questions were challenging</li> <li>4. The way questions were worded made them difficult to understand</li> <li>5. Did not have enough time to finish</li> <li>6. The tests were stressful</li> <li>7. The school did not provide enough information</li> <li>8. The school did not provide enough help with preparation</li> <li>9. The school did not provide enough opportunities to sit the tests</li> <li>10. Other (please specify)</li> <li>11. I did not sit the test (exclusive)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>
<b>K4</b>	<p><b>You mentioned you did not achieve the HSC minimum standard. Would you be interested in achieving this in the future?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

<b>K. HSC minimum standard module</b>	
<b>K5</b>	<p><b>In the future, how important is it to you that you achieve a HSC credential?</b></p> <ol style="list-style-type: none"> <li>1. Very important</li> <li>2. Moderately important</li> <li>3. A little important</li> <li>4. Not at all important</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>K6</b>	<p><b>What impact do you feel not meeting the HSC minimum standard, and not achieving a HSC, will have on your career opportunities in the future?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> </ol>

<b>I. Influence of COVID-19</b>	
<p>The next few questions are about any impacts that COVID-19 has had on your post-school plans or what you've been doing since leaving school.</p>	
<b>I1</b>	<p><b>In terms of work and study, thinking back to the start of 2021, what was the main thing you planned to do this year?</b></p> <ol style="list-style-type: none"> <li>1. Study a bachelor degree</li> <li>2. Study a VET certificate IV+</li> <li>3. Study a VET certificate III</li> <li>4. Study a VET certificate I-II</li> <li>5. Undertake a traineeship</li> <li>6. Undertake an apprenticeship</li> <li>7. Work full-time</li> <li>8. Work part-time</li> <li>9. Other (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<b>I2</b>	<p><b>Are you now doing something different because of the ongoing COVID-19 pandemic?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Other (please specify)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

<b>I. Influence of COVID-19</b>	
<b>I3</b>	<p><b>How has the ongoing COVID-19 pandemic changed your plans? Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. My course / traineeship / apprenticeship was delayed or postponed</li> <li>2. My study / traineeship / apprenticeship was changed to remote learning</li> <li>3. I stopped studying / doing a traineeship / doing an apprenticeship because I was worried I may not be able to get a job in my field of study</li> <li>4. I cannot currently afford to study / do a traineeship / do an apprenticeship</li> <li>5. I am now studying / undertaking a traineeship / undertaking an apprenticeship when I did not expect to be</li> <li>6. I have been made redundant (or sacked)</li> <li>7. I have been stood down until my workplace reopens</li> <li>8. I work less hours than I normally do</li> <li>9. I work more hours than I normally do</li> <li>10. I have not been able to find a job</li> <li>11. I am now working in a job when I did not expect to be</li> <li>12. Other (please specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>
<b>I4</b>	<p><b>What impact do you think COVID-19 will have on your career opportunities in the future?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>

<b>E. Demographics</b>	
<p>Now we have a few questions about you.</p> <p><b>If necessary:</b> This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.</p>	
<b>E3</b>	<p><b>How do you describe your gender?</b></p> <ol style="list-style-type: none"> <li>1. Man / male</li> <li>2. Woman / female</li> <li>3. Non-binary</li> <li>4. I use a different term (specify)</li> <li>5. Prefer not to say</li> </ol>

<b>E. Demographics</b>	
<b>E1</b>	<p><b>Are you of Aboriginal or Torres Strait Islander origin?</b></p> <ol style="list-style-type: none"> <li>1. Aboriginal</li> <li>2. Torres Strait Islander</li> <li>3. Both Aboriginal and Torres Strait Islander</li> <li>4. No – neither</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>E2</b>	<p><b>Do you speak a language other than English at home?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>E10</b>	<p><b>Do you have any disabilities or additional learning needs?</b></p> <p>This includes mental health, behavioural or emotional issues. We are particularly interested in those that have lasted, or are likely to last, 6 months or more.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not sure</li> <li>4. Prefer not to say</li> </ol>
<b>E11</b>	<p><b>What disability or additional learning needs do you have?</b></p> <p><b>Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. Autism</li> <li>2. Learning or intellectual disability</li> <li>3. Speech or language impairment</li> <li>4. Physical disability / injury</li> <li>5. Deaf</li> <li>6. Hearing impairment / hard of hearing</li> <li>7. Blind or low vision</li> <li>8. Sensory</li> <li>9. Mental health issues</li> <li>10. Behavioural issues</li> <li>11. Emotional issues</li> <li>12. Other (specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>

<b>G. Parental SES</b>	
<p>Now we are coming to the last section of the survey. &lt;I am / we are&gt; going to ask some routine questions about your background. Remember that all your answers remain confidential.</p> <p><b>If necessary:</b> We ask these questions so that we can get an idea of the backgrounds of different groups of people.</p> <p>The next few questions are about your parents or guardians.</p> <p><b>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.</b></p>	
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• If blended / mixed families, ask about the parents or step-parents living in the same household.</li> <li>• If separated family where the qualifying respondent (QR) lives with one parent in same household, ask about both parents even if one is not in the same household.</li> <li>• If parent deceased, information may still be collected, but requires some sensitivity. Can otherwise skip through.</li> <li>• If no parent, but there is a female guardian / male guardian, ask about guardians.</li> <li>• If, for example, there is no father figure in life at any time, record as such (will skip remaining father questions).</li> <li>• For Aboriginal students, 'aunties', 'uncles' or 'grandparents' may be the relevant guardian.</li> </ul>	
<b>E4</b>	<p><b>What was the highest year of school your mother (or female caregiver) completed?</b> (If your 2 main caregivers are male, what was the highest year of school your first male caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10 / School Certificate / O levels</li> <li>4. Finished Year 12 / HSC / A levels / International Baccalaureate</li> <li>5. No schooling</li> <li>6. No mother or female guardian figure in life at any time / I have not had contact with my mother or a female guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>E5</b>	<p><b>What was the highest post-school qualification your mother (or female caregiver) completed, if any?</b> (If your 2 main caregivers are male, what was the highest post-school qualification your first male caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate / TAFE certificate I-IV / VET certificate I-IV</li> <li>2. VET diploma / advanced diploma</li> <li>3. University undergraduate degree / bachelor degree / honours degree / graduate diploma</li> <li>4. Postgraduate degree / master's / doctoral degree / PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>

<b>G. Parental SES</b>	
<b>E6</b>	<p><b>What is your mother's (or female caregiver's) occupation?</b> (If your 2 main caregivers are male, what is your first male caregiver's occupation?)</p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed / unable to work due to illness / injury / disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• If your mother or female / first caregiver is deceased, please think about what they were doing before they passed away.</li> <li>• 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.</li> </ul>	
<b>E6a</b>	<p><b>Can you please describe the title of your mother's (or female caregiver's) job and the main tasks and duties they have in that role?</b> (If your 2 main caregivers are male, can you please describe the title of their job and the main tasks and duties your first male caregiver has / had in that role?)</p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>E7</b>	<p><b>What was the highest year of school your father (or male caregiver) completed?</b> <b>If necessary:</b> (If your 2 main caregivers are female, what was the highest year of school your second female caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10 / School Certificate / O levels</li> <li>4. Finished Year 12 / HSC / A levels / International Baccalaureate</li> <li>5. No schooling</li> <li>6. No father or male guardian figure in life at any time / I have not had contact with my father or a male guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>

<b>G. Parental SES</b>	
<b>E8</b>	<p><b>What is the highest post-school qualification your father (or male caregiver) has completed, if any?</b></p> <p>(If your 2 main caregivers are female, what was the highest post-school qualification your second female caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate / TAFE certificate I-IV / VET certificate I-IV</li> <li>2. VET diploma / advanced diploma</li> <li>3. University undergraduate degree / bachelor degree / honours degree / graduate diploma</li> <li>4. Postgraduate degree / master's / doctoral degree / PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>E9</b>	<p><b>What is your father's (or male caregiver's) occupation?</b></p> <p>(If your 2 main caregivers are female, what is your second female caregiver's occupation?)</p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed / unable to work due to illness / injury / disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• If your father or male / second caregiver is deceased, please think about what they were doing before they passed away.</li> <li>• 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.</li> </ul>	
<b>E9a</b>	<p><b>Can you please describe the title of your father's (or male caregiver's) job and the main tasks and duties they have in that role?</b></p> <p>(If your 2 main caregivers are female, can you please describe the title of their job and the main tasks and duties your second female caregiver has / had in that role?)</p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

## Appendix B: Summary of early school leavers survey

<b>A. Current status</b>	
<b>A3</b>	<p>The first few questions are about what you've been doing since leaving school. To begin with, did you leave school before you completed Year 12 last year?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No, I did not leave school before completing Year 12</li> <li>3. No, I am doing the International Baccalaureate (IB)</li> <li>4. No, I completed Year 12 and was awarded a HSC</li> <li>5. No, I completed Year 12 but was not awarded a HSC</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<b>A4</b>	<p>Have you returned to secondary or high school studies this year?</p> <ol style="list-style-type: none"> <li>1. No</li> <li>2. Yes, I have returned to secondary school studies this year / I never left high school</li> <li>3. Yes, I am doing the IB</li> <li>4. Yes, but I have changed schools this year</li> <li>5. Yes, but I am now doing the HSC in TAFE</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> Probe for further detail should respondent say 'yes' – that is, probe for correct code 2-5. Home schooling should be coded as '4' and 'home schooled' specified. If never left code as '2'.</p>	
<b>A5a</b>	<p>Do you currently have a paid job?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.</p>	
<b>A5b</b>	<p>Are you currently looking for work?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

A. Current status	
<b>C1</b>	<p><b>Is your paid job part of an apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Yes, apprenticeship</li> <li>2. Yes, traineeship</li> <li>3. No / neither</li> <li>4. Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If you are not currently working due to the outbreak of COVID-19, but are still signed on a training contract, select <b>Yes</b>.</p>	
<b>A6</b>	<p><b>Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE?</b></p> <ol style="list-style-type: none"> <li>1. Yes – currently studying</li> <li>2. Yes – enrolled but not yet started (including deferred / gap year)</li> <li>3. No</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer <b>No</b>.</li> </ul>	

## B. Influences and aspirations

B1

**What is the main reason why you left school early?**

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 or not a good environment for learning
6. School did not offer VET options
7. School did not offer subject choices I wanted
8. I was bullied
9. Family commitments (not including pregnancy)
10. Pregnancy
11. Asked to leave (expelled) or got in trouble
12. School couldn't cater for my disability
13. Financial hardship
14. Wanted to study elsewhere or TAFE or different course
15. Moved away from area
16. Travel time (too long a commute)
17. Physical illness or sickness
18. Mental health issues
19. Other (please specify)
20. I felt I would not meet the HSC minimum standard
21. COVID-19
22. (Not sure)
23. (Prefer not to say)

<b>B. Influences and aspirations</b>	
<b>B2</b>	<p><b>Were there other reasons that influenced your decision to leave school early? Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. Work or career reasons</li> <li>2. Didn't like school or teachers</li> <li>3. Was not interested in going (bored)</li> <li>4. Not coping well at school or failed or failing subjects or too hard</li> <li>5. School was not for me or not a good environment for learning</li> <li>6. School did not offer VET options</li> <li>7. School did not offer subject choices I wanted</li> <li>8. I was bullied</li> <li>9. Family commitments (not including pregnancy)</li> <li>10. Pregnancy</li> <li>11. Asked to leave (expelled) or got in trouble</li> <li>12. Disability or school couldn't cater for my disability</li> <li>13. Financial hardship</li> <li>14. Wanted to study elsewhere or TAFE or different course</li> <li>15. Moved away from area</li> <li>16. Travel time (too long a commute)</li> <li>17. Physical illness or sickness</li> <li>18. Mental health issues</li> <li>19. I felt I would not meet the HSC minimum standard</li> <li>20. COVID-19</li> <li>21. No other reason (exclusive)</li> <li>22. Other (specify)</li> <li>23. (Not sure)</li> <li>24. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
*(Currently have a paid job)	
<b>C2</b>	<p><b>Earlier you mentioned that you currently have a paid job. The next few questions are all about your job. How many hours on average a week do you work in your job?</b></p> <ol style="list-style-type: none"> <li>1. (Numeric box) hours (range 0-168)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If you are working more than one job, please provide total hours worked in paid employment.</p>	
<b>C3</b>	<p><b>Would you prefer to be working more hours?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not applicable)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C4</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Sales assistant (general)</li> <li>2. Checkout operator</li> <li>3. Kitchen hand</li> <li>4. Storeperson</li> <li>5. Café worker</li> <li>6. Waiter</li> <li>7. Building and plumbing labourer</li> <li>8. Bar attendant / barista</li> <li>9. Other job</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> The main job is the one in which you work the most hours at in an average week.</p>	
<b>C4b</b>	<p><b>What is your main job?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	
<b>C4a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C5</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Carpenter and joiner</li> <li>2. Motor mechanic</li> <li>3. Plumber</li> <li>4. Electrician</li> <li>5. Hairdresser</li> <li>6. Chef</li> <li>7. Metal fitter / turner / machinist</li> <li>8. Structural steel and welding trades worker</li> <li>9. Butcher and smallgoods maker</li> <li>10. Cabinetmaker</li> <li>11. Air conditioning and refrigeration mechanic</li> <li>12. Bricklayer and stonemason</li> <li>13. Gardener</li> <li>14. Other</li> <li>15. (Not sure)</li> <li>16. (Prefer not to say)</li> </ol>

<b>C. Employment</b>	
<b>C5b</b>	<p><b>What apprenticeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	
<b>C5a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>C6</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Childcare</li> <li>2. Café worker</li> <li>3. Office administration (general clerk)</li> <li>4. Retail operations (sales assistant (general))</li> <li>5. Farm, forestry and garden worker</li> <li>6. Gardener</li> <li>7. Concreter</li> <li>8. Other</li> <li>9. (Not sure)</li> <li>10. (Prefer not to say)</li> </ol>
<b>C5b</b>	<p><b>What traineeship are you doing?</b></p> <ol style="list-style-type: none"> <li>1. Full title of main job</li> <li>2. (Not sure / prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> If the job title entered is not on the list, please click next and record full job title and tasks and duties on the next screen (probe for as much detail as possible).</p>	
<b>C6a</b>	<p><b>Can you please describe the title of your job and the main tasks and duties you have in that role?</b></p> <p><b>Think about what you do on an average workday, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

**C. Employment**

C8	<p><b>You said earlier that you do not currently have a paid job and that you are not looking for work. What would you say is your main activity?</b></p> <ol style="list-style-type: none"><li>1. Unpaid work</li><li>2. Home duties</li><li>3. Looking after child / children</li><li>4. Travel or holiday / gap year</li><li>5. Illness / unable to work</li><li>6. Pregnant / preparing for birth</li><li>7. Study / training</li><li>8. Carer for another person</li><li>9. Waiting for course to start / looking to enrol</li><li>10. Unemployed and looking for work</li><li>11. Recreational activities (such as socialising, hobbies, playing sport or video games)</li><li>12. Doing nothing</li><li>13. Other (please specify)</li><li>14. (Not sure)</li><li>15. (Prefer not to say)</li></ol>
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<b>D. Study</b>	
*(Studying or enrolled to study)	
<b>D2</b>	<p><b>Earlier you mentioned that you are currently studying or enrolled to study. The next few questions are all about your studies. What level of study is it?</b></p> <ol style="list-style-type: none"> <li>1. Postgraduate level (PhD, master's)</li> <li>2. Graduate diploma / graduate certificate</li> <li>3. Bachelor degree</li> <li>4. Advanced diploma / associate degree / diploma</li> <li>5. Certificate IV</li> <li>6. Certificate III</li> <li>7. Certificate II</li> <li>8. Certificate I</li> <li>9. Apprenticeship</li> <li>10. Traineeship</li> <li>11. Other (please specify)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.</p>	
<b>D2a</b>	<p><b>What level is your apprenticeship or traineeship?</b></p> <ol style="list-style-type: none"> <li>1. Advanced diploma / associate degree / diploma</li> <li>2. Certificate IV</li> <li>3. Certificate III</li> <li>4. Certificate II</li> <li>5. Certificate I</li> <li>6. Other (please specify)</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>D3a</b>	<p><b>What type of education institution do you attend / will you be attending?</b></p> <ol style="list-style-type: none"> <li>1. TAFE or government VET provider</li> <li>2. Private training college or adult and community education provider</li> <li>3. University</li> <li>4. Other (please specify)</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>PRED4</b>	<p><b>Are you undertaking a double degree?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>

<b>D. Study</b>	
<b>D4</b>	<p><b>What field of education is the closest match to your first degree / degree / course or area of study?</b></p> <p><b>If you are undertaking a double degree, please indicate your other field of education at the next question.</b></p> <ol style="list-style-type: none"> <li>1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information technology (such as computer graphics, systems analysis)</li> <li>3. Engineering and related technologies</li> <li>4. Architecture and building</li> <li>5. Agriculture, environmental and related studies</li> <li>6. Health (such as medicine, nursing)</li> <li>7. Education (such as teaching)</li> <li>8. Management and commerce (such as accounting, marketing, banking and finance)</li> <li>9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, hospitality and personal services (such as butcher, baker, hospitality)</li> <li>12. Mixed field programs (such as employment skills, general education, social skills programs)</li> <li>13. Other (specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b></p> <p>If you are studying an arts degree but have not yet chosen a major please select 'Society and culture'.</p>	
<b>D4a</b>	<p><b>What field of education is the closest match to your second degree?</b></p> <ol style="list-style-type: none"> <li>1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)</li> <li>2. Information technology (such as computer graphics, systems analysis)</li> <li>3. Engineering and related technologies</li> <li>4. Architecture and building</li> <li>5. Agriculture, environmental and related studies</li> <li>6. Health (such as medicine, nursing)</li> <li>7. Education (such as teaching)</li> <li>8. Management and commerce (such as accounting, marketing, banking and finance)</li> <li>9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)</li> <li>10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making)</li> <li>11. Food, hospitality and personal services (such as butcher, baker, hospitality)</li> <li>12. Mixed field programs (such as employment skills, general education, social skills programs)</li> <li>13. Other (specify)</li> <li>14. (Not sure)</li> <li>15. (Prefer not to say)</li> </ol>

<b>K. HSC minimum standard module</b>	
<p>The next few questions are all about the HSC minimum standard. To achieve a HSC, students in NSW must sit 3 online tests in reading, writing and numeracy. This is known as the HSC minimum standard.</p>	
<b>K1</b>	<p><b>Have you achieved the HSC minimum standard?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>K2</b>	<p><b>To what extent was the HSC minimum standard a reason for you to leave school before you completed Year 12?</b></p> <ol style="list-style-type: none"> <li>1. A major reason</li> <li>2. A minor reason</li> <li>3. Not a reason for me</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>
<b>K3</b>	<p><b>How did your school prepare you for the HSC minimum standard? Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. School ran information sessions for my year</li> <li>2. Teachers helped me develop the skills needed for the tests</li> <li>3. Teachers provided feedback about my skills in relation to the tests</li> <li>4. I was given advice about when I'd be ready to sit the tests</li> <li>5. School offered practice tests to sit</li> <li>6. Other (specify)</li> <li>7. School provided no help (exclusive)</li> <li>8. (Not sure)</li> <li>9. (Prefer not to say)</li> </ol>
<b>K4</b>	<p><b>Did you find any aspects of the HSC minimum standard tests difficult? Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. I did not sit the test (exclusive)</li> <li>2. Nothing was difficult (exclusive)</li> <li>3. The online format</li> <li>4. The questions were challenging</li> <li>5. The way questions were worded made them difficult to understand</li> <li>6. Did not have enough time to finish</li> <li>7. The tests were stressful</li> <li>8. The school did not provide enough information</li> <li>9. The school did not provide enough help with preparation</li> <li>10. The school did not provide enough opportunities to sit the tests</li> <li>11. Other (please specify)</li> <li>12. (Not sure)</li> <li>13. (Prefer not to say)</li> </ol>

<b>K. HSC minimum standard module</b>	
<b>K5</b>	<p><b>In the future, how important is it to you that you achieve a HSC credential?</b></p> <ol style="list-style-type: none"> <li>1. Very important</li> <li>2. Moderately important</li> <li>3. A little important</li> <li>4. Not at all important</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>K6</b>	<p><b>What impact (if any) do you feel not achieving a HSC will have on your career opportunities?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>

<b>I. Influence of COVID-19</b>	
<p>The next few questions are about any impacts that COVID-19 has had on your post-school plans or what you've been doing since leaving school.</p>	
<b>I1</b>	<p><b>In terms of work and study, thinking back to the start of 2021, what was the main thing you planned to do this year?</b></p> <ol style="list-style-type: none"> <li>1. Study a bachelor degree</li> <li>2. Study a VET certificate IV+</li> <li>3. Study a VET certificate III</li> <li>4. Study a VET certificate I-II</li> <li>5. Undertake a traineeship</li> <li>6. Undertake an apprenticeship</li> <li>7. Work full-time</li> <li>8. Work part-time</li> <li>9. Other (please specify)</li> <li>10. (Not sure)</li> <li>11. (Prefer not to say)</li> </ol>
<p><b>Interviewer note:</b> This refers to work and study plans only, not plans for socialising and so on.</p>	
<b>I2</b>	<p><b>Are you now doing something different because of the ongoing COVID-19 pandemic?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Other (please specify)</li> <li>4. (Not sure)</li> <li>5. (Prefer not to say)</li> </ol>

<b>I. Influence of COVID-19</b>	
<b>I3</b>	<p><b>How has the ongoing COVID-19 pandemic changed your plans? Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. My course / traineeship / apprenticeship was delayed or postponed</li> <li>2. My study / traineeship / apprenticeship was changed to remote learning</li> <li>3. I stopped studying / doing a traineeship / doing an apprenticeship because I was worried I may not be able to get a job in my field of study</li> <li>4. I cannot currently afford to study / do a traineeship / do an apprenticeship</li> <li>5. I am now studying / undertaking a traineeship / undertaking an apprenticeship when I did not expect to be</li> <li>6. I have been made redundant (or sacked)</li> <li>7. I have been stood down until my workplace reopens</li> <li>8. I work less hours than I normally do</li> <li>9. I work more hours than I normally do</li> <li>10. I have not been able to find a job</li> <li>11. I am now working in a job when I did not expect to be</li> <li>12. Other (please specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>
<b>I4</b>	<p><b>What impact do you think COVID-19 will have on your career opportunities in the future?</b></p> <ol style="list-style-type: none"> <li>1. Strong positive impact</li> <li>2. Slight positive impact</li> <li>3. Slight negative impact</li> <li>4. Strong negative impact</li> <li>5. No impact</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>

<b>E. Demographics</b>	
<p>Now we have a few questions about you.</p> <p><b>If necessary:</b> This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school</p>	
<b>E3</b>	<p><b>How do you describe your gender?</b></p> <ol style="list-style-type: none"> <li>1. Man / male</li> <li>2. Woman / female</li> <li>3. Non-binary</li> <li>4. I use a different term (specify)</li> <li>5. Prefer not to say</li> </ol>

<b>E. Demographics</b>	
<b>E1</b>	<p><b>Are you of Aboriginal or Torres Strait Islander origin?</b></p> <ol style="list-style-type: none"> <li>1. Aboriginal</li> <li>2. Torres Strait Islander</li> <li>3. Both Aboriginal and Torres Strait Islander</li> <li>4. No – neither</li> <li>5. (Not sure)</li> <li>6. (Prefer not to say)</li> </ol>
<b>E2</b>	<p><b>Do you speak a language other than English at home?</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. (Not sure)</li> <li>4. (Prefer not to say)</li> </ol>
<b>E10</b>	<p><b>Do you have any disabilities or additional learning needs?</b>  <b>This includes mental health, behavioural or emotional issues. We are particularly interested in those that have lasted, or are likely to last, 6 months or more.</b></p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not sure</li> <li>4. Prefer not to say</li> </ol>
<b>E11</b>	<p><b>What disability or additional learning needs do you have?</b>  <b>Select all that apply.</b></p> <ol style="list-style-type: none"> <li>1. Autism</li> <li>2. Learning or intellectual disability</li> <li>3. Speech or language impairment</li> <li>4. Physical disability / injury</li> <li>5. Deaf</li> <li>6. Hearing impairment / hard of hearing</li> <li>7. Blind or low vision</li> <li>8. Sensory</li> <li>9. Mental health issues</li> <li>10. Behavioural issues</li> <li>11. Emotional issues</li> <li>12. Other (specify)</li> <li>13. (Not sure)</li> <li>14. (Prefer not to say)</li> </ol>

## G. Parental SES

Now we are coming to the last section of the survey. <I am / we are> going to ask some routine questions about your background. Remember that all your answers remain confidential.

**If necessary:** We ask these questions so that we can get an idea of the backgrounds of different groups of people.

The next few questions are about your parents or guardians.

**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.**

### Interviewer notes:

- 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. Can otherwise skip through.
- If no parent, but there is a female guardian / male guardian, ask about guardians.
- If, for example, there is 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.

E4

**What was the highest year of school your mother (or female caregiver) completed?**

(If your 2 main caregivers are male, what was the highest year of school your first 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. No mother or female guardian figure in life at any time / I have not had contact with my mother or a female guardian
7. (Not sure)
8. (Prefer not to say)

E5

**What was the highest post-school qualification your mother (or female caregiver) has completed, if any?**

(If your 2 main caregivers are male, what was the highest post-school qualification your first male caregiver completed?)

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. Postgraduate degree / master's / doctoral degree / PhD
5. Some other qualification (please specify)
6. No post-school qualification
7. (Not sure)
8. (Prefer not to say)

<b>G. Parental SES</b>	
<b>E6</b>	<p><b>What is your mother's (or female caregiver's) occupation?</b> (If your 2 main caregivers are male, what is your first male caregiver's occupation?)</p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed / unable to work due to illness / injury / disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• If your mother or female / first caregiver is deceased, please think about what they were doing before they passed away.</li> <li>• 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.</li> </ul>	
<b>E6a</b>	<p><b>Can you please describe the title of your mother's (or female caregiver's) job and the main tasks and duties they have in that role?</b> (If your 2 main caregivers are male, can you please describe the title of their job and the main tasks and duties your first male caregiver has / had in that role?)</p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>
<b>E7</b>	<p><b>What was the highest year of school your father (or male caregiver) completed?</b> <b>If necessary:</b> (If your 2 main caregivers are female, what was the highest year of school your second female caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Primary schooling only</li> <li>2. Started high school but left before Year 10</li> <li>3. Finished Year 10 / School Certificate / O levels</li> <li>4. Finished Year 12 / HSC / A levels / International Baccalaureate</li> <li>5. No schooling</li> <li>6. No father or male guardian figure in life at any time / I have not had contact with my father or a male guardian</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>

<b>G. Parental SES</b>	
<b>E8</b>	<p><b>What is the highest post-school qualification your father (or male caregiver) has completed, if any?</b></p> <p>(If your 2 main caregivers are female, what was the highest post-school qualification your second female caregiver completed?)</p> <ol style="list-style-type: none"> <li>1. Apprenticeship or trade certificate / TAFE certificate I-IV / VET certificate I-IV</li> <li>2. VET diploma / advanced diploma</li> <li>3. University undergraduate degree / bachelor degree / honours degree / graduate diploma</li> <li>4. Postgraduate degree / master's / doctoral degree / PhD</li> <li>5. Some other qualification (please specify)</li> <li>6. No post-school qualification</li> <li>7. (Not sure)</li> <li>8. (Prefer not to say)</li> </ol>
<b>E9</b>	<p><b>What is your father's (or male caregiver's) occupation?</b></p> <p>(If your 2 main caregivers are female, what is your second female caregiver's occupation?)</p> <ol style="list-style-type: none"> <li>1. Currently employed</li> <li>2. Retired</li> <li>3. Unemployed / unable to work due to illness / injury / disability</li> <li>4. Home duties</li> <li>5. Never had a job</li> <li>6. (Not sure)</li> <li>7. (Prefer not to say)</li> </ol>
<p><b>Interviewer notes:</b></p> <ul style="list-style-type: none"> <li>• If your father or male / second caregiver is deceased, please think about what they were doing before they passed away.</li> <li>• 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.</li> </ul>	
<b>E9a</b>	<p><b>Can you please describe the title of your father's (or male caregiver's) job and the main tasks and duties they have in that role?</b></p> <p>(If your 2 main caregivers are female, can you please describe the title of their job and the main tasks and duties your second female caregiver has / had in that role?)</p> <p><b>Think about what they do, or did, on an average workday, what kind of company they work for, or how you would describe this job to someone who has never heard of it before.</b></p> <ol style="list-style-type: none"> <li>1. (Full text box)</li> <li>2. (Not sure)</li> <li>3. (Prefer not to say)</li> </ol>

## Appendix C: Example of primary approach letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFADDRESS 2»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»  
«BARCODE\_OPT\_OUT»

### NSW Post-School Destinations Survey 2021

Dear «FNAME»,

The NSW Department of Education would like to hear about what you're doing after leaving school and is inviting you to participate in a survey of recent NSW school leavers. Knowing about your experiences since leaving school will help in shaping education policy and programs to improve post-school outcomes for recent school leavers.

The survey is voluntary and takes about 10 minutes to complete either online or by phone. A representative from the Social Research Centre (SRC) will contact you between August and December 2021 to invite you to complete the survey. You can skip any questions that you prefer not to answer. By participating you will be entered into a prize draw for the chance to win a \$200 JB Hi-Fi voucher.

You can see the reports from previous surveys on the Centre for Education Statistics and Evaluation (CESE) website ([www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)). This year's survey is being undertaken by SRC on behalf of CESE. SRC will lead project management and fieldwork components of the survey and CESE will lead analysis and reporting components of the survey. If you consent, we may use demographic information about you to link your survey responses to other Government data. This linked data will then be used to support improvements in the post-school outcomes of other recent school leavers like you.

NAPLAN, HSC, disability, HSC minimum standard, education, employment and administrative data, already collected or held by the NSW Department of Education, the NSW Education Standards Authority (NESA), TAFE NSW and the Australian Bureau of Statistics (ABS) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation. More information about how your data will be used is provided at [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

**If you do NOT wish to take part in the survey you can either opt out prior to 6 August 2021 by following the instructions at [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey) or you can simply advise SRC that you do not wish to participate when they contact you to complete the survey.**

All personal information will be treated with the strictest confidence and you will not be identified in any reports. More information is available at [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

Yours sincerely

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## Participant Information Sheet

### What is the project about?

The NSW Post-School Destinations Survey (the survey) collects information to provide up-to-date research and informed advice to schools, the NSW Department of Education, the NSW Minister for Education and other education agencies 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 and aspirations 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 and pathways choices of secondary students.

The survey is now in its tenth year, and 25,000 young people took part in the survey in 2020. Reports from previous years are available on the CESE website [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au).

### 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 manage and conduct the survey. CESE will be undertaking all analysis and reporting components of the survey. This research project is supported by the NSW Education Standards Authority (NESA), Catholic Schools NSW and the Association of Independent Schools of NSW.

### Why have I been invited to participate?

You have been invited to participate in the research because administrative records show that you may have left school in 2020. The survey is voluntary. You can choose not to take part in the survey 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 survey you can either: advise SRC through one of the methods discussed at the end of this information sheet by 6 August 2021, or let SRC know that you do not want to participate when they contact you to complete the survey.

### What will the researchers do and when?

If you are contacted to participate, you can choose to complete the survey yourself online or by a telephone interview. The survey will take about 10 minutes of your time and will be conducted from August to December 2021. You will be entered into a prize draw after taking part in the survey.

### What are the research steps?

**Sample frame:** NESA, in conjunction with the Department of Education, will create a sample frame that includes student administrative data of recent school leavers. NESA will provide this sample frame to the department's contractor SRC, who will use the sample frame to conduct the opt-out process for the survey. The final sample frame for the survey will consist of former students who do not opt-out of the survey during this initial opt-out period. This sample frame component of the survey will be led by SRC.

**Fieldwork:** SRC will invite former students who did not opt out of the survey to take part in the survey. SRC may send this invitation via email, text or mail. You will be asked to complete the survey either online or via the phone. You can also choose to opt-out of the survey when you are contacted by SRC to take part in the survey. You will be asked information about your post-school destinations and experiences by an interviewer from SRC. This may include some basic information about your background and family characteristics (such as level of education and occupation of parents / carers). NESAs will then provide SRC with NAPLAN and HSC data if you take part in the survey.

Prior to completing the survey you will be asked if you consent to having identifiers included with your survey responses so that CESE can link your survey responses to other data about you that the NSW Department of Education holds (including disability, HSC minimum standard, education and employment information). The linked data will be used for measuring post-school outcomes and informing school policy. This will help schools to better support students to achieve positive post-school pathways. If you consent to having student identifiers included with your survey responses, you will be asked to re-confirm your consent at the conclusion of the survey. If you do not agree, but still want to participate in the survey, SRC will de-identify your survey responses prior to providing this data to CESE. The fieldwork component of the survey will be led by SRC.

**Research:** CESE will use the datasets provided by SRC to analyse and report on the research. Only aggregated findings will be reported, with no individual student survey responses reported. This research component of the survey will be led by CESE.

### What data will be linked through student identifiers?

Should you provide your consent, data linkage will be conducted using the separation principle. Access to identifying information will be restricted to a specialised linkage team within CESE who will create the link, while CESE researchers will analyse and manage the de-identified survey data. Linkage officers will not have access to survey data, while researchers will not have access to any personal identifying information.

The Government held data that will be linked to your survey responses includes:

- School records of disability adjustments (including data collected under the Nationally Consistent Collection of Data on Students with Disability)
- HSC minimum standard total scores
- Government school enrolments
- Record of School Achievement (RoSA) / Higher School Certificate (HSC)
- Government funded VET enrolments, including Apprentices and Trainees
- Medicare Enrolment Database (demographic data only, for purposes of linkage to the ABS data below)
- ABS-held databases from the Multi-Agency Data Integration Project (MADIP) (Social Security and Related Information, Personal Income Tax Payment Summaries, Census of Population and Housing 2020, Higher Education data and VET activity).

## What will happen to my information?

All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation.<sup>3</sup> Individuals who take part in the survey will not be identified in any report or publication. Although we are using students' identifiers to link the data, your individual results will not be identified in any reporting from the survey: we will only report deidentified, aggregated results.

The survey and government data will be collected in a well-governed secure NSW Department of Education data server for analysis by the authorised CESE researchers for linking. Once the data has been linked, the student identifiers will be securely disposed of, so that only the de-identified data remains for further analysis.

- You have the right of access to personal information held about you by the NSW Department of Education, the right to request correction and amendment of it, and the right to make a complaint about a breach of the Information Protection Principles as contained in the Privacy and Personal Information Protection Act 1998 (NSW). Further information on how the NSW Department of Education protects personal information is available in the NSW Department of Education's Privacy Management Plan: [www.srcentre.com.au/EduNSWPrivacyManagementPlan](http://www.srcentre.com.au/EduNSWPrivacyManagementPlan). 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 by SRC for the purposes of maintaining any request to opt-out of the survey or if SRC is legally required to disclose information collected as part of the survey.

## How will my data be used?

All data will be de-identified and reported in aggregate. De-identified data may be used to:

- Report on the findings of the survey. The report for the 2021 survey will be published on the NSW Department of Education website in 2022.
- Advise the NSW government on education and career outcomes for NSW school leavers.
- Advise the NSW government about the post-school destinations of students with disability.
- Inform policy and program decisions to improve the post-school outcomes of recent school leavers.
- Report high-level information back to schools about the post-school destinations of their recent school leavers to improve post-school outcomes of students at a school level.
- Advise the NSW government of the impact of the HSC minimum standard on students' post-school destinations. All information collected for the study will be managed in accordance with Privacy and Personal Information Protection Act 1998 (NSW) and NSW State Records legislation.

<sup>3</sup> For CESE and NESAs - Privacy and Personal Information Protection Act 1998 (NSW); Health Records and Information Privacy Act 2002 (NSW); Education Standards Authority Act 2013 (NSW). For the SRC: Privacy Act 1988 (Cth).

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### **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 feel 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 feel 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 should I contact for more information or to 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](mailto:cese@det.nsw.edu.au).

More information: [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au).

**For information about the opt out process or survey**, please contact the Social Research Centre (SRC) on 1800 023 040 (free hotline) or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

More information: [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).

### **Who should I contact with my concerns or to make a complaint?**

If you have concerns about privacy issues, in the first instance you can contact the organisation that you believe holds the information. If you have concerns about privacy issues in relation to this letter, please contact the Centre for Education Statistics and Evaluation (CESE) on 1300 679 332 or email [cese@det.nsw.edu.au](mailto:cese@det.nsw.edu.au).

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](mailto: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.

## NSW Post-School Destinations Survey 2021 – How to opt out

If you do NOT wish to participate in the survey, please let us know by one of the methods below, by **6 August 2021**.

Please provide the following identifying details when you call, email or mail so that we can remove your name. Your **SRC ID** is the number following the word **reference** in the top right hand corner of the email we sent you about the NSW Post-School Destinations Survey 2021.

Family name:  
Given name:  
SRC ID:  
Previous school:

### By email

Email: [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au)

Subject: NSW Post-School Destinations Survey 2021 opt-out

### By phone

Phone: 1800 023 040 (free hotline)

### By mail

**Please print, fill out, sign and return this page to the Social Research Centre at:**

NSW Post-School Destinations Survey 2021  
Social Research Centre  
Locked Bag 13800  
MELBOURNE VIC 8010



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

## NSW Post-School Destinations Survey 2021

I do NOT wish to participate in the NSW Post-School Destinations Survey 2021. My details are:

Family name:  
Given name:  
SRC ID:  
Previous school:

# Appendix D: Year 12 completers invitation letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFADDRESS 2»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear «FNAME»,

Congratulations on completing Year 12 last year! The NSW Post-School Destinations Survey 2021 helps us understand how you have been going since leaving school.

**By completing the survey, you have a chance to share in \$2,000 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 6 September 2021, you will be entered into all ten prize draws and receive an extra chance to win in the first draw. **For full prize draw terms and conditions go to [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).**

The survey is voluntary and takes about **10 minutes** to complete!

## Complete the survey ONLINE:

1. **Go to:** [srcentre.com.au/NSWdestinationsurvey](http://srcentre.com.au/NSWdestinationsurvey)
2. **Click:** Start survey
3. **Enter your Username:** %username%

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



The survey is being conducted by the Social Research Centre (SRC) 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 information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC, disability, education, employment and administrative data, already collected or held by the NSW Department of Education or the NSW Education Standards Authority (NESA) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation. If you consent, data the department receives from SRC will have identifiers included in it that we can use to link your survey responses to other Government data.

If you have any questions about the survey please call SRC (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).

Yours sincerely

# Appendix E:

## Early school leavers invitation letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFADDRESS 2»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear «FNAME»,

The NSW Post-School Destinations Survey 2021 helps us understand how you have been going since leaving school\*.

**By completing the survey, you have a chance to share in \$2,000 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 6 September 2021, you will be entered into all ten prize draws and receive an extra chance to win in the first draw. For full prize draw terms and conditions go to [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).

The survey is voluntary and takes about **10 minutes** to complete!

### Complete the survey **ONLINE**:

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



1. Go to: [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey)
2. Click: Start survey
3. Enter your Username: %username%

The survey is being conducted by the Social Research Centre (SRC) 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 information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Individuals who take part in the survey will not be identified in any report or publication.

NAPLAN, HSC, disability, education, employment and administrative data, already collected or held by the NSW Department of Education or the NSW Education Standards Authority (NESA) will be used as part of conducting, analysing and reporting on the survey. Sharing of data for this purpose is authorised by legislation. If you consent, data the department receives from SRC will have identifiers included in it that we can use to link your survey responses to other Government data.

If you have any questions about the survey please call SRC (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).

Yours sincerely

\* If you did not leave school before completing Year 12, 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](mailto:studentdestinations@srcentre.com.au).

# Appendix F: Survey reminder letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFADDRESS 2»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»

Dear FNAME,

You recently received an invitation to take part in NSW Post-School Destinations Survey 2021. This survey 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 20 September to be entered into seven prize draws for a \$200 JB Hi-Fi voucher!** For full prize draw terms and conditions go to [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey)

The survey is voluntary and takes about **10 minutes** to complete!

## Complete the survey ONLINE:

1. **Go to:** [srcentre.com.au/NSWdestinationsurvey](http://srcentre.com.au/NSWdestinationsurvey)
2. **Click:** Start survey
3. **Enter your Username:** %username%

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



All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation. Individuals who take part in the survey will not be identified in any report or publication.

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](mailto:studentdestinations@srcentre.com.au) or visit [www.srcentre.com.au/NSWdestinationsurvey](http://www.srcentre.com.au/NSWdestinationsurvey).

Thank you in advance for being part of the NSW Post-School Destinations Survey 2021. We wish you all the best in your future activities.

Yours sincerely

## Appendix G: Final call outcomes – Year 12 completers

Final call outcomes – Year 12 completers	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	%
<b>Total sample</b>	<b>58,277</b>	<b>100.0</b>	<b>2,344</b>	<b>100.0</b>
<b>Completed</b>	<b>34,594</b>	<b>59.4</b>	<b>1,322</b>	<b>56.4</b>
<b>Refusals</b>	<b>4,674</b>	<b>8.0</b>	<b>197</b>	<b>8.4</b>
Respondent refusal	1,955	3.4	95	4.1
Email refusal	1,499	2.6	41	1.7
Household refusal	768	1.3	33	1.4
Midway termination	161	0.3	13	0.6
Inbound refusal	131	0.2	7	0.3
SMS refusal	113	0.2	7	0.3
Remove number from list	47	0.1	1	0.0
<b>Unresolved contacts (appointments)</b>	<b>179</b>	<b>0.3</b>	<b>8</b>	<b>0.3</b>
<b>Other contacts</b>	<b>1,447</b>	<b>2.5</b>	<b>108</b>	<b>4.6</b>
Stopped (partway through online completion) / transferred to online	706	1.2	48	2.0
Too old / frail / ill-health	206	0.4	24	1.0
Away for duration	200	0.3	17	0.7
Claims to have done survey	174	0.3	13	0.6
Language other than English – no follow-up	97	0.2	0	0.0
Unreliable respondent / drunk	55	0.1	5	0.2
Agreed to complete online	9	0.0	1	0.0
<b>Screened out / ineligible to participate</b>	<b>105</b>	<b>0.2</b>	<b>6</b>	<b>0.3</b>
Did not complete Year 12 last year	101	0.2	6	0.3
Named respondent deceased	4	0.0	0	0.0
<b>Non-contacts</b>	<b>16,802</b>	<b>28.8</b>	<b>661</b>	<b>28.2</b>
Answering machine – no message left	9,199	15.8	190	8.1
No answer	7,355	12.6	446	19.0
Engaged	248	0.4	25	1.1
<b>Unusable</b>	<b>476</b>	<b>0.8</b>	<b>42</b>	<b>1.8</b>
Number disconnected	166	0.3	14	0.6
Named person / organisation not known	270	0.5	28	1.2
Not a residential number	31	0.1	0	0.0
Incoming call restriction	7	0.0	0	0.0
Fax	2	0.0	0	0.0

## Appendix H: Final call outcomes – early school leavers

Final call outcomes – early school leavers	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	%
<b>Total sample</b>	<b>17,626</b>	<b>100.0</b>	<b>2,681</b>	<b>100.0</b>
<b>Completed</b>	<b>5,749</b>	<b>32.6</b>	<b>723</b>	<b>27.0</b>
<b>Refusals</b>	<b>1,510</b>	<b>8.6</b>	<b>234</b>	<b>8.7</b>
Household refusal	509	2.9	93	3.5
Respondent refusal	496	2.8	89	3.3
SMS refusal	210	1.2	22	0.8
Email refusal	151	0.9	7	0.3
Midway termination	69	0.4	8	0.3
Inbound refusal	54	0.3	12	0.4
Remove number from list	21	0.1	3	0.1
<b>Unresolved contacts (appointments)</b>	<b>96</b>	<b>0.5</b>	<b>41</b>	<b>1.5</b>
<b>Other contacts</b>	<b>498</b>	<b>2.8</b>	<b>93</b>	<b>3.5</b>
Away for duration	160	0.9	40	1.5
Too old / frail / ill-health	140	0.8	25	0.9
Stopped (partway through online completion) / transferred to online	124	0.7	0	0.0
Language other than English – no follow-up	32	0.2	1	0.0
Unreliable respondent / drunk	20	0.1	19	0.7
Claims to have done survey	22	0.1	8	0.3
<b>Screened out / ineligible to participate</b>	<b>1,323</b>	<b>7.5</b>	<b>165</b>	<b>6.2</b>
Completed Year 12	341	1.9	44	1.6
Returned to secondary schooling	321	1.8	46	1.7
Returned to secondary schooling – doing HSC in TAFE	179	1.0	18	0.7
Returned to secondary schooling – changed schools	122	0.7	13	0.5
Did not leave school and did not return to school	154	0.9	17	0.6
Leaving status unknown	123	0.7	27	1.0
Doing International Baccalaureate	72	0.4	0	0.0
Named respondent deceased	8	0.0	0	0.0
Other	3	0.0	0	0.0

Final call outcomes – early school leavers	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	%
<b>Non-contact</b>	<b>8,186</b>	<b>46.4</b>	<b>1,365</b>	<b>50.9</b>
Answering machine	4,144	23.5	642	23.9
No answer	3,900	22.1	653	24.4
Engaged	142	0.8	70	2.6
<b>Unusable</b>	<b>264</b>	<b>1.5</b>	<b>60</b>	<b>2.2</b>
Named person / organisation not known	141	0.8	50	1.9
Number disconnected	107	0.6	9	0.3
Not a residential number	13	0.1	1	0.0
Incoming call restriction	3	0.0	0	0.0

## Appendix I: Weighting benchmarks

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
<b>Weighting group × Age in 2020 (from sample)</b>				
AISNSW × 15-17 years			4,197	6.46
AISNSW × 15 years	368	1.59		
AISNSW × 16 years	1,222	5.29		
AISNSW × 17 years	805	3.49		
AISNSW × 18+ years	234	1.01	11,911	18.33
CSNSW × 15-17 years			3,494	5.38
CSNSW × 15 years	233	1.01		
CSNSW × 16 years	1,162	5.03		
CSNSW × 17 years	1,046	4.53		
CSNSW × 18+ years	203	0.88	8,769	13.50
DoE × 15-17 years			10,536	16.22
DoE × 15 years	1,133	4.91		
DoE × 16 years	5,180	22.44		
DoE × 17 years	6,356	27.53		
DoE × 18+ years	2,225	9.64	23,504	36.18
Indigenous / Connected Communities × 15-17 years			694	1.07
Indigenous / Connected Communities × 15 years	287	1.24		
Indigenous / Connected Communities × 16 years	1,045	4.53		
Indigenous / Connected Communities × 17 years	1,152	4.99		
Indigenous / Connected Communities × 18+ years	434	1.88	1,861	2.86
<b>Weighting group × Gender (from sample)</b>				
AISNSW × Female	1,070	4.64	7,985	12.29
AISNSW × Male	1,559	6.75	8,123	12.50
CSNSW × Female	889	3.85	6,664	10.26
CSNSW × Male	1,755	7.60	5,599	8.62
DoE × Female	5,697	24.68	17,852	27.48
DoE × Male	9,197	39.84	16,188	24.92
Indigenous / Connected Communities × Female	1,255	5.44	1,407	2.17
Indigenous / Connected Communities × Male	1,663	7.20	1,148	1.77

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
<b>Weighting group × Enrolment in Life Skills course (from sample)</b>				
AISNSW	2,629	11.39	16,108	24.79
CSNSW	2,644	11.45	12,263	18.88
DoE × Enrolled in Life Skills course	724	3.14	1,269	1.95
DoE × Not enrolled in Life Skills course	14,170	61.38	32,771	50.44
Indigenous / Connected Communities × Enrolled in Life Skills course	295	1.28	264	0.41
Indigenous / Connected Communities × Not enrolled in Life Skills course	2,623	11.36	2,291	3.53
<b>Weighting group × Enrolment in VET course (from sample)</b>				
AISNSW × Enrolled in VET course	538	2.33	2,650	4.08
AISNSW × Not enrolled in VET course	2,091	9.06	13,458	20.72
CSNSW × Enrolled in VET course	1,067	4.62	4,481	6.90
CSNSW × Not enrolled in VET course	1,577	6.83	7,782	11.98
DoE × Enrolled in VET course	6,526	28.27	12,269	18.89
DoE × Not enrolled in VET course	8,368	36.25	21,771	33.51
Indigenous / Connected Communities × Enrolled in VET course	1,204	5.22	1,422	2.19
Indigenous / Connected Communities × Not enrolled in VET course	1,714	7.42	1,133	1.74
<b>Geographic location (from sample)</b>				
AISNSW × Residual of GCCSA = Greater Sydney	774	3.35		
AISNSW × Residual of GCCSA = Rest of NSW	257	1.11		
AISNSW × SA4 cluster = Central Coast Hunter	389	1.69	1,289	1.98
AISNSW × SA4 cluster = North East NSW	234	1.01	752	1.16
AISNSW × SA4 cluster = North West NSW			309	0.48
AISNSW × SA4 cluster = South East NSW			890	1.37
AISNSW × SA4 cluster = South West NSW	210	0.91	702	1.08
AISNSW × SA4 cluster = Sydney-Inner			3,428	5.28
AISNSW × SA4 cluster = Sydney-North	303	1.31	3,985	6.13
AISNSW × SA4 cluster = Sydney-North West	271	1.17	1,280	1.97
AISNSW × SA4 cluster = Sydney-South			822	1.27
AISNSW × SA4 cluster = Sydney-South West	191	0.83	1,253	1.93
AISNSW × SA4 cluster = Sydney-West			1,398	2.15
CSNSW × Diocese = Archdiocese of Canberra and Goulburn			227	0.35
CSNSW × Diocese = Diocese of Armidale			193	0.30
CSNSW × Diocese = Diocese of Bathurst			368	0.57

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
CSNSW × Diocese = Diocese of Broken Bay			778	1.20
CSNSW × Diocese = Diocese of Lismore	326	1.41	1,039	1.60
CSNSW × Diocese = Diocese of Maitland – Newcastle	372	1.61	998	1.54
CSNSW × Diocese = Diocese of Parramatta	538	2.33	2,615	4.03
CSNSW × Diocese = Diocese of Wagga Wagga	145	0.63	508	0.78
CSNSW × Diocese = Diocese of Wollongong	366	1.59	1,008	1.55
CSNSW × Diocese = Sydney Catholic Schools	453	1.96	4,529	6.97
CSNSW × Residual of GCCSA = Greater Sydney	158	0.68		
CSNSW × Residual of GCCSA = Rest of NSW	286	1.24		
DoE × Principal Network = Albury	124	0.54	188	0.29
DoE × Principal Network = Armidale			128	0.20
DoE × Principal Network = Auburn	156	0.68	303	0.47
DoE × Principal Network = Bankstown	163	0.71	382	0.59
DoE × Principal Network = Batemans Bay	182	0.79	232	0.36
DoE × Principal Network = Bathurst	150	0.65	219	0.34
DoE × Principal Network = Beverly Hills	98	0.42	418	0.64
DoE × Principal Network = Blue Mountains	132	0.57	349	0.54
DoE × Principal Network = Bondi			369	0.57
DoE × Principal Network = Botany Bay			117	0.18
DoE × Principal Network = Brisbane Water	231	1.00	451	0.69
DoE × Principal Network = Bungarribee	144	0.62	387	0.60
DoE × Principal Network = Callaghan	149	0.65	217	0.33
DoE × Principal Network = Cambridge Park	166	0.72	550	0.85
DoE × Principal Network = Camden	204	0.88	272	0.42
DoE × Principal Network = Campbelltown	168	0.73	245	0.38
DoE × Principal Network = Canterbury	106	0.46	334	0.51
DoE × Principal Network = Carlingford	66	0.29	508	0.78
DoE × Principal Network = Central Coast	144	0.62	287	0.44
DoE × Principal Network = Cessnock	170	0.74	166	0.26
DoE × Principal Network = Chipping Norton	154	0.67	583	0.90
DoE × Principal Network = Chullora	112	0.49	351	0.54
DoE × Principal Network = Clarence Valley			117	0.18
DoE × Principal Network = Coffs Harbour	191	0.83	314	0.48
DoE × Principal Network = Cowpasture	230	1.00	994	1.53

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
DoE x Principal Network = Cowra			84	0.13
DoE x Principal Network = Deniliquin			106	0.16
DoE x Principal Network = Eastern Creek	190	0.82	412	0.63
DoE x Principal Network = Eden-Monaro	111	0.48	143	0.22
DoE x Principal Network = Fairfield	235	1.02	947	1.46
DoE x Principal Network = Georges River			452	0.70
DoE x Principal Network = Girraween	115	0.50	497	0.77
DoE x Principal Network = Glenfield	142	0.62	467	0.72
DoE x Principal Network = Glenrock	175	0.76	277	0.43
DoE x Principal Network = Gordon			476	0.73
DoE x Principal Network = Goulburn	174	0.75	188	0.29
DoE x Principal Network = Grafton	158	0.68	209	0.32
DoE x Principal Network = Great Lakes	185	0.80	210	0.32
DoE x Principal Network = Griffith			126	0.19
DoE x Principal Network = Gundagai	97	0.42	102	0.16
DoE x Principal Network = Hastings	196	0.85	199	0.31
DoE x Principal Network = Hawkesbury	146	0.63	162	0.25
DoE x Principal Network = Hornsby	65	0.28	768	1.18
DoE x Principal Network = Hume	63	0.27	72	0.11
DoE x Principal Network = Hunter	109	0.47	96	0.15
DoE x Principal Network = Iron Cove			342	0.53
DoE x Principal Network = Kogarah			510	0.79
DoE x Principal Network = Lake Illawarra North	219	0.95	286	0.44
DoE x Principal Network = Lake Illawarra South	264	1.14	385	0.59
DoE x Principal Network = Lake Macquarie East	202	0.88	174	0.27
DoE x Principal Network = Lake Macquarie North	249	1.08	295	0.45
DoE x Principal Network = Lake Macquarie West	164	0.71	168	0.26
DoE x Principal Network = Lennox Coast	214	0.93	293	0.45
DoE x Principal Network = Lismore	105	0.45	153	0.24
DoE x Principal Network = Lithgow			84	0.13
DoE x Principal Network = Liverpool	163	0.71	385	0.59
DoE x Principal Network = Macarthur	142	0.62	245	0.38
DoE x Principal Network = Macleay Valley			104	0.16
DoE x Principal Network = Macquarie	117	0.51	186	0.29
DoE x Principal Network = Maitland	155	0.67	246	0.38

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
DoE x Principal Network = Marrickville			480	0.74
DoE x Principal Network = Mid Coast Valleys	100	0.43	132	0.20
DoE x Principal Network = Mitchell			92	0.14
DoE x Principal Network = Mooney Mooney	81	0.35	321	0.49
DoE x Principal Network = Mount Druitt			214	0.33
DoE x Principal Network = Mudgee	116	0.50	163	0.25
DoE x Principal Network = Namoi	124	0.54	209	0.32
DoE x Principal Network = Narrandera	100	0.43	128	0.20
DoE x Principal Network = Newcastle	157	0.68	531	0.82
DoE x Principal Network = North Sydney			639	0.98
DoE x Principal Network = Northern Tablelands			80	0.12
DoE x Principal Network = Orange	134	0.58	167	0.26
DoE x Principal Network = Parramatta	127	0.55	576	0.89
DoE x Principal Network = Peel	191	0.83	227	0.35
DoE x Principal Network = Penrith	237	1.03	520	0.80
DoE x Principal Network = Pittwater	140	0.61	352	0.54
DoE x Principal Network = Port Hacking	130	0.56	586	0.90
DoE x Principal Network = Port Jackson	135	0.58	484	0.75
DoE x Principal Network = Port Stephens	226	0.98	249	0.38
DoE x Principal Network = Quakers Hill	197	0.85	478	0.74
DoE x Principal Network = Queanbeyan	185	0.80	163	0.25
DoE x Principal Network = Richmond			58	0.09
DoE x Principal Network = Ryde			434	0.67
DoE x Principal Network = Shoalhaven	127	0.55	206	0.32
DoE x Principal Network = South Coast	228	0.99	364	0.56
DoE x Principal Network = St Andrews	177	0.77	477	0.73
DoE x Principal Network = Strathfield	98	0.42	654	1.01
DoE x Principal Network = Sutherland	181	0.78	557	0.86
DoE x Principal Network = Taree			70	0.11
DoE x Principal Network = Temora	168	0.73	190	0.29
DoE x Principal Network = The Beaches	109	0.47	744	1.15
DoE x Principal Network = The Forest	126	0.55	688	1.06
DoE x Principal Network = The Hills	103	0.45	1,051	1.62
DoE x Principal Network = The Ponds	133	0.58	408	0.63
DoE x Principal Network = Tuggerah Lakes	393	1.70	512	0.79

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
DoE × Principal Network = Tweed Coast	184	0.80	239	0.37
DoE × Principal Network = Unassigned			120	0.18
DoE × Principal Network = Upper Hunter	158	0.68	166	0.26
DoE × Principal Network = Wagga Wagga	161	0.70	206	0.32
DoE × Principal Network = Windsor	88	0.38	114	0.18
DoE × Principal Network = Wollondilly	187	0.81	166	0.26
DoE × Principal Network = Wollongong	95	0.41	362	0.56
DoE × Principal Network = Wollongong North			214	0.33
DoE × Principal Network = Wollumbin			148	0.23
DoE × Principal Network = Woronora River	179	0.78	457	0.70
DoE × Principal Network = Yass			93	0.14
DoE × Residual of ARIA = Inner Regional Australia	725	3.14	100	0.15
DoE × Residual of ARIA = Major Cities of Australia	1,014	4.39		
DoE × Residual of ARIA = Outer Regional Australia	352	1.52		
DoE × Residual of ARIA = Remote Australia	133	0.58		
DoE × Residual of ARIA = Rest of Australia			121	0.19
Indigenous / Connected Communities × Residual of ARIA = Major Cities of Australia	154	0.67		
Indigenous / Connected Communities × SA4 cluster = Central Coast Hunter	556	2.41	474	0.73
Indigenous / Connected Communities × SA4 cluster = North East NSW	521	2.26	427	0.66
Indigenous / Connected Communities × SA4 cluster = North West NSW	570	2.47	412	0.63
Indigenous / Connected Communities × SA4 cluster = South East NSW	277	1.20	252	0.39
Indigenous / Connected Communities × SA4 cluster = South West NSW	393	1.70	267	0.41
Indigenous / Connected Communities × SA4 cluster = Sydney-Inner			112	0.17
Indigenous / Connected Communities × SA4 cluster = Sydney-North			78	0.12
Indigenous / Connected Communities × SA4 cluster = Sydney-North West	152	0.66	143	0.22
Indigenous / Connected Communities × SA4 cluster = Sydney-South			76	0.12
Indigenous / Connected Communities × SA4 cluster = Sydney-South West	167	0.72	172	0.26
Indigenous / Connected Communities × SA4 cluster = Sydney-West	128	0.55	142	0.22

Selection stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
<b>SA4 cluster (from sample)</b>				
Central Coast Hunter	4,205	18.22	7,215	11.11
North East NSW	2,828	12.25	4,532	6.98
North West NSW	1,506	6.52	2,053	3.16
South East NSW	2,616	11.33	4,658	7.17
South West NSW	2,278	9.87	3,622	5.58
Sydney-Inner	1,273	5.51	7,384	11.37
Sydney-North	1,167	5.06	9,170	14.12
Sydney-North West	1,746	7.56	5,383	8.29
Sydney-South	1,549	6.71	6,578	10.13
Sydney-South West	2,278	9.87	7,264	11.18
Sydney-West	1,639	7.10	7,107	10.94

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