

# 2024 NSW Post-School Destinations and Experiences Survey

## Technical report

Centre for Education Statistics and Evaluation



# Centre for Education Statistics and Evaluation

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

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# 1. Introduction and background

This technical report outlines the methodology used to conduct and analyse responses to the 2024 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 year after leaving or completing school. The destinations survey aims to identify trends in, and correlations 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 or completing 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 (Aboriginal) students, students with an identified disability and/or additional learning needs, students from regional and remote areas, or other groups of students.<sup>1</sup>

The post-school destinations 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.

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1 In the body and all tables in this report 'Aboriginal' refers to Aboriginal and/or Torres Strait Islander peoples. Identification as Aboriginal in the technical report is obtained from school enrolment data as this factors into the survey design. In the Aboriginal recent school leavers snapshot report, identification as Aboriginal is now based on whether recent school leavers identify as Aboriginal and/or Torres Strait Islander peoples in their survey response. This change, applied since 2023, was made out of respect for Aboriginal school leavers' understandings and expressions of their cultural identity, to promote greater cultural sensitivity and inclusivity, and to improve the recency and validity of the data provided.

## 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:

- leavers who completed Year 12 in the year before the survey (**Year 12 completers**)
- leavers who left school before completing Year 12 in the year before the survey (**early school leavers**).

In 2024 the destinations survey was conducted by the Social Research Centre (SRC) on behalf of the department. The destinations survey includes school leavers from NSW Government, Catholic and independent schools. The 2024 survey is the 11th consecutive destinations survey.

## 2. Methods

Data collection for the 2024 destinations survey was conducted both online and via a telephone survey. Since 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.<sup>2</sup>

Survey respondents for the 2024 destinations survey only include recent school leavers who:

- completed Year 12 in 2023, or
- left school before completing Year 12 in 2023 (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		Total
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	
Total sample provided	66,047	2,731	22,793	3,763	95,334
Sample initiated (following eligibility and opt-out processes)	62,996	2,719	19,143	3,692	88,550
Refusals	4,664	232	1,894	273	7,063
Total surveys completed	29,571	1,181	5,644	839	37,235
Sample yield	46.9%	43.4%	29.5%	22.7%	42.0%

**Notes:**

- Since the 2023 survey, non-Aboriginal students from Connected Communities schools are included with non-Aboriginal students from all other schools to form the cohort 'non-Aboriginal'.
- Sample yield = (number of surveys completed) ÷ (sample initiated) expressed as a percentage.

<sup>2</sup> The Connected Communities (CC) Strategy began in 2013. It is a NSW Government initiative to address the educational and social aspirations of Aboriginal children and all young people in schools situated within vulnerable communities in NSW. In 2023 there were 33 CC schools located across 16 local government areas in NSW. Of these schools, 18 were central/community or secondary schools that had students enrolled in Years 10 to 12.

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.

The following records are excluded from the base dataset used to compile the sample frames for Year 12 completers and early school leavers:

- students attending a school outside of NSW
- students known not to be Australian citizens or permanent residents
- students known to be deceased
- students who were under 15 at the end of 2023
- records of non-Aboriginal and non-CC students attending TAFE colleges (with the exception of Bradfield Senior College).

Contrary to previous years, students from schools for specific purposes (SSPs) who fall into the categories of 'medium/high support needs', 'debilitated by physical difficulties' or 'diagnostic remedial reading assessments' as defined by the Centre for Education Statistics and Evaluation (CESE) school list were included in this year's survey.

## 2.2 Sampling

### Year 12 completers

In 2024, the Year 12 completers cohort included all school leavers who:

- did not have an enrolment in 2024
- attended a NSW school in 2023, and
- were at least 15 years of age at the end of 2023.

To be included, Year 12 completers also:

- needed to have completed Year 12 and been awarded the HSC in 2023, or
- may have completed Year 12 and satisfied all other requirements but not been awarded their HSC in 2023 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 Year 12 completers are synonymous with HSC completers.

The Year 12 completer survey was in field from 29 July until 3 November. It was in field for longer than the early leaver survey due to this sample being much larger. There were 2,719 Aboriginal and 62,996 non-Aboriginal Year 12 completers that were approached for the survey.

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

**Table 2**  
**Demographics of the Year 12 completer cohort**

Demographic	Non-Aboriginal		Aboriginal	
	Completed %	Non-responder %	Completed %	Non-responder %
<b>Total (n)</b>	<b>29,571</b>	<b>33,425</b>	<b>1,181</b>	<b>1,538</b>
<b>Age</b>				
15	0.0	0.0	0.0	0.0
16	0.1	0.1	31.2	28.0
17	30.6	29.8	66.3	68.7
18+	69.3	70.1	2.5	3.3
<b>Gender</b>				
Male	44.5	51.0	42.5	46.1
Female	55.4	49.0	57.3	53.8
<b>Vocational education and training (VET)</b>				
Yes	27.7	32.6	53.5	56.2
<b>Life Skills course participant</b>				
Yes	2.5	3.3	10.0	14.6
<b>Region</b>				
Greater Sydney	68.7	69.4	32.3	28.9
Rest of NSW	31.3	30.6	67.7	71.1
<b>Sector</b>				
Government	58.0	54.8	80.9	80.1
Catholic	18.5	17.9	9.1	9.5
Independent	23.4	27.3	10.1	10.4

**Notes:**

- 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).
- In contrast to the ABS definition, which classifies the Central Coast SA4 within Greater Sydney, this report includes the Central Coast in 'Rest of NSW'.

## Early school leavers

This cohort includes school leavers who were in Years 10, 11 or 12 in 2023 and left school before completing Year 12.

To be included these students also needed to:

- have a valid enrolment in 2023 and not have an enrolment in 2024
- attend a NSW school in 2023, and
- be aged between 15 and 20 at the time of leaving school (does not apply to Aboriginal or CC students).

The early school leaver survey was in field from 29 July until 13 October.

There were 3,692 Aboriginal and 19,143 non-Aboriginal early school leavers that were approached for the survey.

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**

Demographic	Non-Aboriginal		Aboriginal	
	Completed %	Non-responder %	Completed %	Non-responder %
<b>Total (n)</b>	<b>5,644</b>	<b>13,499</b>	<b>839</b>	<b>2,853</b>
<b>Age</b>				
15	9.4	11.2	11.4	13.0
16	45.3	46.3	44.6	47.3
17	38.4	34.6	36.9	32.5
18+	6.9	7.9	7.0	7.3
<b>Gender</b>				
Male	59.2	59.4	46.1	54.3
Female	40.7	40.4	53.8	45.5
<b>Vocational education and training (VET)</b>				
Yes	23.3	18.9	20.5	17.7
<b>Life Skills course participant</b>				
Yes	3.0	4.3	6.2	9.7
<b>Region</b>				
Greater Sydney	42.8	42.4	24.0	20.0
Rest of NSW	57.2	57.6	76.0	80.0
<b>Sector</b>				
Government	80.1	78.7	90.5	89.1
Catholic	9.2	7.9	2.6	3.9
Independent	10.6	13.4	6.9	7.0

## 2.3 Survey design

The 2024 destinations survey consisted of 2 surveys: one for Year 12 completers and the other for early school leavers. These surveys are provided as separate attachments to the reports and can be accessed via the [2024 destinations survey page](#) on the CESE website. The 2024 surveys were almost identical to the surveys conducted in 2023, with some modifications:

- All Year 12 completers and early school leavers who were not working and looking for a job at the time of the survey were asked about the challenges they faced in finding work. Findings from this question are not included in the 2024 NSW Post-School Destinations and Experiences Survey reports.
- In 2023, a module on parent/carer education and occupation was included to derive a measure of socio-educational advantage. In 2024, this module was replaced with parent education and occupation questions from the department's K-12 Enrolment Form to ensure alignment with departmental measures of socio-educational advantage.

In 2024, unlike previous years, Year 12 completers who identified as early school leavers, and early school leavers who identified as Year 12 completers, were no longer terminated from the survey.

Responses to the surveys are analysed and reported in the [2024 NSW Post-School Destinations and Experiences Survey – annual report](#). Key findings for all leavers are also included. There are also 4 themed snapshot reports:

- 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, female and non-binary or other school leavers.

## 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.

### Primary approach letter

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

### Invitation letter

Participants in the sample frame with valid contact details and who did not opt out 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 and posted to those without a valid email address. Refer to Appendix B for the invitation letters to Year 12 completers and Appendix C for the invitation letters to early school leavers.

### Reminder emails

To maximise online responses, reminder emails were sent to relevant survey non-completers on a weekly basis during fieldwork (refer to Section 2.2 'Sampling' for fieldwork dates for Year 12 completers and early school leavers). An additional reminder email was sent out to relevant survey non-completers during the second (just before the commencement of CATI interviews) and final week of fieldwork.

### SMS approach

Participants who had a mobile phone number recorded by NESAs 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, 1 of the 3 messages was sent before 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.

There were 10 prize draws each for the Year 12 completer and early school leaver cohorts. Each prize draw was for a \$200 JB Hi-Fi voucher. For early leavers, the prize draw was run weekly (10 weeks in field), while for Year 12 completers the prize draw was run weekly up until the ninth prize draw had occurred. The 10th and final prize draw for Year 12 completers occurred about 5 weeks after the ninth due to the extended fieldwork period (14 weeks in field).

## CATI fieldwork

Early school leavers and Year 12 completers 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.

## 1800 and email help desk

The 1800 help desk 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 help desk were provided to respondents via a valid email address and posted to those without a valid email address. A project-specific email address was also created for participants. The help desk 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

This section presents the final outcome data for each cohort.

‘Sample yield’ refers to the number of surveys completed divided by the sample initiated (those invited to participate in the survey after opt outs and leavers without valid contact details were excluded). For the final call outcomes of Year 12 completers, refer to Appendix D. For the final call outcomes of early leavers, refer to Appendix E.

#### Year 12 completers

Of the 65,725 Year 12 completers invited to take part in the survey, 30,752 (46.8%) completed the survey (including online and by CATI). A total of 4,896 Year 12 completers 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 Year 12 completers and non-Aboriginal Year 12 completers, with a few exceptions. One of the largest differences was in the percentage of non-contacts (for example, the call went to an answering machine), where non-Aboriginal Year 12 completers (33.0%) were less likely to answer the phone than Aboriginal Year 12 completers (17.7%). Additionally, the contact numbers of 17.8% of Aboriginal Year 12 completers were unusable (for example, the phone number was disconnected) compared to only 1.2% of non-Aboriginal Year 12 completers.

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

#### Early school leavers

Of the 22,835 early school leavers invited to take part in the survey, 6,483 (28.4%) recent school leavers completed the survey (including online and by CATI). A total of 2,167 school leavers refused to participate (refer to Appendix E).

Final call outcomes were relatively consistent between the 2 early leaver cohorts. Similar to the Year 12 completers, the largest difference was in the percentage of non-contacts between the groups (for example, the call went to an answering machine). There were more non-contacts for Aboriginal early school leavers (46.2%) than for non-Aboriginal leavers (39.0%).

## Respondent profile

This 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 (including non-Aboriginal CC) Year 12 completer cohort the response rate was:

- higher for females (50.0%) than for males (43.6%)
- higher for leavers not in VET courses at school (48.7%) than for those who were (42.9%)
- higher for leavers not in Life Skills courses (47.2%) than for those who were (40.0%)
- similar for leavers from government (48.4%) and Catholic schools (47.8%), but both were higher than for leavers from independent schools (43.1%).

For the Aboriginal Year 12 completer cohort the response rate was:

- higher for leavers not in Life Skills courses at school (44.7%) than for those who were (34.4%)

The weighting strategy (refer to Section 3.3 'Weighting') seeks to address any imbalances in demographic profiles. A breakdown of estimated response rate differences for Year 12 completers is provided in Table 4.

Table 4

Demographic breakdown of estimated response rate differences – Year 12 completer cohort

Demographic	Non-Aboriginal			Aboriginal		
	Completers	Non-responders	Response rate %	Completers	Non-responders	Response rate %
<b>Total</b>	<b>29,571</b>	<b>33,425</b>	<b>46.9</b>	<b>1,181</b>	<b>1,538</b>	<b>43.4</b>
<b>Age</b>						
16–17	9,092	9,985	47.7	1,151	1,487	43.6
18+	20,478	23,439	46.6	30	51	37.0
<b>Gender</b>						
Male	13,168	17,034	43.6	502	709	41.5
Female	16,377	16,379	50.0	677	828	45.0
<b>Vocational education and training (VET)</b>						
Yes	8,193	10,889	42.9	632	865	42.2
No	21,378	22,536	48.7	549	673	44.9
<b>Life Skills</b>						
Yes	735	1,103	40.0	118	225	34.4
No	28,836	32,322	47.2	1,063	1,313	44.7
<b>Region</b>						
Greater Sydney	9,250	10,215	47.5	799	1,093	42.2
Rest of NSW	20,321	23,210	46.7	382	445	46.2
<b>Sector</b>						
Government	17,164	18,317	48.4	955	1,232	43.7
Catholic	5,475	5,972	47.8	107	146	42.3
Independent	6,932	9,136	43.1	119	160	42.7

**Note:** The response rates in Table 4 are estimated from the column percentages and population totals provided in Table 2 and use the sample initiated (population totals after leavers with missing details and those that opted out are subtracted) as the base.

### Early school leavers

For the non-Aboriginal (including non-Aboriginal CC) early school leaver cohort the response rate was:

- higher for leavers aged 16 (29.1%) or 17 (31.7%) than for leavers aged 15 (26.0%) or 18 years or over (26.7%) at the end of 2023
- higher for leavers in school VET courses (34.0%) than for those who were not (28.3%)
- higher for leavers not in Life Skills courses at school (29.8%) than for those who were (22.5%)
- higher for leavers from Catholic schools (32.8%) than for leavers from government (29.9%) or independent schools (24.9%).

For the Aboriginal early school leaver cohort the response rate was:

- higher for female (25.8%) leavers than male (20.0%) leavers
- higher for leavers in the Greater Sydney region (26.1%) than for the rest of NSW (21.8%)
- higher for leavers who were not in Life Skills courses at school (23.4%) than for those who were (15.9%).

A breakdown of estimated response rate differences for early school leavers is provided in Table 5.

Table 5

## Demographic breakdown of estimated response rate differences – early school leaver cohort

Demographic	Non-Aboriginal			Aboriginal		
	Completers	Non-responders	Response rate %	Completers	Non-responders	Response rate %
<b>Total</b>	<b>5,644</b>	<b>13,499</b>	<b>29.5</b>	<b>839</b>	<b>2,853</b>	<b>22.7</b>
<b>Age</b>						
15	529	1,509	26.0	96	371	20.6
16	2,557	6,245	29.1	374	1,349	21.7
17	2,166	4,672	31.7	310	927	25.1
18+	389	1,066	26.7	59	208	22.0
<b>Gender</b>						
Male	3,342	8,024	29.4	387	1,549	20.0
Female	2,297	5,452	29.6	451	1,299	25.8
<b>Vocational education and training (VET)</b>						
Yes	1,315	2,551	34.0	172	504	25.4
No	4,329	10,948	28.3	667	2,349	22.1
<b>Life Skills</b>						
Yes	169	582	22.5	52	276	15.9
No	5,475	12,917	29.8	787	2,577	23.4
<b>Region</b>						
Greater Sydney	2,413	5,724	29.7	201	571	26.1
Rest of NSW	3,231	7,775	29.4	638	2,282	21.8
<b>Sector</b>						
Government	4,522	10,621	29.9	759	2,541	23.0
Catholic	522	1,070	32.8	22	111	16.5
Independent	600	1,808	24.9	58	201	22.4

**Note:** The response rates in Table 5 are estimated from the column percentages and population totals provided in Table 3 and use the sample initiated (population totals after leavers with missing details and those that opted out are subtracted) as the base.

## Mode of completion

This section and Table 6 provide an analysis of respondents based on the 2 survey modes: CATI and online self-complete.

**Table 6**

### Mode of survey completion by cohort

Cohort	Year 12 completers		Early school leavers		Total
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	
Completed online	18,767	606	2,387	307	22,067
Completed by CATI	10,804	575	3,257	532	15,168
Total interviews completed	29,571	1,181	5,644	839	37,235

### Year 12 completers

Overall, the Year 12 completers were more likely to complete the online survey, with 63.0% completing it online compared to 41.6% of early school leavers.

The Aboriginal cohort were more likely to complete the survey in a CATI interview (48.7%) and the non-Aboriginal cohort were more likely to complete the survey online (63.5%).

### Early school leavers

Overall, early school leavers were more likely to undertake the survey in a CATI interview (58.4%) than online (41.5%).

Similar to Aboriginal Year 12 completers, the Aboriginal early leaver cohort were more likely to complete the survey in a CATI interview (63.4%) and the non-Aboriginal cohort were more likely to complete the survey online (42.3%).

## 3.2 Data processing

### Coding

#### Coding of occupation

'Occupation' was coded to the Australian and New Zealand Standard Classification of Occupations (ANZSCO) (Australian and New Zealand Standard Classification of Occupations, 2022) 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 (Australian Bureau of Statistics 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 in English and mathematics, highest VET certificate with full qualification, statement of attainment or no outcome attained, and the student's NAPLAN band and results. Attainment data in English and mathematics 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.

### 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, the measure represents a young person's main destination since leaving school. The post-school destinations and their descriptions are in Table 7.

### Data analysis for reporting purposes

Survey data was analysed using R (Version 4.5.1) and STATA (Version 18).

#### Reporting methodology:

- For group estimates with fewer than 1,000 individuals, percentage values were rounded to the nearest whole number.
- Average rate of growth was calculated using unstandardised coefficients for a weighted linear regression slope.

- Change indicator arrows (▲ and ▼) have been used throughout the reports to show absolute change in population estimate percentages, while asterisks (\*) have been used to mark changes that were statistically significant with respect to the total group proportion estimate. For the annual report an alpha of  $p < .01$  was used due to the large bases for all leavers, Year 12 completers and early school leavers across NSW. For the individual snapshot reports a more liberal alpha of  $p < .05$  was used as a criterion for meaningful differences across years due to the much smaller samples in key equity cohorts.

Table 7

## Main destination definition for cross-sectional samples

Destination	Definition
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 or higher (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 do not 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:

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

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

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

For the 2024 destinations survey, a census was taken of all subgroups so that the base weight was the same for all respondents:

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

## Adjusted weights

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

- Which characteristics show the largest differences in representation for respondents compared to the population?
- Which characteristics show the strongest association with the survey's key outcome measures (such as main destination)?
- 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, they allow 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) cluster both in isolation and for Association of Independent Schools of NSW (AISNSW), Catholic Schools NSW (CSNSW) and Aboriginal recent leavers<sup>3</sup>
  - SA4 region– for non-Aboriginal Department of Education (DoE) recent leavers
- age group
- gender
- Life Skills status
- VET status.

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

- Aboriginal (all sectors combined), or
- non-Aboriginal (including non-Aboriginal CC) (DoE, AISNSW, CSNSW).

The categories and population counts are shown in Appendix F and G. To avoid introducing numerical instabilities into the weighting algorithm due to low cell counts, some categories were combined with others. Appendix H maps out the differences between SA4 regions and SA4 clusters in more detail.

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. However, given the undertaking of a census for this year's survey, the weighting attempts instead to address issues arising from non-response.

<sup>3</sup> SA4 cluster refers to groups of Australian Statistical Geography Standard (ASGS) SA4 boundaries in NSW that have been combined into 11 groups for reporting and publication. The SA4 clusters used for the destinations survey vary slightly from those used in other department publications. Refer to Appendix H for more detail.

## 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: Example of primary approach letter

Reference: «ID»

«FNAME» «SNAME»  
«PAFADDRESS 1»  
«PAFSUBURB» «PAFSTATE» «PAFPOSTCODE»  
«Barcode\_opt\_out»

### NSW Post-School Destinations and Experiences Survey 2024

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. 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. A representative from the Social Research Centre (SRC) will contact you between July and November 2024 to invite you to complete the survey. You can skip any questions that you prefer not to answer. By participating, SRC will enter you into a weekly prize draw for the chance to win a \$200 JB Hi-Fi voucher. The earlier you complete the survey, the more opportunities you have to win.

#### Complete the survey ONLINE:

1. Go to: [www.srcentre.com.au/NSWdestinationssurvey](http://www.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:



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

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

Yours sincerely,

## Participant information sheet

### Why should I participate?

The NSW Post-School Destinations and Experiences Survey (PSDES) 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.

### 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 July to November 2024. You will be entered into a prize draw after taking part in the survey. The earlier you complete the survey, the more chances you have to win a \$200 JB Hi-Fi voucher.

### 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 2023. The survey is voluntary. You can choose not to take part in the survey at any time. 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 or let SRC know that you do not want to participate when they contact you to complete the survey.

### What is the project about?

The PSDES 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 about 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 survey is now in its 13th year, and approximately 35,000 young people took part in the survey in 2023. 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.

## What are the research steps?

**Sample frame:** NESAs, in conjunction with the Department of Education, will create a sample frame that includes student administrative data of recent school leavers. NESAs 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 to take part in the survey. SRC may send this invitation via email, text or mail. You will be asked to complete the survey either online or via the phone. You can also choose to opt-out of the survey when you are contacted by SRC to take part in the survey. You will be asked information about your post-school destinations and experiences by an interviewer from SRC. This may include some basic information about your background and family characteristics (such as level of education and occupation of parents/carers). NESAs will then provide SRC with NAPLAN and HSC data if you take part in the survey.

Prior to completing the survey you will be asked if you consent to having identifiers included with your survey responses so that CESE can link your survey responses to other 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 (see 'Optional linkage' section below). 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 findings from the survey. 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?

Data may be linked in two ways: standard use and optional linkage. In addition to the standard use, there is an additional optional linkage. The below headings contain further information on both the standard use and optional linkage.

### Standard use

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 (NESAs), 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. This linkage uses the separation principle. This means that the department's nominated contractor will have access to identified data to facilitate the data

collection component and conducting of the survey. Identifiers will be removed from the data when it is provided to the NSW Department of Education. Analysis of the data will be undertaken by the NSW Department of Education.

## Optional linkage

Should you provide your consent, an additional data linkage will be conducted for use in the Pathways for the Future Program. This linkage uses the separation principle. This means that access to identifying information will be restricted to specialised linkage teams within ABS and Centre for Health Records Linkage (CheReL) who will create the link, while authorised 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 education, employment and demographic data such as:

- Government school enrolments and attendance
- Record of School Achievement (RoSA) / Higher School Certificate (HSC)/ ATAR/ university applications and offers
- NAPLAN
- Government funded VET enrolments, including Apprentices and Trainees
- ABS-held databases from the Person Level Integrated Data Asset (PLIDA) (including Social Security and Related Information, Personal Income Tax Payment Summaries, Census of Population and Housing 2011 & 2016, Higher Education data and VET activity)
- For more information about this linkage or authorised linkage agencies, including the full list of types of data currently in the asset, how data is stored, who can access the data, and how/when you can have your data removed from the program, visit: <https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/pathways-for-the-future-program>.

## What will happen to my information?

All information and data associated with the survey will be handled in accordance with privacy and other relevant legislation.<sup>4</sup> Individuals who take part in the survey will not be identified in any report or publication. Although we are using students' identifiers to link the data, your individual results will not be identified in any reporting from the survey: we will only report de-identified, aggregated results.

If you consent to the optional linkage for the Pathways for the Future Program, the data will be collected in a well-governed 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 remain in the dataset for further analysis. Identifiers will still be held by the ABS and CheReL for the purposes of future linkages.

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<sup>4</sup> For CESE and NESAs – *Privacy and Personal Information Protection Act 1998* (NSW); *Health Records and Information Privacy Act 2002* (NSW); *Education Standards Authority Act 2013* (NSW). For the SRC: *Privacy Act 1988* (Cth)

You have the right of access to personal information held about you by the NSW Department of Education, the right to request correction and amendment of it, and the right to make a complaint about a breach of the Information Protection Principles as contained in the *Privacy and Personal Information Protection Act 1998* (NSW). Further information on how the NSW Department of Education protects personal information is available in the NSW Department of Education's Privacy Management Plan: [www.srcentre.com.au/EduNSWPrivacyManagementPlan](http://www.srcentre.com.au/EduNSWPrivacyManagementPlan).

To ensure confidentiality of your information, each participant will receive a unique survey login. Your personal information will be used to invite you to participate in the survey 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 2024 survey will be published on the NSW Department of Education website in 2025.
- 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.
- If you consent to the optional data linkage, your data will be used in the Pathways for the Future Program (<https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/pathways-for-the-future-program>).

All information collected for the study will be managed in accordance with *Privacy and Personal Information Protection Act 1998* (NSW) and State Records NSW legislation.

### 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 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) via email at [info.cese@det.nsw.edu.au](mailto:info.cese@det.nsw.edu.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](mailto:studentdestinations@srcentre.com.au)

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

## Where can I find the results from past surveys?

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>).

## 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) via email at [info.cese@det.nsw.edu.au](mailto:info.cese@det.nsw.edu.au). If you remain dissatisfied, you can write to the Information and Privacy Commissioner, GPO Box 7011, Sydney NSW 2001 or phone 1800 472 679 or email [ipcinfo@ipc.nsw.gov.au](mailto:ipcinfo@ipc.nsw.gov.au).

If you have concerns about privacy issues in relation to the survey, you can contact the Social Research Centre.

## Who should I contact if I would no longer like to be contacted for this survey?

If you would no longer like to be contacted for this survey, please provide the following identifying details when you call, email or mail so that we can remove your name from our mailing list.

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

### By email

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

Subject: NSW Post-School Destinations and Experiences Survey 2024 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 and Experiences Survey 2024

Social Research Centre

Locked Bag 13800

Melbourne VIC 8010

If you remain dissatisfied, you can write to the Office of the Australian Information Commissioner GPO Box 5288 Sydney NSW 2001 or call 1300 363 992.

# Appendix B:

## Year 12 completers invitation letter

Reference: «ID»  
«DATE»

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

Dear «FNAME»,

You recently received an invitation to take part in the NSW Post-School Destinations and Experiences Survey 2024. 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 30 September to be entered into two prize draws for a \$200 JB Hi-Fi voucher!** For full prize draw terms and conditions go to [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

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

### Complete the survey ONLINE:

1. Go to: [www.srcentre.com.au/NSWdestinationssurvey](http://www.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 the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

Thank you in advance for being part of the NSW Post-School Destinations Survey 2024. We wish you all the best in your future activities.

Yours sincerely,

If you left before completing Year 12, please contact the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au).

# Appendix C:

## Early school leavers invitation letter

Reference: «ID»  
«DATE»

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

Dear «FNAME»,

You recently received an invitation to take part in the NSW Post-School Destinations Survey 2024. This survey collects important information on how you have been going since leaving school.

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 30 September to be entered into two weekly prize draws for a \$200 JB Hi-Fi voucher!** For full prize draw terms and conditions go to [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

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

### Complete the survey ONLINE:

1. Go to: [www.srcentre.com.au/NSWdestinationssurvey](http://www.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 the Social Research Centre (free hotline) on 1800 023 040 or email [studentdestinations@srcentre.com.au](mailto:studentdestinations@srcentre.com.au) or visit [www.srcentre.com.au/NSWdestinationssurvey](http://www.srcentre.com.au/NSWdestinationssurvey).

Thank you in advance for being part of the NSW Post-School Destinations Survey 2024. We wish you all the best in your future activities.

Yours sincerely,

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

Outcome	Non-Aboriginal		Aboriginal	
	n	%	n	%
Sample initiated	62,996	100	2,719	100
Completed	29,571	46.94	1,181	43.44
Refusals	4,664	7.4	232	8.5
Respondent refusal	1,380	2.2	91	3.3
Email refusal	1,873	3.0	44	1.6
Household refusal	996	1.6	80	2.9
Midway termination	104	0.2	2	0.1
Inbound refusal	216	0.3	12	0.4
SMS refusal	10	0.0	2	0.1
Remove number from list	85	0.1	1	0.0
Unresolved contacts (appointments)	379	0.60	37	1.36
Other contacts	5,251	8.3	222	8.2
Stopped (partway through online completion) / transferred to online	4,284	6.80	182	6.7
Too old / frail / ill health	83	0.1	15	0.6
Away for duration	54	0.1	2	0.1
Claims to have done survey	118	0.2	6	0.2
Language other than English – no follow-up	224	0.4	-	-
Unreliable respondent / drunk	199	0.3	7	0.3
Agreed to complete online	289	0.5	10	0.4
Screened out / ineligible to participate	1,602	2.5	84	3.1
Did not complete Year 12 last year	89	0.1	6	0.2
Named respondent deceased	33	0.1	1	0.0
Other	1,480	2.3	77	2.8
Non-contacts	20,803	33.0	480	17.7
Answering machine – no message left	13,017	20.7	371	13.6
No answer	3,842	6.1	87	3.2
Engaged	3,944	6.3	22	0.8

Outcome	Non-Aboriginal		Aboriginal	
	n	%	n	%
<b>Unusable</b>	<b>726</b>	<b>1.2</b>	<b>483</b>	<b>17.8</b>
Number disconnected	390	0.6	453	16.7
Named person / organisation not known	272	0.4	27	1.0
Not a residential number	50	0.1	3	0.1
Incoming call restriction	13	0.0	-	-
Fax	1	0.0	-	-

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

Outcome	Non-Aboriginal		Aboriginal	
	n	%	n	%
Sample initiated	19,143	100	3,692	100
Completed	5,644	29.5	839	22.7
Refusals	1,894	9.9	273	7.4
Household refusal	761	4	141	3.8
Respondent refusal	648	3	77	2.1
SMS refusal	3	0	3	0.1
Email refusal	172	1	10	0.3
Midway termination	86	0	9	0.2
Inbound refusal	101	1	16	0.4
Remove number from list	49	0	7	0.2
Proxy refused to provide information	36	0	7	0.2
Proxy not parent / guardian / carer / next of kin or does not know enough to provide information	38	0	3	0.1
Unresolved contacts (appointments)	87	0.5	13	0.4
Other contacts	2,042	10.7	451	12.2
Away for duration	48	0.3	9	0.2
Too old / frail / ill health	51	0.3	6	0.2
Stopped (partway through online completion) / transferred to online	1,764	9.2	408	11.1
Language other than English – no follow-up	69	0.4	2	0.1
Unreliable respondent / drunk	88	0.5	25	0.7
Claims to have done survey	22	0.1	1	0.0
Screened out / ineligible to participate	1,699	8.9	286	7.7
Completed Year 12	-	-	-	-
Returned to secondary schooling	86	0.4	11	0.3
Returned to secondary schooling – doing HSC in TAFE	236	1.2	33	0.9
Returned to secondary schooling – changed schools	111	0.6	10	0.3

Outcome	Non-Aboriginal		Aboriginal	
	n	%	n	%
Did not leave school and did not return to school	638	3.3	79	2.1
Leaving status unknown	151	0.8	36	1.0
Doing International Baccalaureate	80	0.4	1	0.0
Named respondent deceased	17	0.1	4	0.1
Other	380	2.0	112	3.0
<b>Non-contact</b>	<b>7,458</b>	<b>39.0</b>	<b>1,706</b>	<b>46.2</b>
Answering machine	4,593	24.0	1,058	28.7
No answer	1,051	5.5	314	8.5
Engaged	1,814	9.5	334	9.0
<b>Unusable</b>	<b>319</b>	<b>1.7</b>	<b>124</b>	<b>3.4</b>
Named person / organisation not known	165	0.9	60	1.6
Number disconnected	112	0.6	56	1.5
Not a residential number	39	0.2	7	0.2
Incoming call restriction	2	0.0	1	0.0
Fax	1	0.0	-	-

## Appendix F: Weighting benchmarks – Year 12 completers

Stratum	Year 12 completer population	
	n	%
<b>Weighting group × Age in 2023 (from sample)</b>		
AISNSW × 15–17 years	4,708	6.85
AISNSW × 18+ years	13,257	19.28
CSNSW × 15–17 years	3,716	5.4
CSNSW × 18+ years	8,830	12.84
DoE × 15–17 years	11,208	16.3
DoE × 18+ years	24,328	35.37
Indigenous × 15–17 years	803	1.17
Indigenous × 18+ years	1,928	2.8
<b>Weighting group × Gender (from sample)</b>		
AIS × Male	9,005	13.09
AIS × Female	8,960	13.03
CSNSW × Male	5,668	8.24
CSNSW × Female	6,878	10
DoE × Male	17,358	25.24
DoE × Female	18,178	26.43
Indigenous × Male	1,218	1.77
Indigenous × Female	1,513	2.2
<b>Weighting group × Enrolment in Life Skills course (from sample)</b>		
AISNSW	17,965	26.12
CSNSW	12,546	18.24
DoE × Enrolled in Life Skills course	1,574	2.29
DoE × Not enrolled in Life Skills course	33,962	49.38
Indigenous × Enrolled in Life Skills course	345	0.5
Indigenous × Not enrolled in Life Skills course	2,386	3.47
<b>Weighting group × Enrolment in VET course (from sample)</b>		
AISNSW × Enrolled in VET course	3,124	4.54
CSNSW × Not enrolled in VET course	14,841	21.58

Stratum	Year 12 completer population	
	n	%
CSNSW × Enrolled in VET course	4,632	6.73
CSNSW × Not enrolled in VET course	7,914	11.51
DoE × Enrolled in VET course	12,404	18.03
DoE × Not enrolled in VET course	23,132	33.63
Indigenous × Enrolled in VET course	1,506	2.19
Indigenous × Not enrolled in VET course	1,225	1.78
<b>Weighting group × SA4 / SA4 cluster (from sample)</b>		
AISNSW × Central Coast Hunter	1,343	1.95
AISNSW × South East NSW	1,110	1.61
AISNSW × South West NSW	808	1.17
AISNSW × Sydney-North West	1,458	2.12
AISNSW × Sydney-South West	1,524	2.22
AISNSW × Sydney-West	1,373	2
AISNSW × North East and North West NSW	1,153	1.68
AISNSW × Sydney-Inner, North and South	9,196	13.37
CSNSW × Central Coast Hunter	1,288	1.87
CSNSW × South East NSW	738	1.07
CSNSW × South West NSW	764	1.11
CSNSW × Sydney-North West	866	1.26
CSNSW × Sydney-South	1,760	2.56
CSNSW × Sydney-South West	1,627	2.37
CSNSW × Sydney-West	2,171	3.16
CSNSW × North East and North West NSW	1,376	2
CSNSW × Sydney-Inner and North	1,956	2.84
DoE × Capital Region	784	1.14
DoE × Central Coast	1,567	2.28
DoE × Central West	736	1.07
DoE × Coffs Harbour – Grafton	700	1.02
DoE × Far West and Orana	356	0.52
DoE × Hunter Valley exc Newcastle	853	1.24

Stratum	Year 12 completer population	
	n	%
DoE × Illawarra	1,380	2.01
DoE × Mid North Coast	696	1.01
DoE × Murray	437	0.64
DoE × New England and North West	686	1
DoE × Newcastle and Lake Macquarie	1,681	2.44
DoE × Richmond – Tweed	853	1.24
DoE × Riverina	602	0.88
DoE × Southern Highlands and Shoalhaven	486	0.71
DoE × Sydney – Baulkham Hills and Hawkesbury	1,530	2.22
DoE × Sydney – Blacktown	1,755	2.55
DoE × Sydney – City and Inner South	1,054	1.53
DoE × Sydney – Eastern Suburbs	899	1.31
DoE × Sydney – Inner South West	2,421	3.52
DoE × Sydney – Inner West	1,126	1.64
DoE × Sydney – North Sydney and Hornsby	2,145	3.12
DoE × Sydney – Northern Beaches	1,456	2.12
DoE × Sydney – Outer South West	1,572	2.29
DoE × Sydney – Outer West and Blue Mountains	1,818	2.64
DoE × Sydney – Parramatta	2,297	3.34
DoE × Sydney – Ryde	1,112	1.62
DoE × Sydney – South West	3,001	4.36
DoE × Sydney – Sutherland	1,533	2.23
Indigenous × Central Coast Hunter	552	0.8
Indigenous × North East NSW	419	0.61
Indigenous × South East NSW	237	0.34
Indigenous × South West NSW	287	0.42
Indigenous × Sydney-South West	215	0.31
Indigenous × Sydney-West	173	0.25
Indigenous × Sydney-Inner and North West NSW	539	0.78
Indigenous × Sydney-South, North and North West	309	0.45

Stratum	Year 12 completer population	
	n	%
SA4 cluster (from sample)		
Central Coast Hunter	7,284	10.59
North East NSW	4,631	6.73
North West NSW	2,013	2.93
South East NSW	4,735	6.88
South West NSW	3,634	5.28
Sydney-Inner	8,039	11.69
Sydney-North	10,146	14.75
Sydney-North West	5,831	8.48
Sydney-South	6,757	9.82
Sydney-South West	7,939	11.54
Sydney-West	7,769	11.3

# Appendix G:

## Weighting benchmarks – early school leavers

Stratum	Early school leaver population	
	n	%
<b>Weighting group × Age in 2023 (from sample)</b>		
AISNSW × 14–16 years	2,597	9.78
AISNSW × 17 years	1,058	3.98
AISNSW × 18+ years	251	0.95
CSNSW × 14–16 years	1,975	7.44
CSNSW × 17 years	1,125	4.24
CSNSW × 18+ years	166	0.63
DoE × 14–16 years	8,891	33.48
DoE × 17 years	5,504	20.73
DoE × 18+ years	1,226	4.62
Indigenous × 14–16 years	2,243	8.45
Indigenous × 17 years	1,254	4.72
Indigenous × 18+ years	266	1
<b>Weighting group × Gender (from sample)</b>		
AIS × Male	2,239	8.43
AIS × Female	1,667	6.28
CSNSW × Male	2,011	7.57
CSNSW × Female	1,255	4.73
DoE × Male	9,387	35.35
DoE × Female	6,234	23.47
Indigenous × Male	1,973	7.43
Indigenous × Female	1,790	6.74
<b>Weighting group × Enrolment in Life Skills course (from sample)</b>		
AISNSW	3,906	14.71
CSNSW	3,266	12.3
DoE × Enrolled in Life Skills course	727	2.74
DoE × Not enrolled in Life Skills course	14,894	56.09
Indigenous × Enrolled in Life Skills course	340	1.28
Indigenous × Not enrolled in Life Skills course	3,423	12.89

Stratum	Early school leaver population	
	n	%
<b>Weighting group × Enrolment in VET course (from sample)</b>		
AISNSW × Enrolled in VET course	459	1.73
AISNSW × Not enrolled in VET course	3,447	12.98
CSNSW × Enrolled in VET course	709	2.67
CSNSW × Not enrolled in VET course	2,557	9.63
DoE × Enrolled in VET course	3,105	11.69
DoE × Not enrolled in VET course	12,516	47.13
Indigenous × Enrolled in VET course	683	2.57
Indigenous × Not enrolled in VET course	3,080	11.6
<b>Weighting group × SA4 / SA4 cluster (from sample)</b>		
AISNSW × Central Coast Hunter	1,343	1.95
AISNSW × South East NSW	1,110	1.61
AISNSW × South West NSW	808	1.17
AISNSW × Sydney-North West	1,458	2.12
AISNSW × Sydney-South West	1,524	2.22
AISNSW × Sydney-West	1,373	2
AISNSW × North East and North West NSW	1,153	1.68
AISNSW × Sydney-Inner, North and South	9,196	13.37
CSNSW × Central Coast Hunter	1,288	1.87
CSNSW × South East NSW	738	1.07
CSNSW × South West NSW	764	1.11
CSNSW × Sydney-North West	866	1.26
CSNSW × Sydney-South	1,760	2.56
CSNSW × Sydney-South West	1,627	2.37
CSNSW × Sydney-West	2,171	3.16
CSNSW × North East and North West NSW	1,376	2
CSNSW × Sydney-Inner and North	1,956	2.84
Indigenous × Enrolled in Life Skills course	340	1.28
Indigenous × Not enrolled in Life Skills course	3,423	12.89

Stratum	Early school leaver population	
	n	%
AISNSW × Enrolled in VET course	459	1.73
DoE × Capital Region	711	2.68
DoE × Central Coast	942	3.55
DoE × Central West	737	2.78
DoE × Coffs Harbour - Grafton	470	1.77
DoE × Far West and Orana	297	1.12
DoE × Hunter Valley exc Newcastle	894	3.37
DoE × Illawarra	889	3.35
DoE × Mid North Coast	659	2.48
DoE × Murray	344	1.3
DoE × New England and North West	549	2.07
DoE × Newcastle and Lake Macquarie	1,080	4.07
DoE × Richmond - Tweed	697	2.62
DoE × Riverina	442	1.66
DoE × Southern Highlands and Shoalhaven	445	1.68
DoE × Sydney – Baulkham Hills and Hawkesbury	324	1.22
DoE × Sydney – Blacktown	634	2.39
DoE × Sydney – City and Inner South	234	0.88
DoE × Sydney – Eastern Suburbs	128	0.48
DoE × Sydney – Inner South West	767	2.89
DoE × Sydney – Inner West	237	0.89
DoE × Sydney – North Sydney and Hornsby	259	0.98
DoE × Sydney – Northern Beaches	314	1.18
DoE × Sydney – Outer South West	671	2.53
DoE × Sydney – Outer West and Blue Mountains	791	2.98
DoE × Sydney – Parramatta	516	1.94
DoE × Sydney – Ryde	174	0.66
DoE × Sydney – South West	947	3.57
DoE × Sydney – Sutherland	469	1.77

Stratum	Early school leaver population	
	n	%
CSNSW × Enrolled in VET course	4,632	6.73
CSNSW × Not enrolled in VET course	7,914	11.51
DoE × Enrolled in VET course	12,404	18.03
DoE × Not enrolled in VET course	23,132	33.63
Indigenous × Central Coast Hunter	756	2.85
Indigenous × North East NSW	633	2.38
Indigenous × South East NSW	358	1.35
Indigenous × South West NSW	540	2.03
Indigenous × Sydney-South West	238	0.9
Indigenous × Sydney-West	197	0.74
Indigenous × Sydney-Inner and North West NSW	788	2.97
Indigenous × Sydney-South, North and North West	253	0.95
<b>SA4 cluster (from sample)</b>		
Central Coast Hunter	4,946	18.62
North East NSW	3,269	12.31
North West NSW	1,770	6.67
South East NSW	3,054	11.5
South West NSW	2,717	10.23
Sydney-Inner	1,411	5.31
Sydney-North	1,196	4.5
Sydney-North West	1,894	7.13
Sydney-South	1,730	6.51
Sydney-South West	2,569	9.67
Sydney-West	2,000	7.53

# Appendix H:

## Statistical Area 4 clusters

Name of SA4 cluster	SA4 name
Sydney – North	Sydney – North Sydney and Hornsby Sydney – Northern Beaches Sydney – Ryde
Sydney – Inner	Sydney – City and Inner South Sydney – Eastern Suburbs Sydney – Inner West
Sydney – South	Sydney – Inner South West Sydney – Sutherland
Sydney – South West	Sydney – Outer South West Sydney – South West
Sydney – West	Sydney – Blacktown Sydney – Parramatta
Sydney – North West	Sydney – Baulkham Hills and Hawkesbury Sydney – Outer West and Blue Mountains
North East NSW	Coffs Harbour – Grafton Mid North Coast Richmond – Tweed
North West NSW	Far West and Orana New England and North West
South West NSW	Central West Murray Riverina
South East NSW	Capital Region Illawarra Southern Highlands and Shoalhaven
Central Coast Hunter	Central Coast Newcastle and Lake Macquarie Hunter Valley excluding Newcastle

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