NSW Department of Education

2022 NSW Post-School Destinations and Experiences Survey

Technical report

December 2023

Centre for Education Statistics and Evaluation

The Centre for Education Statistics and Evaluation (CESE) undertakes in-depth analysis of education programs and outcomes across early childhood, school, training, and higher education to inform whole-of-government, evidence-based decision-making. Put simply, it seeks to find out what works best. Its focus is all education in NSW. CESE's main responsibilities within the department are:

- qualitative and quantitative research, including data analysis, evidence papers and case studies that build understanding and uptake of evidence-based practice
- robust data collection to enable research and statistics for the education and training sector
- evaluating key policies and programs to strengthen quality delivery and student outcomes
- national engagement on research agenda and data strategy
- driving capability uplift in the use of data and evidence as part of everyday practice
- trialling innovative initiatives to improve student outcomes.

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 2022 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 Destinations Survey findings may also be used to support program evaluation relating to post-school destinations of Aboriginal and/or Torres Strait Islander students, students with an identified disability and/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/or 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 2022 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 2022 survey is the ninth consecutive Destinations Survey.

2. Methods

Data collection for the 2022 Destinations Survey was conducted both online and via a telephone survey. In 2021 the sampling strategy for non-Aboriginal and/or Torres Strait Islander and non-Connected Communities (CC) Year 12 completers changed from stratified sampling to census.[1] This sampling strategy continued in 2022. Survey respondents only include recent school leavers who:

- completed Year 12 in 2021, or
- left school before completing Year 12 in 2021 (this includes students who left during or at the end of Year 10 or Year 11).

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.

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

Table 1

Total number of interviews completed in each cohort

Cohort	Year 12 completers		Early school leavers		
	Non-Aboriginal[2]/ non-CC	Aboriginal/ CC	Non-Aboriginal/ non-CC	Aboriginal/ CC	Total
Total sample provided	61,180	2,505	21,926	3,472	**89,083**
Sample initiated (following eligibility and opt-out processes)	57,658	2,486	19,111	3,422	**82,677**
Refusals	5,276	251	1,555	308	**7,390**
Total surveys completed	**28,232**	**1,225**	**5,085**	**838**	**35,380**
Sample yield[3]	**49.0%**	**49.3%**	**26.6%**	**24.5%**	**42.8%**

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1   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 2021 there were 25 CC schools located across 12 local government areas in rural and regional areas of NSW. Of these schools, 14 were central/community or secondary schools that had students enrolled in Years 10 to 12.

2   In all tables in this report 'Aboriginal' refers to Aboriginal and/or Torres Strait Islander peoples.

3   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.

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

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 were defined in the 2021 sample design. In 2022, the Year 12 completers cohort includes school leavers who:

- did not have an enrolment in 2022
- attended a NSW school in 2021, and
- were aged between 15 and 20 at the end of 2021.

Year 12 completers also needed to have:

- completed Year 12 and been awarded the HSC in 2021, or
- may have completed Year 12 and satisfied all other requirements but not been awarded their HSC in 2021 as they did not meet the HSC minimum standard at the time of leaving school.

Students who completed Year 12 via an alternative pathway such as the International Baccalaureate are not defined as Year 12 completers in this report. For the purpose of these reports and fact sheets Year 12 completers are synonymous with HSC completers.

Sampling

Prior to 2021 a stratified sampling approach was used for the mainstream Year 12 completer survey (non-Aboriginal and/or 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 August 2022 until 6 November 2022. It was in field for longer than the early leaver survey due to this sample being much larger.

All Aboriginal and/or Torres Strait Islander Year 12 completers or any non-Aboriginal and/or Torres Strait Islander Year 12 completers from CC schools with contact information available (2,494 school leavers) were invited to complete the survey. From this subgroup 2,486 surveys were initiated, after 8 leavers opted out.

All non-Aboriginal and/or Torres Strait Islander and non-CC school Year 12 completers with contact information available (58,072 school leavers) were also invited to complete the survey. From this subgroup 57,658 surveys were initiated, after 420 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)	28,232	29,426	1,225	1,261
Age				
15	0.0	0.0	0.0	0.0
16	0.0	0.0	0.2	0.0
17	30.3	29.1	28.7	27.4
18+	69.6	70.9	71.3	72.6
Gender				
Male	45.1	49.1	43.4	46.2
Female	54.9	50.9	56.6	53.8
Vocational education and training (VET)				
Yes	28.3	34.1	54.2	58.4
Life Skills course participant[4]				
Yes	2.1	2.9	9.4	14.4
Region				
Greater Sydney	69.1	69.0	28.3	27.6
Rest of NSW	30.9	31.0	71.7	72.4
Sector				
Government	58.1	55.3	82.6	82.2
Catholic	18.5	18.5	9.6	10.0
Independent	23.4	26.2	7.8	7.8

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4   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).

Early school leavers

This cohort includes school leavers who were in Years 10, 11 or 12 in 2021 and left school before completing Year 12.

To be included these students also needed to:

- have a valid enrolment in 2021 and not have an enrolment in 2022
- attend a NSW school in 2021 and
- be aged between 15 and 20 at the time of leaving school (does not apply to Aboriginal and/or 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/or Torres Strait Islander early school leavers or non-Aboriginal and/or Torres Strait Islander early school leavers from CC schools with contact information available (3,442 school leavers) were invited to complete the survey. From this subgroup 3,422 surveys were initiated, after 20 leavers opted out. The early school leaver survey was in field from 1 August 2022 until the 9 October 2022.

All non-Aboriginal and/or Torres Strait Islander and non-CC school early school leavers with contact information available (19,339 school leavers) were also invited to complete the survey. From this subgroup 19,111 surveys were initiated, after 233 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)	5,085	14,026	838	2,584
Age				
15	7.7	9.1	7.6	10.7
16	41.6	39.5	39.4	39.6
17	41.8	37.1	40.8	35.3
18+	8.8	14.3	12.1	14.2
Gender				
Male	61.6	59.6	57.2	55.0
Female	38.4	40.4	42.8	45.0
Vocational education and training (VET)				
Yes	40.2	37.9	43.0	38.2
Life Skills course participant				
Yes	3.2	4.4	8.0	11.1
Region				
Greater Sydney	42.7	43.7	18.0	19.2
Rest of NSW	57.3	56.3	82.0	80.8
Sector				
Government	80.4	80.4	92.2	93.9
Catholic	10.3	8.5	4.2	3.8
Independent	9.3	11.1	3.6	2.4

2.3 Survey design

The 2022 Destinations Survey consisted of 2 surveys: one for Year 12 completers (Appendix A) and the other for early school leavers (Appendix B). The 2022 surveys were almost identical to the surveys used in 2021, the only difference being that 2 sets of additional questions on COVID-19 and the HSC minimum standard test (referred to as modules) from the 2021 survey were replaced. There were 3 modules included in the 2022 Destinations survey. Questions from 2 of these modules were for separate evaluation or research projects and findings from these questions are not included in the 2022 NSW Post-School Destinations and Experiences Survey annual report or fact sheets.

1. All Year 12 completers who reported they were studying or enrolled to study at university were asked questions about their experiences with early entry offers while they were at school.

2. A random sub-sample of Year 12 completers (about 11% of the available sample) were selected for a module related to an internal evaluation of the Teacher Supply Strategy. Of this group only those who were not currently enrolled in education were given the module questions. All other Year 12 completers who specified that they were enrolled to study natural and physical sciences (but not education) were also given these questions.

3. All early school leavers and a random sub-sample of Year 12 completers were asked questions about parental/carer education and occupation to derive a measure of socio-economic advantage. This module was randomly assigned to about 16% of the available sample for non-Aboriginal and non-Connected Communities leavers and about 96% of the available sub-sample for Aboriginal or non-Aboriginal Connected Communities leavers. The latter sub-sample was oversampled for this topic to enable the findings to be reported for Aboriginal and/or Torres Strait Islander students with greater confidence.[5]

The numbers of school leavers who were asked these additional questions are provided in Table 4. 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.

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5   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 Year 12 completers in 2022.

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
Early entry offers[6]	18,651 respondents	-
Teacher Supply Strategy evaluation[7]	4,853 respondents	-
Demographics	All	All
Parental education and occupation[8]	7,358 respondents	All
Whether the leaver identifies as having a disability or additional learning needs	All	All

Responses to the surveys are analysed and reported in the 2022 NSW Post-School Destinations and Experiences Survey annual report. Key findings for all leavers are also included. There are also 4 themed fact sheets:

- Aboriginal Year 12 completers and early school leavers
- Year 12 completers and early school leavers with an identified disability and/or additional learning needs
- Year 12 completers and early school leavers from major city, regional and remote areas of NSW
- Post-school destinations of male and female recent school leavers.

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6   All Year 12 completers who reported they were studying or enrolled to study at university were given the early entry offer questions. There was no random assignment to this module. A further 41 Year 12 completers who were enrolled to study at university did not get to see these items due to back-coding.

7   Of these respondents 2,984 saw the module because they were randomly assigned to it and not studying education. The remaining 1,869 saw these questions because they were studying natural and physical sciences and not education. A further 174 leavers studying natural and physical sciences (and were not randomly assigned) did not get to see these items due to back-coding.

8   5,628 Year 12 completers were randomly assigned to parental education and occupation module. Module responses for an additional 1,730 Year 12 completers were excluded from analysis as these individuals were shown the parental SES questions but were not part of the sample randomly assigned to the module.

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, most 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.

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 this 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.

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 60,144 Year 12 completers invited to take part in the survey, 29,457 (49.0%) recent school leavers completed the survey (including online and by CATI). A total of 5,527 school leavers refused to participate.

The final call outcomes (the breakdown of how many responded and how many did not and why) were relatively consistent between Aboriginal and/or Torres Strait Islander Year 12 completers and non-Aboriginal and/or Torres Strait Islander Year 12 completers. The biggest difference was in the percentage of non-contacts (for example, phone rang but no one answered) where non-Aboriginal and/or Torres Strait Islander Year 12 completers (36.2%) were less likely to answer the phone than Aboriginal and/or Torres Strait Islander Year 12 completers (30.4%).

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

Early school leavers

Of the 22,533 early school leavers invited to take part in the survey, 5,923 (26.3%) recent school leavers completed the survey (including online and by CATI). A total of 1,863 school leavers refused to participate (refer to Appendix H).

Similar to the Year 12 completers cohorts, outcomes were relatively consistent between the 2 early leaver cohorts. The biggest difference was in the percentage of unusable contacts between the groups (e.g. number disconnected). There were more unusable contacts for Aboriginal and/or Torres Strait Islander leavers (7.0%) than for non-Aboriginal and/or Torres Strait Islander leavers (1.8%). As with the Year 12 completer sample, non-Aboriginal and/or Torres Strait Islander early leavers (52.1%) were less likely to answer the phone than Aboriginal and/or Torres Strait Islander early leavers (47.4%).

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/or 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, had participated in a VET course at school or had attended an independent school. By comparison, a lower proportion of survey non-responders were female or had attended a government school.

For the Aboriginal and/or 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/or Torres Strait Islander early school leaver cohort, compared with those who completed the survey, a higher proportion of survey non-responders were 18 years or over or female. By comparison, a lower proportion of survey non-responders were aged 16 to 17 years, male or had participated in a VET course.

For the Aboriginal and/or Torres Strait Islander cohort, compared with those who completed the survey, a higher proportion of survey non-responders were aged 15 or 18 years or over, female or had participated in a Life Skills course. By comparison, a lower proportion of survey non-responders were male, aged 17 years or had participated in a VET course.

The weighting strategy (refer to 'Weighting' on page 21) seeks to address any imbalances in demographic profiles. Full details on respondent profiles are in Table 3.

Mode of completion

Table 5 and the following section provide 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	19,023	618	2,653	328	**22,622**
Completed by CATI	9,209	607	2,432	510	**12,758**
Total interviews completed	**28,232**	**1,225**	**5,085**	**838**	**35,380**

Year 12 completers

Overall, the Year 12 completers were more likely to complete the online survey, with 66.7% completing it online compared to 50.3% of early school leavers.

The Aboriginal and/or Torres Strait Islander / CC cohort was less likely to complete online, with just over half (50.4%) completing the survey online compared to 67.4% of the non-Aboriginal and/or 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 almost just as likely to undertake the survey in a CATI interview (49.7%) than online (50.3%). 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 50.3% in 2022.

The Aboriginal and/or Torres Strait Islander / CC early leaver cohort was less likely to complete online, with only 39.1% completing the survey online compared to 52.2% of the non-Aboriginal and/or 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 NESA 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 NESA. Due to the flexible progression options offered to the students with respect to finishing a year of schooling, a proxy definition was created for identifying students who completed their 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 2022 Destinations Survey, the parental SES questions were only given to a random subsample of Year 12 completers (all responding early school leavers were asked these questions) 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 and their descriptions are in Table 6.

Table 6
Main destination definition for cross-sectional samples

Destination	Description
Bachelor degree	Currently studying and level is bachelor or higher; and are not employed as an apprentice or trainee
VET cert IV+	Currently studying and level is cert IV (but below bachelor); and are not employed as an apprentice or trainee
VET cert III	Currently studying and level is cert III, or equivalent; and are not employed as an apprentice or trainee
VET cert I-II	Currently studying and level is cert I-II, or equivalent; and are not employed as an apprentice or trainee
Apprenticeship	Are employed as an apprentice (but not as a trainee); and / or are currently studying and level is apprenticeship (but not traineeship)
Traineeship	Are employed as a trainee (but not as an apprentice); and / or are currently studying and level is traineeship (but not apprenticeship)
Full-time work	Are in paid employment for 35 hours or more a week; and are not employed as an apprentice or trainee; and are either not currently studying (may be deferred, or refused to answer this question) or are currently studying but responded other, not sure or prefer not to say to level of study
Part-time work	Are in paid employment for less than 35 hours a week (or don't know / refuse to say how many hours); and are not employed as an apprentice or trainee; and are either not currently studying (may be deferred, or refused to answer this question) or are currently studying but responded other, not sure or prefer not to say to level of study
Looking for work	Are not employed but looking for work; and are either not currently studying (may be deferred; or refused to answer question) or are currently studying but responded other, not sure or prefer not to say to level of study
NILFET	Are not employed and not looking for work (or refused to answer question); and either not currently studying (may be deferred; or refused to answer) or are currently studying but responded other, not sure or prefer not to say to level of study

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:

$$dw_k \quad \frac{Population_k}{Selected_k}$$

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

$$bw_k = dw_k \times \frac{1}{RR_k} = \frac{Population_k}{Selected_k} \times \frac{Selected_k}{Responded_k} = \frac{Population_k}{Responded_k}$$

For the 2022 Destinations Survey, a census was taken of all subgroups so that the base weight was the same for all respondents:

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

In the 2022 Destinations Survey, 2 separate design weights were calculated for the Aboriginal/CC and non-Aboriginal/non-CC Year 12 completer subsamples when reporting on parental SES quartiles as these questions were only shown to random subsamples from these populations. These design weights were then multiplied to the existing adjusted population weights when reporting on destination outcomes by parental SES for Year 12 completers (refer to Table 6 of the Appendix in the 2022 NSW Post-School Destinations and Experiences Survey annual report).

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:

• geographic location
  ◦ Statistical Area Level 4 (SA4) region – Department of Education (DoE)
  ◦ SA4 cluster and Australian Statistical Geography Standard (ASGS) remoteness – 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.

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	**The first few questions are about what you've been doing since leaving school. To begin, did you complete Year 12 last year?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
A5a	**Do you currently have a paid job?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
Interviewer note: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.	
A5b	**Are you currently looking for work?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
C1	**Is your paid job part of an apprenticeship or traineeship?** 1. Yes, apprenticeship 2. Yes, traineeship 3. No / neither 4. (Not sure) 5. (Prefer not to say)
Interviewer note: If you are not currently working due to the outbreak of COVID-19, but are still signed on a training contract, select **Yes.**	
A6	**Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE or university?** 1. Yes – currently studying 2. Yes – enrolled but not yet started (including deferred / gap year) 3. No 4. (Not sure) 5. (Prefer not to say)

A. Current status

Interviewer notes:
- Should respondent indicate that they are doing 'on the job' training or similar, clarify whether the training contributes to a qualification (indicating that they may be enrolled in a traineeship). If not, code as 'no'.
- If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer **No.**

C. Employment

To be answered by those who, according to A5a, had a paid job.

C2	**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?** 1. (Numeric box) hours (range 0–168) 2. (Not sure) 3. (Prefer not to say)

Interviewer note:
If you are working more than one job, please provide total hours worked in paid employment.

C3	**Would you prefer to be working more hours?** 1. Yes 2. No 3. (Not applicable) 4. (Not sure) 5. (Prefer not to say)
C4	**What is your main job?** 1. Bar attendant / barista 2. Café worker 3. Checkout operator 4. Kitchen hand 5. Sales assistant (general) 6. Storeperson 7. Waiter 8. Private tutors and teachers 9. Other job 10. (Not sure) 11. (Prefer not to say)

Interviewer note:
The main job is the one in which you work the most hours at in an average week.

C. Employment	
C4b	**What is your main job?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C4a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)
C5	**What apprenticeship are you doing?** 1. Bricklayer and stonemason 2. Cabinetmaker 3. Carpenter and joiner 4. Chef 5. Electrician 6. Hairdresser 7. Metal fitter / turner / machinist 8. Motor mechanic 9. Plumber 10. Other 11. (Not sure) 12. (Prefer not to say)
C5b	**What apprenticeship are you doing?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C5a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)

C. Employment	
C6	**What traineeship are you doing?** 1. Childcare 2. Bar attendant / barista 3. Café worker 4. Secretary 5. Office administration (general clerk) 6. Retail operation (sales assistant (general)) 7. Accountant 8. Other 9. (Not sure) 10. (Prefer not to say)
C6b	**What traineeship are you doing?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C6a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)
C8	**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?** 1. Unpaid work 2. Home duties 3. Looking after child / children 4. Travel or holiday / gap year 5. Illness / unable to work 6. Pregnant / preparing for birth 7. Study / training 8. Carer for another person 9. Waiting for course to start / looking to enrol 10. Unemployed and looking for work 11. Recreational activities (such as socialising, hobbies, playing sport or video games) 12. Doing nothing 13. Other (please specify) 14. (Not sure) 15. (Prefer not to say)

D. Study

* (Studying or enrolled to study)

D2	**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?** 1. Postgraduate level (PhD, master's) 2. Graduate diploma / graduate certificate 3. Bachelor degree 4. Advanced diploma / associate degree / diploma 5. Certificate IV 6. Certificate III 7. Certificate II 8. Certificate I 9. Apprenticeship 10. Traineeship 11. Other (please specify) 12. (Not sure) 13. (Prefer not to say)

Interviewer note: We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.

D2a	**What level is your apprenticeship or traineeship?** 1. Advanced diploma / associate degree / diploma 2. Certificate IV 3. Certificate III 4. Certificate II 5. Certificate I 6. Other (please specify) 7. (Not sure) 8. (Prefer not to say)
D3a	**What type of education institution do you attend / will you be attending?** 1. TAFE or government VET provider 2. Private training college or adult and community education provider 3. University 4. Other (please specify) 5. (Not sure) 6. (Prefer not to say)

D. Study	
PRED4	**Are you undertaking a double degree?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
D4	**What field of education is the closest match to your first degree / degree / course or area of study?** **If you are undertaking a double degree, please indicate your other field of education at the next question.** 1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology) 2. Information technology (such as computer graphics, systems analysis) 3. Engineering and related technologies 4. Architecture and building 5. Agriculture, environmental and related studies 6. Health (such as medicine, nursing) 7. Education (such as teaching) 8. Management and commerce (such as accounting, marketing, banking and finance) 9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching) 10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making) 11. Food, hospitality and personal services (such as butcher, baker, hospitality) 12. Mixed field programs (such as employment skills, general education, social skills programs) 13. Other (specify) 14. (Not sure) 15. (Prefer not to say)
Interviewer note: If you are studying an arts degree but have not yet chosen a major, please select 'Society and culture'.	

D. Study	
D4a	**What field of education is the closest match to your second degree?** 1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology) 2. Information technology (such as computer graphics, systems analysis) 3. Engineering and related technologies 4. Architecture and building 5. Agriculture, environmental and related studies 6. Health (such as medicine, nursing) 7. Education (such as teaching) 8. Management and commerce (such as accounting, marketing, banking and finance) 9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching) 10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making) 11. Food, hospitality and personal services (such as butcher, baker, hospitality) 12. Mixed field programs (such as employment skills, general education, social skills programs) 13. Other (specify) 14. (Not sure) 15. (Prefer not to say)

M. Early entry offers	
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.	
M6	**In approximately what month last year did you receive this offer?** 1. March 2. April 3. May 4. June 5. July 6. August 7. September 8. October 9. November 10. (Not sure) 11. (Prefer not to say)

M. Early entry offers	
M7	**In approximately what month last year did you accept this offer?** 1. March 2. April 3. May 4. June 5. July 6. August 7. September 8. October 9. November 10. (Not sure) 11. (Prefer not to say)
M8	**For the next questions, please think about the best offer you accepted.** **Please select the conditions that you needed to meet to enrol in this course** **(Select all that apply)** 1. Completing the HSC 2. Completing the International Baccalaureate 3. Minimum ATAR 4. Specific subject band(s) 5. Selecting the early entry offer course as your first preference in your UAC application 6. Other specific university criteria 7. (Not sure) 8. (Prefer not to say)
M9	**On a scale of 0 to 10 where 0 is not stressed at all and 10 is extremely stressed, how stressed were you about/regarding your studies...** **a) Before receiving this offer** **b) After receiving this offer** **c) After accepting this offer** 0. 0 Not stressed at all 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. 7 8. 8 9. 9 10. 10 Extremely stressed 11. (Not sure) 12. (Prefer not to say)

M. Early entry offers

M10	On a scale of 0 to 10 where 0 is extremely low and 10 is extremely high, what was your effort level regarding your studies...
	a) Before receiving this offer
	b) After receiving this offer
	c) After accepting this offer
	0. 0 Extremely low
	1. 1
	2. 2
	3. 3
	4. 4
	5. 5
	6. 6
	7. 7
	8. 8
	9. 9
	10. 10 Extremely high
	11. (Not sure)
	12. (Prefer not to say)

E. Demographics

Now we have a few questions about you.

If necessary: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school.

E3	How do you describe your gender?
	1. Man / male
	2. Woman / female
	3. Non-binary
	4. I use a different term (specify)
	5. Prefer not to say
E1	Are you of Aboriginal or Torres Strait Islander origin?
	1. Aboriginal
	2. Torres Strait Islander
	3. Both Aboriginal and Torres Strait Islander
	4. No – neither
	5. (Not sure)
	6. (Prefer not to say)

E. Demographics	
E2	**Do you speak a language other than English at home?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
E10	**Do you have any disabilities or additional learning needs?** **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.** 1. Yes 2. No 3. Not sure 4. Prefer not to say
E11	**What disability or additional learning needs do you have?** **Select all that apply.** 1. Autism 2. Learning or intellectual disability 3. Speech or language impairment 4. Physical disability / injury 5. Deaf 6. Hearing impairment / hard of hearing 7. Blind or low vision 8. Sensory 9. Mental health issues 10. Behavioural issues 11. Emotional issues 12. Other (specify) 13. (Not sure) 14. (Prefer not to say)

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.**

G. Parental SES	
Interviewer notes:	
• If blended / mixed families, ask about the parents or step-parents living in the same household.	
• 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.	
• 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) 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)

G. Parental SES

E6	**What is your mother's (or female caregiver's) occupation?**
	(If your 2 main caregivers are male, what is your first male caregiver's occupation?)
	1. Currently employed
	2. Retired
	3. Unemployed / unable to work due to illness / injury / disability
	4. Home duties
	5. Never had a job
	6. (Not sure)
	7. (Prefer not to say)

Interviewer notes:
- If your mother or female / first caregiver is deceased, please think about what they were doing before they passed away.
- 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.

E6a	**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?**
	(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?)
	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.
	1. (Full text box)
	2. (Not sure)
	3. (Prefer not to say)

E7	**What was the highest year of school your father (or male caregiver) completed?**
	If necessary: (If your 2 main caregivers are female, what was the highest year of school your second female caregiver completed?)
	1. Primary schooling only
	2. Started high school but left before Year 10
	3. Finished Year 10 / School Certificate / O levels
	4. Finished Year 12 / HSC / A levels / International Baccalaureate
	5. No schooling
	6. No father or male guardian figure in life at any time / I have not had contact with my father or a male guardian
	7. (Not sure)
	8. (Prefer not to say)

G. Parental SES	
E8	**What is the highest post-school qualification your father (or male caregiver) has completed, if any?** (If your 2 main caregivers are female, what was the highest post-school qualification your second female 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)
E9	**What is your father's (or male caregiver's) occupation?** (If your 2 main caregivers are female, what is your second female caregiver's occupation?) 1. Currently employed 2. Retired 3. Unemployed / unable to work due to illness / injury / disability 4. Home duties 5. Never had a job 6. (Not sure) 7. (Prefer not to say)
	Interviewer notes: • If your father or male / second caregiver is deceased, please think about what they were doing before they passed away. • 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.
E9a	**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?** (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?) **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)

Appendix B:
Summary of early school leavers survey

A. Current status	
A3	**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?** 1. Yes 2. No, I did not leave school before completing Year 12 3. No, I am doing the International Baccalaureate (IB) 4. No, I completed Year 12 and was awarded a HSC 5. No, I completed Year 12 but was not awarded a HSC 6. (Not sure) 7. (Prefer not to say)
A4	**Have you returned to secondary or high school studies this year?** 1. No 2. Yes, I have returned to secondary school studies this year / I never left high school 3. Yes, I am doing the IB 4. Yes, but I have changed schools this year 5. Yes, but I am now doing the HSC in TAFE 6. (Not sure) 7. (Prefer not to say)
	Interviewer note: 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'.
A5a	**Do you currently have a paid job?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
	Interviewer note: Paid work includes apprenticeships, traineeships, self-employment, family business or farm, as long as work is paid. Casual, intermittent work is also included.

A. Current status	
A5b	**Are you currently looking for work?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
C1	**Is your paid job part of an apprenticeship or traineeship?** 1. Yes, apprenticeship 2. Yes, traineeship 3. No / neither 4. Not sure) 5. (Prefer not to say)
Interviewer note: If you are not currently working due to the outbreak of COVID-19, but are still signed on a training contract, select **Yes**.	
A6	**Are you currently studying or enrolled in further study including a traineeship or apprenticeship or at TAFE?** 1. Yes – currently studying 2. Yes – enrolled but not yet started (including deferred / gap year) 3. No 4. (Not sure) 5. (Prefer not to say)
Interviewer notes: • Should respondent indicate that they are doing 'on the job' training or similar, clarify whether the training contributes to a qualification (indicating that they may be enrolled in a traineeship). If not, code as 'no'. • If you were studying prior to COVID-19 restrictions but had to stop and are not currently studying, please answer **No.**	

	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. Influences and aspirations

B2	Were there other reasons that influenced your decision to leave school early? Select all that apply.

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. Disability or 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. I felt I would not meet the HSC minimum standard
20. COVID-19
21. No other reason (exclusive)
22. Other (specify)
23. (Not sure)
24. (Prefer not to say)

C. Employment

*(Currently have a paid job)

C2	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?

1. (Numeric box) hours (range 0–168)
2. (Not sure)
3. (Prefer not to say)

Interviewer note:

If you are working more than one job, please provide total hours worked in paid employment.

C. Employment	
C3	**Would you prefer to be working more hours?** 1. Yes 2. No 3. (Not applicable) 4. (Not sure) 5. (Prefer not to say)
C4	**What is your main job?** 1. Sales assistant (general) 2. Checkout operator 3. Kitchen hand 4. Storeperson 5. Café worker 6. Waiter 7. Building and plumbing labourer 8. Bar attendant / barista 9. Other job 10. (Not sure) 11. (Prefer not to say)
Interviewer note: The main job is the one in which you work the most hours at in an average week.	
C4b	**What is your main job?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C4a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)

C. Employment	
C5	**What apprenticeship are you doing?** 1. Carpenter and joiner 2. Motor mechanic 3. Plumber 4. Electrician 5. Hairdresser 6. Chef 7. Metal fitter / turner / machinist 8. Structural steel and welding trades worker 9. Butcher and smallgoods maker 10. Cabinetmaker 11. Air conditioning and refrigeration mechanic 12. Bricklayer and stonemason 13. Gardener 14. Other 15. (Not sure) 16. (Prefer not to say)
C5b	**What apprenticeship are you doing?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C5a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)
C6	**What traineeship are you doing?** 1. Childcare 2. Café worker 3. Office administration (general clerk) 4. Retail operations (sales assistant (general)) 5. Farm, forestry and garden worker 6. Gardener 7. Concreter 8. Other 9. (Not sure) 10. (Prefer not to say)

C. Employment	
C5b	**What traineeship are you doing?** 1. Full title of main job 2. (Not sure / prefer not to say)
Interviewer note: 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).	
C6a	**Can you please describe the title of your job and the main tasks and duties you have in that role?** **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)
C8	**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?** 1. Unpaid work 2. Home duties 3. Looking after child / children 4. Travel or holiday / gap year 5. Illness / unable to work 6. Pregnant / preparing for birth 7. Study / training 8. Carer for another person 9. Waiting for course to start / looking to enrol 10. Unemployed and looking for work 11. Recreational activities (such as socialising, hobbies, playing sport or video games) 12. Doing nothing 13. Other (please specify) 14. (Not sure) 15. (Prefer not to say)

D. Study	
*(Studying or enrolled to study)	
D2	**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?** 1. Postgraduate level (PhD, master's) 2. Graduate diploma / graduate certificate 3. Bachelor degree 4. Advanced diploma / associate degree / diploma 5. Certificate IV 6. Certificate III 7. Certificate II 8. Certificate I 9. Apprenticeship 10. Traineeship 11. Other (please specify) 12. (Not sure) 13. (Prefer not to say)
Interviewer note: We're interested in the highest level qualification you are currently studying or enrolled to study. This includes apprenticeships, traineeships or study at TAFE.	
D2a	**What level is your apprenticeship or traineeship?** 1. Advanced diploma / associate degree / diploma 2. Certificate IV 3. Certificate III 4. Certificate II 5. Certificate I 6. Other (please specify) 7. (Not sure) 8. (Prefer not to say)
D3a	**What type of education institution do you attend / will you be attending?** 1. TAFE or government VET provider 2. Private training college or adult and community education provider 3. University 4. Other (please specify) 5. (Not sure) 6. (Prefer not to say)

D. Study	
PRED4	**Are you undertaking a double degree?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
D4	**What field of education is the closest match to your first degree / degree / course or area of study?** **If you are undertaking a double degree, please indicate your other field of education at the next question.** 1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology) 2. Information technology (such as computer graphics, systems analysis) 3. Engineering and related technologies 4. Architecture and building 5. Agriculture, environmental and related studies 6. Health (such as medicine, nursing) 7. Education (such as teaching) 8. Management and commerce (such as accounting, marketing, banking and finance) 9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching) 10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making) 11. Food, hospitality and personal services (such as butcher, baker, hospitality) 12. Mixed field programs (such as employment skills, general education, social skills programs) 13. Other (specify) 14. (Not sure) 15. (Prefer not to say)
Interviewer note: If you are studying an arts degree but have not yet chosen a major please select 'Society and culture'.	

D. Study	
D4a	**What field of education is the closest match to your second degree?**
	1. Natural and physical sciences (such as statistics, astronomy, chemistry, earth sciences, zoology, marine science, microbiology, pharmacology)
	2. Information technology (such as computer graphics, systems analysis)
	3. Engineering and related technologies
	4. Architecture and building
	5. Agriculture, environmental and related studies
	6. Health (such as medicine, nursing)
	7. Education (such as teaching)
	8. Management and commerce (such as accounting, marketing, banking and finance)
	9. Society and culture (such as law, political science, police studies, librarianship, philosophy, religious studies, sports coaching)
	10. Creative arts (such as graphic design, performing arts, journalism, photography, floristry, jewellery making)
	11. Food, hospitality and personal services (such as butcher, baker, hospitality)
	12. Mixed field programs (such as employment skills, general education, social skills programs)
	13. Other (specify)
	14. (Not sure)
	15. (Prefer not to say)

E. Demographics	
	Now we have a few questions about you.
	If necessary: This is important for us to know so that we can understand what people from similar backgrounds are doing after leaving school
E3	**How do you describe your gender?**
	1. Man / male
	2. Woman / female
	3. Non-binary
	4. I use a different term (specify)
	5. Prefer not to say
E1	**Are you of Aboriginal or Torres Strait Islander origin?**
	1. Aboriginal
	2. Torres Strait Islander
	3. Both Aboriginal and Torres Strait Islander
	4. No – neither
	5. (Not sure)
	6. (Prefer not to say)

E. Demographics	
E2	**Do you speak a language other than English at home?** 1. Yes 2. No 3. (Not sure) 4. (Prefer not to say)
E10	**Do you have any disabilities or additional learning needs?** **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.** 1. Yes 2. No 3. Not sure 4. Prefer not to say
E11	**What disability or additional learning needs do you have? Select all that apply.** 1. Autism 2. Learning or intellectual disability 3. Speech or language impairment 4. Physical disability / injury 5. Deaf 6. Hearing impairment / hard of hearing 7. Blind or low vision 8. Sensory 9. Mental health issues 10. Behavioural issues 11. Emotional issues 12. Other (specify) 13. (Not sure) 14. (Prefer not to say)

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.**

G. Parental SES

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)

G. Parental SES	
E6	**What is your mother's (or female caregiver's) occupation?** (If your 2 main caregivers are male, what is your first male caregiver's occupation?) 1. Currently employed 2. Retired 3. Unemployed / unable to work due to illness / injury / disability 4. Home duties 5. Never had a job 6. (Not sure) 7. (Prefer not to say)

Interviewer notes:
- If your mother or female / first caregiver is deceased, please think about what they were doing before they passed away.
- 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.

E6a	**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?** (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?) **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.** 1. (Full text box) 2. (Not sure) 3. (Prefer not to say)
E7	**What was the highest year of school your father (or male caregiver) completed?** **If necessary:** (If your 2 main caregivers are female, what was the highest year of school your second female caregiver completed?) 1. Primary schooling only 2. Started high school but left before Year 10 3. Finished Year 10 / School Certificate / O levels 4. Finished Year 12 / HSC / A levels / International Baccalaureate 5. No schooling 6. No father or male guardian figure in life at any time / I have not had contact with my father or a male guardian 7. (Not sure) 8. (Prefer not to say)

G. Parental SES	
E8	**What is the highest post-school qualification your father (or male caregiver) has completed, if any?**
	(If your 2 main caregivers are female, what was the highest post-school qualification your second female 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)
E9	**What is your father's (or male caregiver's) occupation?**
	(If your 2 main caregivers are female, what is your second female caregiver's occupation?)
	1. Currently employed
	2. Retired
	3. Unemployed / unable to work due to illness / injury / disability
	4. Home duties
	5. Never had a job
	6. (Not sure)
	7. (Prefer not to say)
Interviewer notes:	
• If your father or male / second caregiver is deceased, please think about what they were doing before they passed away.	
• 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.	
E9a	**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?**
	(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?)
	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.
	1. (Full text box)
	2. (Not sure)
	3. (Prefer not to say)

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 2022

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 October 2022 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 NSW Department of Education website (https://education.nsw.gov.au/about-us/educational-data/cese/publications). This year's survey is being undertaken by SRC on behalf of the Centre for Education Statistics and Evaluation (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.

If you do NOT wish to take part in the survey you can either opt out prior to 17 June 2022 by following the instructions at 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.

Yours sincerely

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 11th year, and over 42,000 young people took part in the survey in 2021. Reports from previous years are available on the NSW Department of Education website (https://education.nsw.gov.au/about-us/educational-data/cese/publications).

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 2021. 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 17 June 2022, 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 June to October 2022. 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). NESA 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 government held data sources (including disability, 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)

• NAPLAN

• 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 2021, 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.[1] 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.

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 2022 survey will be published on the NSW Department of Education website in 2023.

- 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.

....

3   For CESE and NESA - *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).

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 02 7814 1527 or email info@cese.nsw.gov.au.

More information: https://education.nsw.gov.au/about-us/educational-data/cese

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

More information: www.srcentre.com.au/NSWdestinationssurvey

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 02 7814 1527 or email info@cese.nsw.gov.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.

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 2022 – 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 **17 June 2022**.

Please provide the following identifying details when you call, email or mail so that we can remove your name.

Family name: «SNAME»
Given name: «FNAME»
SRC ID: «ID»
Previous school: «SCHNAM»

By email
Email: studentdestinations@srcentre.com.au
Subject: NSW Post-School Destinations Survey 2022 opt-out

By phone
Phone: 1800 023 040 (free hotline)

By mail
Please sign and return this page to the Social Research Centre at:

NSW Post-School Destinations Survey 2022
Social Research Centre
Locked Bag 13800
MELBOURNE VIC 8010

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

NSW Post-School Destinations Survey 2022

I do NOT wish to participate in the NSW Post-School Destinations Survey 2022. My details are:

Family name: «SNAME»
Given name: «FNAME»
SRC ID: «ID»
Previous school: «SCHNAM»
«Barcode_opt_out»

Appendix D:
Year 12 completers invitation letter

Reference: «ID»
«DATE»

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

Dear «FNAME»,

Congratulations on completing Year 12 last year! The NSW Post-School Destinations Survey 2022 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 8 August 2022, 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/NSWdestinationssurvey.**

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: srcentre.com.au/NSWdestinationssurvey

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 or visit www.srcentre.com.au/NSWdestinationssurvey.

Yours sincerely

Appendix E:
Early school leavers invitation letter

Reference: «ID»
«DATE»

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

Dear «FNAME»,

The NSW Post-School Destinations Survey 2022 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 8 August 2022, 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/NSWdestinationssurvey**.

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: srcentre.com.au/NSWdestinationssurvey

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 or visit www.srcentre.com.au/NSWdestinationssurvey.

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.

Appendix F:
Survey reminder letter

«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 2022. 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 22 August to be entered into six prize draws for a $200 JB Hi-Fi voucher!**

For full prize draw terms and conditions go to **www.srcentre.com.au/NSWdestinationssurvey**.

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

Complete the survey ONLINE:

1. Go to: **srcentre.com.au/NSWdestinationssurvey**

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 SRC (free hotline) on 1800 023 040 or email studentdestinations@srcentre.com.au or visit www.srcentre.com.au/NSWdestinationssurvey.

Thank you in advance for being part of the NSW Post-School Destinations Survey 2022. 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	%
Sample initiated	**57,658**	**100.0**	**2,486**	**100.0**
Completed	**28,232**	**49.0**	**1,225**	**49.3**
Refusals	**5,276**	**9.2**	**251**	**10.1**
Respondent refusal	1,613	2.8	104	4.2
Email refusal	1,718	3.0	47	1.9
Household refusal	615	1.1	32	1.3
Midway termination	205	0.4	16	0.6
Inbound refusal	74	0.1	6	0.2
SMS refusal	936	1.6	6	0.2
Remove number from list	115	0.2	4	0.2
Unresolved contacts (appointments)	**39**	**0.1**	**10**	**0.4**
Other contacts	**2,337**	**4.1**	**159**	**6.4**
Stopped (partway through online completion) / transferred to online	1,363	2.4	95	3.8
Too old / frail / ill-health	176	0.3	27	1.1
Away for duration	490	0.9	30	1.2
Claims to have done survey	164	0.3	4	0.2
Language other than English – no follow-up	81	0.1	0	0.0
Unreliable respondent / drunk	57	0.1	0	0.0
Agreed to complete online	6	0.0	3	0.1
Screened out / ineligible to participate	**86**	**0.1**	**10**	**0.4**
Did not complete Year 12 last year	82	0.1	10	0.4
Named respondent deceased	4	0.0	0	0.0
Non-contacts	**20,861**	**36.2**	**751**	**30.2**
Answering machine – no message left	11,904	20.6	392	15.8
No answer	8,668	15.0	353	14.2
Engaged	289	0.5	6	0.2
Unusable	**735**	**1.3**	**67**	**2.7**
Number disconnected	373	0.6	22	0.9
Named person / organisation not known	258	0.4	37	1.5
Not a residential number	63	0.1	5	0.2
Incoming call restriction	36	0.1	3	0.1
Fax	5	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	%
Sample initiated	**19,111**	**100.0**	**3,422**	**100.0**
Completed	**5,085**	**26.7**	**838**	**24.8**
Refusals	**1,555**	**8.1**	**308**	**9.0**
Household refusal	356	1.9	89	2.6
Respondent refusal	427	2.2	106	3.1
SMS refusal	472	2.5	72	2.1
Email refusal	161	0.8	15	0.4
Midway termination	74	0.4	15	0.4
Inbound refusal	54	0.3	5	0.1
Remove number from list	11	0.1	6	0.2
Unresolved contacts (appointments)	**46**	**0.2**	**15**	**0.4**
Other contacts	**500**	**2.6**	**106**	**3.1**
Away for duration	207	1.1	56	1.6
Too old / frail / ill-health	141	0.7	33	1.0
Stopped (partway through online completion) / transferred to online	43	0.2	5	0.1
Language other than English – no follow-up	42	0.2	1	0.0
Unreliable respondent / drunk	42	0.2	9	0.3
Claims to have done survey	25	0.1	2	0.1
Screened out / ineligible to participate	**1,576**	**8.2**	**276**	**8.1**
Completed Year 12	267	1.4	55	1.6
Returned to secondary schooling	522	2.7	78	2.3
Returned to secondary schooling – doing HSC in TAFE	166	0.9	20	0.6
Returned to secondary schooling – changed schools	146	0.8	27	0.8
Did not leave school and did not return to school	270	1.4	56	1.6
Leaving status unknown	128	0.7	36	1.1
Doing International Baccalaureate	75	0.4	1	0.0
Named respondent deceased	2	0.0	3	0.1
Other	0	0.0	0	0.0
Non-contact	**9,927**	**51.9**	**1,602**	**46.8**
Answering machine	5,993	31.4	885	25.9
No answer	3,808	19.9	692	20.2
Engaged	126	0.7	25	0.7

Final call outcomes – early school leavers	Non-Aboriginal/non-CC		Aboriginal/CC	
	n	%	n	%
Unusable	352	1.8	235	6.9
Named person / organisation not known	163	0.9	92	2.7
Number disconnected	148	0.8	118	3.4
Not a residential number	31	0.2	13	0.4
Incoming call restriction	10	0.1	12	0.4

Appendix I:
Weighting benchmarks

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
Weighting group × Age in 2021 (from sample)				
AISNSW × 15–17 years	2,866	11.28568616	4,190	6.579257282
AISNSW × 18+ years	245	0.964756842	12,022	18.87728665
CSNSW × 15–17 years			3,453	5.421998901
CSNSW × 15 years	289	1.138019295		
CSNSW × 16 years	1,369	5.390824966		
CSNSW × 17 years	1,073	4.225241189		
CSNSW × 18+ years	238	0.937192361	8,513	13.36735495
DoE × 15–17 years			10,321	16.20632802
DoE × 15 years	1,367	5.382949399		
DoE × 16 years	6,272	24.69777515		
DoE × 17 years	6,053	23.83540067		
DoE × 18+ years	2,152	8.474109077	22,681	35.61435189
Indigenous / Connected Communities × 15–17 years			699	1.097589699
Indigenous / Connected Communities × 15 years	346	1.362472928		
Indigenous / Connected Communities × 16 years	1,381	5.438078362		
Indigenous / Connected Communities × 17 years	1,268	4.99310888		
Indigenous / Connected Communities × 18+ years	476	1.874384721	1,806	2.835832614
Weighting group × Gender (from sample)				
AISNSW × Male	1,840	7.245520772	8,171	12.83033681
AISNSW × Female	1,271	5.004922229	8,041	12.62620711
CSNSW × Male	1,872	7.371529829	5,533	8.688074115
CSNSW × Female	1,097	4.319747982	6,433	10.10127974
DoE × Male	9,591	37.76727702	15,714	24.67457015
DoE × Female	6,253	24.62295728	17,288	27.14610976
Indigenous / Connected Communities × Male	1,935	7.619610159	1,130	1.774358169
Indigenous / Connected Communities × Female	1,536	6.048434731	1,375	2.159064144
Geographic location (from sample)				
AIS × Major Cities of NSW	2,186	8.6079937		
AIS × Inner Regional NSW	660	2.598936799		
AIS × Rest of NSW	265	1.043512502		
AISNSW × Central Coast Hunter			1,204	1.890555076

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
AISNSW × North East NSW			720	1.130564497
AISNSW × North West NSW			293	0.460076941
AISNSW × South East NSW			967	1.518410929
AISNSW × South West NSW			720	1.130564497
AISNSW × Sydney-Inner			3,509	5.509931695
AISNSW × Sydney-North			4,015	6.3044673
AISNSW × Sydney-North West			1,318	2.069561121
AISNSW × Sydney-South			841	1.320562142
AISNSW × Sydney-South West			1,267	1.989479469
AISNSW × Sydney-West			1,358	2.13237026
CSNSW × Archdiocese of Canberra and Goulburn	153	0.602480803	232	0.364293005
CSNSW × Diocese of Armidale	95	0.374089388	185	0.290492267
CSNSW × Diocese of Bathurst	118	0.464658397	343	0.538588365
CSNSW × Diocese of Broken Bay	253	0.996259106	785	1.232629348
CSNSW × Diocese of Lismore	363	1.429415239	997	1.565517783
CSNSW × Diocese of Maitland-Newcastle	412	1.622366608	956	1.501138416
CSNSW × Diocese of Parramatta	499	1.964953731	2,616	4.107717673
CSNSW × Diocese of Wagga Wagga	184	0.724552077	454	0.712883725
CSNSW × Diocese of Wollongong	403	1.58692656	984	1.545104813
CSNSW × Sydney Catholic Schools	489	1.925575901	4,414	6.930988459
DoE × Capital Region	610	2.402047647	667	1.047342388
DoE × Central Coast	1,030	4.055916519	1,279	2.008322211
DoE × Central West	649	2.555621185	741	1.163539295
DoE × Coffs Harbour-Grafton	514	2.024020476	662	1.039491246
DoE × Far West and Orana	274	1.07895255	407	0.639082987
DoE × Hunter Valley exc Newcastle	975	3.839338452	831	1.304859857
DoE × Illawarra	854	3.362866706	1,396	2.192038942
DoE × Mid North Coast	479	1.88619807	543	0.852634058
DoE × Murray	320	1.260090569	428	0.672057784
DoE × New England and North West	625	2.461114393	657	1.031640104
DoE × Newcastle and Lake Macquarie	1,188	4.678086237	1,631	2.561042632
DoE × Richmond-Tweed	743	2.92577279	825	1.295438486
DoE × Riverina	530	2.087025005	596	0.935856167

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
DoE × Southern Highlands and Shoalhaven	351	1.382161843	476	0.747428751
DoE × Sydney - Baulkham Hills and Hawkesbury	306	1.204961607	1,334	2.094684777
DoE × Sydney - Blacktown	669	2.634376846	1,521	2.3883175
DoE × Sydney - City and Inner South	274	1.07895255	991	1.556096412
DoE × Sydney - Eastern Suburbs	669	2.634376846	1,521	2.3883175
DoE × Sydney - Inner South West	274	1.07895255	991	1.556096412
DoE × Sydney - Inner West	223	0.878125615	940	1.47601476
DoE × Sydney - North Sydney and Hornsby	295	1.161645993	2,023	3.176572191
DoE × Sydney - Northern Beaches	301	1.185272691	1,411	2.215592369
DoE × Sydney - Outer South West	756	2.976963969	1,424	2.236005339
DoE × Sydney - Outer West and Blue Mountains	816	3.213230951	1,806	2.835832614
DoE × Sydney - Parramatta	624	2.45717661	2,054	3.225249274
DoE × Sydney - Ryde	170	0.669423115	958	1.504278873
DoE × Sydney - South West	858	3.378617838	2,832	4.446887022
DoE × Sydney - Sutherland	543	2.138216184	1,498	2.352202245
Indigenous / Connected Communities × Central Coast Hunter	698	2.748572554	394	0.618670016
Indigenous / Connected Communities × North East NSW	612	2.409923213	497	0.780403549
Indigenous / Connected Communities × North West NSW	655	2.579247883	389	0.610818874
Indigenous / Connected Communities × South East NSW	405	1.594802126	283	0.444374657
Indigenous / Connected Communities × South West NSW	442	1.740500098	244	0.383135746
Indigenous / Connected Communities × Sydney-Inner			95	0.149171704
Indigenous / Connected Communities × Sydney-North			60	0.094213708
Indigenous / Connected Communities × Sydney-North West	160	0.630045285	139	0.218261757
Indigenous / Connected Communities × Sydney-South			69	0.108345764
Indigenous / Connected Communities × Sydney-South West	178	0.700925379	190	0.298343409
Indigenous / Connected Communities × Sydney-West	178	0.700925379	190	0.298343409
Indigenous / Connected Communities - Residual of GCCSA: Greater Sydney	161	0.633983068		

Stratum	Early school leaver population		Year 12 completer population	
	n	%	n	%
Weighting group × Enrolment in Life Skills course (from sample)				
AISNSW	3,111	12.250443	16,212	25.45654393
CSNSW	2,969	11.69127781	11,966	18.78935385
DoE × Enrolled in Life Skills course	792	3.118724158	1,293	2.030305409
DoE × Not enrolled in Life Skills course	15,052	59.27151014	31,709	49.7903745
Indigenous / Connected Communities × Enrolled in Life Skills course	366	1.441228588	302	0.474208997
Indigenous / Connected Communities × Not enrolled in Life Skills course	3,105	12.2268163	2,203	3.459213316
Weighting group × Enrolment in VET course (from sample)				
AIS × Enrolled in VET course	599	2.358732034	2,772	4.352673314
AIS × Not enrolled in VET course	2,512	9.891710967	13,440	21.10387061
CEC × Enrolled in VET course	1,143	4.500886001	4,455	6.995367826
CEC × Not enrolled in VET course	1,826	7.190391809	7,511	11.79398602
DoE × Enrolled in VET course	6,228	24.5245127	11,936	18.742247
DoE × Not enrolled in VET course	9,616	37.8657216	21,066	33.07843291
Indigenous / Connected Communities × Enrolled in VET course	1,360	5.355384918	1,412	2.217162597
Indigenous / Connected Communities × Not enrolled in VET course	2,111	8.312659972	1,093	1.716259716
SA4 cluster (from sample)				
Central Coast Hunter	4,958	19.52352825	6,605	10.37135903
North East NSW	3,020	11.89210475	4,309	6.76611447
North West NSW	1,749	6.887182516	1,998	3.13731648
South East NSW	2,823	11.11636149	4,479	7.033053309
South West NSW	2,459	9.683008466	3,459	5.431420272
Sydney-Inner	1,391	5.477456192	7,233	11.35746251
Sydney-North	1,212	4.77259303	9,392	14.74758577
Sydney-North West	1,826	7.190391809	5,435	8.534191725
Sydney-South	1,672	6.583973223	6,376	10.01177671
Sydney-South West	2,346	9.238038984	7,301	11.46423805
Sydney-West	1,939	7.635361292	7,098	11.14548167