



TASMANIAN QUALIFICATIONS AUTHORITY
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**TASMANIA'S GUARANTEEING
FUTURES:
YEAR 10 PATHWAY PLANS 2007 –
Preliminary Data Analysis**



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Published by the Tasmanian Qualifications Authority
5th Floor Kirksway House
2 Kirksway Place, Battery Point

PO Box 147 Sandy Bay
Tasmania 7006

Telephone (03) 6233 6364
Email: reception@tqa.tas.gov.au
Web: www.tqa.tas.gov.au



Summary

Under the Guaranteeing Futures legislation, principals of students in year 10 are obliged to lodge with the TQA a pathway plan for each student. This report provides preliminary data analyses.

Pathway plans provided information about:

- Destinations ('where I am going next year')
- Education/Training ('what I am doing next year')
- Focus Area ('what I hope to end up doing in the future').

Between five and ten per cent of Tasmanian students are not well accounted for in terms of their post-year 10 destinations. Some of these 'dropped out' before the end of year 10.

There are marked variations across particular areas of the state in terms of patterns of participation.

For example, in terms of local government areas, Brighton, with 29 of the 325 'unknown' destinations, has by far the largest proportion of such students – twelve per cent. Central Coast has nine per cent of its students listed as having 'unknown' destinations.

There are marked differences in the patterns of participation for girls and boys; for students from high and low SES areas; and for students from areas with good access to services and from remote areas. These differences are also different across regions of the state. The importance of this is that, for example, while, yes, it is true that the North-Western region has more students living in areas with low SES resources (and further from services), it has more students planning to go on to further study and training (and fewer with destinations that are unclear) than the northern region (which includes Launceston). That is, it seems that it may be inappropriate to explain 'away' the differences we see within Tasmania (and hence, potentially, the differences we see between Tasmania and other parts of Australia) as caused by extrinsic factors, such as SES or remoteness, that are beyond our control or influence.

The report provides detailed data tables for the state as a whole and for three regions of the state. Detailed tables for local regions are posted on the TQA web-site page <http://www.tqa.tas.gov.au/2349>. These tables show where there are significant differences from the state-wide data.



Background – requirement to lodge pathway plans

Under the Guaranteeing Futures legislation, principals of students in year 10 are obliged to lodge with the TQA a pathway plan for each student.

These have been captured on mark-sensitive scan sheets and preliminary analyses conducted. Enrolment data from schools and colleges is being matched with these plans to provide information about students' take-up of eligible options and to identify issues where further follow-up may be valuable.

The potential value of the data for planning and policy development is illustrated by the tables and analyses reported here.

The data

1. Information about pathway plans:

Information about pathway plans was entered by schools onto mark-sensitive scan sheets under three headings:

- Destinations ('where I am going next year')
- Education/Training ('what I am doing next year')
- Focus Area ('what I hope to end up doing in the future')

'Destinations' referred to the immediate (2008) expected destination following year 10. These covered fifty-five possibilities:

- colleges (by name)
- high schools and district high schools (by name)
- non-government schools (by name)
- TAFE Tasmania
- University of Tasmania
- various combinations of education and training providers
- home education
- full time employment
- interstate or overseas
- 'other'.

For reporting and analytic purposes, these fifty-five possibilities have been first grouped into ten:

- Unknown (for the cases where no destination is shown)
- Govt College
- Govt School
- Non-Govt School
- Post-secondary provider (any provider not a college or school)
- Home Education
- Dispensation
- Employment
- Left Tasmania
- Other



We have also reported these destinations in terms of four broad groupings:

- School/college (includes both government and non-government schools and colleges)
- Other training
- Employed
- Unclear destination (includes unknown, left Tasmania, dispensation and other)

The second heading under which information about pathway plans was collected was ‘**Education/Training**’. This referred to twelve categories of types of education and training. These were grouped in four categories:

- Study (education &/or training, including school-based traineeships)
- Australian Apprentice
- Employment
- Activity unclear (note that this category includes 160 cases where written descriptions may have given more information).

The third heading for pathway plans data was ‘**Focus area**’. This, essentially, seeks to capture the intended future, the area of interest of the student. The form provided sixty-three categories. For reporting and analysis purposes, these have been grouped into seventeen categories as follows:

- Aged Care
- Agriculture
- Building & Construction
- Business
- IT
- Engineering, Automotive and Electrotechnology
- Hospitality
- Retail
- Beauty
- Humanities
- Languages
- Math.Science
- Perform
- Recreation
- Tourism
- Arts
- Other

A further use was made of this information by characterising students with a focus area in Humanities, Languages or Mathematics and Sciences as probably interested in ‘**more academic**’ studies and other students as probably interested in ‘**more applied**’ studies. We expect to improve the capture of information in this area in future years – for example, the category ‘Engineering, Automotive and Electrotechnology’ may well include students with a strong interest in ‘academic’ studies leading to a career in engineering as well as students with a strong interest in ‘applied’ studies leading to a career in automotive servicing.



2. Information about students:

Pathway plans also included information about students:

- Birthdate – from which we derived their age as at 31 December 2007
- Sex
- Address – from which, using geocoding¹, we derived estimates of remoteness and estimates of the socio-economic advantage/disadvantage of the areas in which they live.

For reporting and analytic purposes we therefore have:

- Age as at 31/12/2007
- Sex (female or male)
- Remoteness index – we used ARIA²
- Remoteness category – ‘close’, ‘near’ and ‘far’.³
- SES index (the Australian Bureau of Statistics Index of Advantage/Disadvantage from SEIFA 2001⁴)
- SES category – ‘low’, ‘mid’, ‘high’⁵

We have also used geocoded addresses to group students by Local Government Area (LGA) and by region (Northern, North-Western and Southern).

¹ Geocoding uses a database to match address to an area code. These codes can then be used to look up values in several databases, including those supplied by the Australian Bureau of Statistics. We used the smallest area (a collectors district) wherever possible, otherwise the Statistical Local Area or, when this was not possible, the postcode.

² The Accessibility/Remoteness Index of Australia (ARIA) is a continuous index based on distance to services. It ranges from ‘highly accessible’ to ‘very remote’. Any division of ARIA values, since it is continuous, is somewhat arbitrary. See

http://www.gisca.adelaide.edu.au/products_services/ariav2.html

³ These categories were determined by seeking to divide the observed ARIA values for the complete cohort into the lower quartile, middle 50 percent and upper quartile.

⁴ Socio-Economic Indexes for Areas 2001 (SEIFA 2001) is a “product developed especially for those interested in the assessment of the welfare of Australian communities. The ABS has developed indexes to allow ranking of regions/areas, providing a method of determining the level of social and economic well-being in that region”. See <http://www.abs.gov.au>. A version based on the 2006 census data is now available.

⁵ These categories were determined by dividing the observed values (which are close to those for the entire population) into the lower quartile, middle 50 percent and upper quartile.



Results

1. The basic data

We received 6664 forms.

Australian Bureau of Statistics (ABS) estimates for the current resident population of Tasmania by age suggest that we should have expected to get about 7055⁶.

The number of returns we have received is about 94 per cent of the expected number – a rate consistent with experience that around 5 per cent of the population drops out of the system before the end of the compulsory years.

The age structure of the group is:

Age at 31/12/2007	Persons	Females	Males
13	1	1	0
14	2	2	0
15	450	248	202
16	5905	2915	2990
17	196	67	129
18	5	1	4
19	1	1	0
Total	6560 ⁷	3235	3325

The ratio of females to males in this table is close to that of the complete population (0.494:0.505). This suggests that there are no obvious gender related differences in the missing cases. However, the ratio of females to males *does* vary by region (the proportion of males is close to the expected population proportion in the southern region, suggesting that more males may be missing in the other regions of the state).

There are 325 (five percent) students with no destination listed. These are students who were ‘on the books’ but had dropped out before the pathway plan was completed. These students are much more likely to be male (181) and much more likely to be from areas of low socio-economic status (mean male SES is 897 in comparison with 947 for those with destinations).

The four Statistical Local Areas (SLA) with the greatest proportion of such students are Brighton, Central Coast (Pt A), Derwent Valley (M) and Northern Midlands (Pt B).

⁶ This is an age-weighted cohort estimate.

⁷ Differences such as the one here between the total in this table (6560) and the total number of forms (6664) reflect differences in valid data – there are 104 cases of missing or invalid birthdates.



In terms of local government areas, Brighton, with 29 of the 325 ‘unknown’ destinations, has by far the largest proportion of such students – twelve per cent. Central Coast has nine per cent of its students listed as having ‘unknown’ destinations.

The 325 students with ‘unknown’ destinations should be added to the three or four hundred other missing students.

There are also 159 students with a destination listed as ‘other’. A few are listed as mothers, a handful are listed as employed or seeking employment and two are listed as going into the Army. The estimated SES of these 159 again indicates that this is a group from areas with significantly lower SES.

Some 716 students give their destination as ‘full-time employment’, with 547 (mostly males) expecting to be in an Australian apprenticeship and 112 ‘just’ employed.

Just over half (3560) of the students list their future education as TCE, 720 as VET, 803 as combined TCE/VET, and 774 as an apprenticeship (711) or school-based traineeship(63). Two students are expecting to repeat year 10.

2. Relationships amongst the variables

The multi-faceted relationships amongst the various aspects of the data are well-illustrated by the following.

The following tables show, for the three regions of the state, the relationship of Activity (what the students expected to be doing in 2008) and Sex. A second set shows, by region, the relationship of Activity and SES. The figures in the tables are percentages of students in each of the categories shown in the columns (males in the Northern region, for example).

Region	Activity	Females	Males
Northern			
	Study (education &/or training)	83	66
	Australian Apprenticeship	6	24
	Employment	3	3
	Activity unclear	8	7
Southern			
	Study (education &/or training)	87	77
	Australian Apprenticeship	3	11
	Employment	1	2
	Activity unclear	8	10
North-Western			
	Study (education &/or training)	83	64
	Australian Apprenticeship	6	22
	Employment	3	3
	Activity unclear	7	11



Region	Activity	SES category		
		low	mid	high
Northern				
	Study (education &/or training)	67	74	83
	Australian Apprenticeship	18	16	8
	Employment	3	3	2
	Activity unclear	13	6	7
Southern				
	Study (education &/or training)	72	80	89
	Australian Apprenticeship	9	9	4
	Employment	4	1	1
	Activity unclear	15	9	6
North-Western				
	Study (education &/or training)	69	75	87
	Australian Apprenticeship	16	14	9
	Employment	2	4	4
	Activity unclear	12	8	0

These tables suggest (and statistical – loglinear – analysis lends support) that there are strong multi-way relationships amongst these variables. Indeed, there are relationships amongst Activity, Sex and SES. As well, these relationships are *different* for different regions (look at the different proportions recorded as intending to be in Study (education and/or training) - these are different by gender, by SES category *and* differ between regions).

The importance of this is that, for example, while, yes, it is true that the North-Western region has more students living in areas with low SES resources (and further from services), it has more students planning to go on to further study and training (and fewer with destinations that are unclear) than the northern region (which includes Launceston). That is, it seems that it may be inappropriate to explain ‘away’ the differences we see within Tasmania (and hence, potentially, the differences we see between Tasmania and other parts of Australia) as caused by extrinsic factors, such as SES or remoteness, that are beyond our control or influence.

It is possible, of course, that the regional differences in the data reflect systematic differences in data entry practices – some schools may have entered their data more or less conscientiously than others⁸. For example, the higher frequency of ‘unknown’ destinations in some regions may reflect correctly that there are more students with an unknown destination or that there are more cases where schools did not follow-up to identify the actual planned destination of students and simply entered ‘unknown’. Whatever the explanation, there is an association of place (and hence SES and remoteness) and frequency of ‘unknown’ destinations, one that commends further exploration.

⁸ There is no clear basis in the data or in the experience of those collecting the pathway plans for supposing that there are major systematic variations.



The tables attached to this report give the basic state-wide data and the regional tables. For the regional tables a note (+ or -) is included whenever the observed value is significantly⁹ different from the state-wide value¹⁰.

Detailed tables will be posted on the TQA website providing a breakdown of the basic data by Statistical Local Area (SLA). Communities may find it helpful to use these details as a starting point for reflections on local variations in patterns of intended participation in future education and training, always keeping in mind the small numbers involved and the inevitable uncertainties in data entry.

Conclusions and Implications

The information collected through pathway plans¹¹ lodged with the TQA provide a baseline total¹² (all schools, government and non-government) state-wide data set against which patterns of actual participation in post-compulsory school education, training and work can be monitored and set against patterns of students' expectations of their futures in year 10. These analyses, identifying regional, gender and socio-economic variations, can help inform policy development and planning, especially in the context of the need to enhance the skills profile of Tasmania.

Regional variations in these patterns of expectations and intentions provide a basis for prioritising questions at the local level – for example, a community may ask why more of the students in its area indicate a particular intention and whether it is satisfied with this.

Once we have completed enrolment data for students in post-compulsory education and training this year, we will be able to match enrolment and outcomes with the year 10 data about intentions and expectations. We also intend to do some sample follow-up on cases where we do not have any information about students' actual post-year 10 destinations. This will provide some indication of the value (cost-benefit) of complete post-year 10 destination studies.

⁹ Z-value outside +/- 2.5.

¹⁰ The state-wide value includes the regional data, of course, and so, given the size of the regions in relation to the state, these comparisons should be treated with some caution. The similar comparisons for smaller regions within the state, such as Statistical Local Areas and Local Government regions, can be used with fewer such concerns.

¹¹ In many cases, a pathway plan lodged with the TQA is a (very) brief summary of the outcomes of a pathway planning process that the student began in Year 8. In others, the plan may better be seen as a brief summary of what a person at the school believes a student intends to do the following year. The value of the plan (a brief summary of stated intention) is not the same as, and does not establish, the value of the pathway planning process. There is no existing background data showing what the expected participation patterns would be in the absence of any planning process. The extent to which a pathway planning process has, for example, increased the breadth of students' aspirations or made them more realistic is therefore not known. The cost of collecting and analyzing pathway plans is very small.

¹² Less the estimated roughly five per cent of the population who do not appear in the year 10 enrolments.



Destination studies for this cohort of students after they complete senior secondary studies or equivalent will have greater interpretability when set against the patterns of intentions and expectations identified in year 10 pathway plans.

As from 2010, we will have year 9 test results for all students and will be able to explore the relationships between patterns of expectation and intention, patterns of participation after year 10 and school achievement in year 9. This has the potential to add value to both planning and policy development.

We need to make improvements in the data categories used in the pathway plans – for example, making sure that the occupational and educational categories used on the plans align with those used by ABS. We expect to do this in mid-2008.



Statewide Data Table

Type	Category	Persons		Females		Males	
		Data	%	Data	%	Data	%
Immediate post-year 10 destination	Unknown	325	4.9	133	4.1	181	5.4
	Govt College	3403	51.1	1836	56.7	1518	45.6
	Govt School	112	1.7	51	1.6	59	1.8
	Non-Govt School	1616	24.2	817	25.2	775	23.3
	Post-secondary provider	305	4.6	137	4.2	165	5
	Home Education	15	0.2	8	0.2	7	0.2
	Dispensation	21	0.3	11	0.3	10	0.3
	Employment	716	10.7	176	5.4	533	16
	Left Tas	69	1	42	1.3	26	0.8
	Other	82	1.2	27	0.8	55	1.7
Area of intended future	AgedCare	373	6	337	11.1	34	1.1
	Agric	171	2.8	59	1.9	111	3.6
	Build	670	10.8	28	0.9	632	20.6
	Bus.	250	4	137	4.5	109	3.5
	IT	151	2.4	11	0.4	139	4.5
	Engin	543	8.8	19	0.6	519	16.9
	Hosptlty	400	6.5	225	7.4	173	5.6
	Retail	42	0.7	40	1.3	2	0.1
	Beauty	322	5.2	315	10.4	5	0.2
	Humanities	936	15.1	636	20.9	289	9.4
	Languages	35	0.6	25	0.8	8	0.3
	Math.Science	774	12.5	389	12.8	368	12
	Perform	288	4.6	125	4.1	162	5.3
	Recr	331	5.3	120	3.9	193	6.3
	Tourism	70	1.1	61	2	7	0.2
	Arts	319	5.1	206	6.8	112	3.6
Other	523	8.4	305	10	211	6.9	
Type of studies	more applied	4919	73.8	2188	67.6	2664	80
	more academic	1745	26.2	1050	32.4	665	20
Activity planned for 2008	Study (education &/or training)	5183	77.8	2759	85.2	2352	70.7
	Australian Apprenticeship	716	10.7	150	4.6	555	16.7
	Employment	162	2.4	70	2.2	92	2.8
	Activity unclear	603	9	259	8	330	9.9
Intended destination in 2008	School/college	5146	77.2	2712	83.8	2359	70.9
	other training	305	4.6	137	4.2	165	5
	Employed	716	10.7	176	5.4	533	16
	Unclear destination	497	7.5	213	6.6	272	8.2
Location	Remoteness.index	2.7		2.7		2.7	
Location – types	Close	2140	35.4	1044	35.7	1054	34.8
	Near	2755	45.6	1319	45.1	1407	46.5
	Far	1149	19	562	19.2	568	18.8
SES	SES.index	942.9		940.4		944.4	
SES of area– types	Low	1617	25	809	25.9	789	24.4
	Mid	3225	49.9	1574	50.3	1611	49.8
	High	1616	25	744	23.8	834	25.8



Regional Data Tables

Area	field	Persons			Females			Males		
		data	%	note	data	%	note	data	%	note
Northern	Unknown	71	4.7		33	4.4		34	4.6	
	Govt College	740	48.5		417	55.6		309	41.4	
	Govt School	39	2.6	+	16	2.1		21	2.8	
	Non-Govt School	320	21	-	158	21.1	-	161	21.6	
	Post-secondary provider	68	4.5		43	5.7		23	3.1	
	Home Education	0	0		0	0		0	0	
	Dispensation	3	0.2		2	0.3		1	0.1	
	Employment	248	16.3	+	62	8.3	+	181	24.2	+
	Left Tas	20	1.3		12	1.6		8	1.1	
	Other	16	1		7	0.9		9	1.2	
	AgedCare	78	5.4		72	10.1		5	0.7	
	Agric	63	4.3	+	19	2.7		44	6.1	+
	Build	170	11.7		7	1		158	22.1	
	Bus.	54	3.7		24	3.4		28	3.9	
	IT	37	2.5		3	0.4		33	4.6	
	Engin.	113	7.8		5	0.7		106	14.8	
	Hosptlty	107	7.3		75	10.5	+	31	4.3	
	Retail	11	0.8		10	1.4		1	0.1	
	Beauty	69	4.7		65	9.1		3	0.4	
	Humanities	210	14.4		147	20.5		59	8.2	
	Languages	4	0.3		3	0.4		1	0.1	
	Math.Science	191	13.1		98	13.7		90	12.6	
	Perform	66	4.5		34	4.7		32	4.5	
	Recr.	84	5.8		30	4.2		52	7.3	
	Tourism	11	0.8		9	1.3		2	0.3	
	Arts	69	4.7		42	5.9		26	3.6	
	Other	120	8.2		73	10.2		45	6.3	
	more applied	1120	73.4		502	66.9		597	79.9	
	more academic	405	26.6		248	33.1		150	20.1	
	Study (education &/or training)	1134	74.4	-	626	83.5		491	65.7	-
	Austr Apprentice	229	15	+	44	5.9		178	23.8	+
	Employment	43	2.8		21	2.8		22	2.9	
	Activity unclear	119	7.8		59	7.9		56	7.5	
	School/college	1099	72.1	-	591	78.8	-	491	65.7	-
	other training	68	4.5		43	5.7		23	3.1	
	Employed	248	16.3	+	62	8.3	+	181	24.2	+
	Unclear destination	110	7.2		54	7.2		52	7	
	Remoteness.index	2.6	NA	-	2.6	NA	-	2.6	NA	
	close	723	47.7	+	366	49.1	+	347	46.6	+
	near	460	30.3	-	226	30.3	-	230	30.9	-
far	334	22	+	154	20.6		167	22.4	+	
SES.index	933.3	NA	-	934.8	NA	-	932.5	NA	-	
low	342	22.4		174	23.2		156	20.9		
mid	888	58.2	+	430	57.3	+	446	59.7	+	
high	295	19.3	-	146	19.5	-	145	19.4	-	



Southern	Unknown	155	5		68	4.6		84	5.4	
	Govt College	1703	54.8	+	865	58.4		808	51.5	+
	Govt School	19	0.6	-	8	0.5	-	11	0.7	-
	Non-Govt School	824	26.5	+	412	27.8		390	24.9	
	Post-secondary provider	130	4.2		45	3		84	5.4	
	Home Education	13	0.4		7	0.5		6	0.4	
	Dispensation	6	0.2		3	0.2		3	0.2	
	Employment	195	6.3	-	45	3	-	148	9.4	-
	Left Tas	29	0.9		16	1.1		12	0.8	
	Other	34	1.1		11	0.7		23	1.5	
	AgedCare	139	4.8	-	127	9.2		11	0.8	
	Agric	54	1.9	-	20	1.5		33	2.3	-
	Build	296	10.3		12	0.9		280	19.5	
	Bus.	96	3.3		47	3.4		47	3.3	
	IT	72	2.5		6	0.4		66	4.6	
	Engin.	215	7.5		10	0.7		202	14	-
	Hosptlty	169	5.9		82	6		86	6	
	Retail	14	0.5		14	1		0	0	
	Beauty	149	5.2		146	10.6		2	0.1	
	Humanities	475	16.6		306	22.2		163	11.3	+
	Languages	27	0.9	+	20	1.5	+	5	0.3	
	Math.Science	420	14.6	+	201	14.6		206	14.3	+
	Perform	142	4.9		56	4.1		86	6	
	Recr.	173	6		60	4.4		98	6.8	
	Tourism	38	1.3		33	2.4		3	0.2	
	Arts	128	4.5		85	6.2		43	3	
	Other	262	9.1		151	11		107	7.4	
	more applied	2186	70.3	-	953	64.4	-	1195	76.2	-
	more academic	922	29.7	+	527	35.6	+	374	23.8	+
	Study (education &/or training)	2537	81.6	+	1286	86.9		1201	76.5	+
	Austr Apprentice	222	7.1	-	50	3.4		169	10.8	-
	Employment	57	1.8		20	1.4		37	2.4	
	Activity unclear	292	9.4		124	8.4		162	10.3	
	School/college	2559	82.3	+	1292	87.3	+	1215	77.4	+
	other training	130	4.2		45	3		84	5.4	
	Employed	195	6.3	-	45	3	-	148	9.4	-
	Unclear destination	224	7.2		98	6.6		122	7.8	
	Remoteness.index	2.4	NA	-	2.4	NA	-	2.4	NA	-
	close	1417	45.8	+	678	46	+	707	45.2	+
	near	1306	42.2	-	612	41.5	-	671	42.9	-
	far	374	12.1	-	185	12.5	-	186	11.9	-
	SES.index	966.4	NA	+	961.7	NA	+	969.1	NA	+
low	772	24.8		381	25.7		386	24.6		
mid	1115	35.9	-	550	37.2	-	544	34.7	-	
high	1221	39.3	+	549	37.1	+	639	40.7	+	



North-Western	Unknown	70	4.9		22	3.1		44	6.1	
	Govt College	713	49.8		416	58.9		296	41	
	Govt School	50	3.5	+	26	3.7	+	24	3.3	+
	Non-Govt School	268	18.7	-	130	18.4	-	138	19.1	-
	Post-secondary provider	80	5.6		40	5.7		40	5.5	
	Home Education	0	0		0	0		0	0	
	Dispensation	9	0.6		4	0.6		5	0.7	
	Employment	219	15.3	+	57	8.1	+	162	22.4	+
	Left Tas	9	0.6		7	1		2	0.3	
	Other	15	1		4	0.6		11	1.5	
	AgedCare	101	7.7	+	89	13.5		12	1.8	
	Agric	31	2.4		10	1.5		21	3.2	
	Build	154	11.7		7	1.1		147	22.4	
	Bus.	60	4.6		45	6.8	+	15	2.3	
	IT	35	2.7		1	0.2		34	5.2	
	Engin	164	12.5	+	3	0.5		161	24.6	+
	Hosptlty	99	7.5		55	8.3		44	6.7	
	Retail	12	0.9		11	1.7		1	0.2	
	Beauty	75	5.7		75	11.3		0	0	
	Humanities	185	14		139	21		46	7	
	Languages	2	0.2		2	0.3		0	0	
	Math.Science	107	8.1	-	60	9.1	-	47	7.2	-
	Perform	58	4.4		24	3.6		33	5	
	Recr	53	4		23	3.5		30	4.6	
	Tourism	18	1.4		16	2.4		2	0.3	
	Arts	87	6.6		59	8.9		28	4.3	
	Other	76	5.8	-	42	6.4	-	34	5.2	
	more applied	1139	79.5	+	505	71.5		629	87.1	+
	more academic	294	20.5	-	201	28.5		93	12.9	-
	Study (education &/or training)	1052	73.4	-	588	83.3		463	64.1	-
	Austr Apprentice	205	14.3	+	45	6.4		160	22.2	+
	Employment	46	3.2		23	3.3		23	3.2	
	Activity unclear	130	9.1		50	7.1		76	10.5	
	School/college	1031	71.9	-	572	81		458	63.4	-
	other training	80	5.6		40	5.7		40	5.5	
	Employed	219	15.3	+	57	8.1	+	162	22.4	+
	Unclear destination	103	7.2		37	5.2		62	8.6	
	Remoteness.index	3.4	NA	+	3.3	NA	+	3.4	NA	+
	close	0	0	-	0	0	-	0	0	-
	near	989	69.2	+	481	68.3	+	506	70.2	+
far	441	30.8	+	223	31.7	+	215	29.8	+	
SES.index	904.8	NA	-	903.4	NA	-	906.1	NA	-	
low	429	29.9	+	216	30.6	+	211	29.2	+	
mid	951	66.4	+	466	66	+	482	66.8	+	
high	53	3.7	-	24	3.4	-	29	4	-	



Explanatory notes:	
Type	
Immediate post-year 10 intended destination	Categories of immediate destinations – college, high school, non-govt school etc
Area of intended future	Area of interest in terms of occupational areas or categories of studies
Type of studies	areas of studies as humanities, languages, mathematics, sciences are characterised as ‘more academic’. Building and construction, for example, are characterised as ‘more applied’
Activity planned for 2008	Education/training or employment planned for 2008
Intended destination in 2008	A set of four groupings of the immediate destination
Location	A measure of the remoteness of the student’s address from services (ARIA 2006)
Location – types	Three categories of distance from services – close, near, far
SES	A measure (SEIFA 2001) of the advantage/disadvantage of the area in which the student lives
SES of area– types	Three categories of the SES measure (low, mid, high – 50% of the values fall in the mid range)