DEFERRING A UNIVERSITY OFFER IN REGIONAL VICTORIA

THE 2006 YEAR 12 GRADUATES FOUR YEARS OUT

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JANUARY 2011

CONTENTS

List of figures and tables

EXECUTIVE SUMMARY

Key findings:

» This report documents the findings of a survey designed to capture the transition experiences over a four year period of regional school completers from the 2006 Year 12 school year who had deferred a place at university.

» An analysis of Victorian Department of Education and Early Childhood Development (DEECD) tracking data confirms the greater propensity for school completers from rural and provincial regions of Victoria to defer a university place, compared with school completers from the state capital city of Melbourne.

» The rate of deferral amongst regional young people has been consistently higher than that of their Melbourne metropolitan counterparts over the last seven years. In regional Victoria this rate has risen from 9.9% in 2004 to 15.2% in 2010, with the rate reaching as high as 21.6% in 2009.

» While deferrers in the broader population are more evenly dispersed across the four SES categories, those in the sample are heavily concentrated in the two lowest SES categories, with nearly half (45.2%) of the group in the lowest SES quartile. This suggests that non-metropolitan deferrers are more likely to come from a much lower socio-economic status background.

» The destinations of respondents in 2010 are similar to the picture reported in the previous two years' reports.

» A slightly greater proportion of respondents (70.0%) were in university, although again some of the previous year's university students had discontinued and other new students had commenced in 2010. The proportion in VET fell slightly, to 5.0%, as did the proportion in apprenticeships and traineeships – to 5.8%. Overall, the proportion in education or training was lower than in the previous year – 80.7%, with a higher proportion of respondents now working and very few unemployed or inactive.

» In 2010, approximately nine in 10 (89.5 per cent or 504) of the 563 who commenced university in 2008 were still at university. A small number – eight students or 1.4 per cent of this group – reported that they had completed their course within two and a half years of commencement. A further 51 (9.1 per cent) had discontinued their course. Table 1.5 reports the summary destinations for those who commenced university in 2008.

» As in past years, the study has generated data which indicates that, of those in education or training, most were satisfied with their study and training options since leaving school.

» A majority of the respondents in study and training reported being satisfied with the way their school had prepared them for further study.

» Amongst those respondents who were not in education or training, levels of satisfaction, both with their work options and with the preparation they felt they had received at school, varied somewhat. In general, levels of satisfaction were highest among apprentices and almost as high amongst those working. They were however, much lower for trainees and lowest amongst those who were unemployed.

» A general question on the respondents' satisfaction with "life in general" at the time of the survey elicited a positive response from 96.6% of the survey respondents, with very minor differences between students in different study or labour market destinations.

» A question asking respondents whether "things worked out how you wanted them to" elicited a positive response from 86.9 per cent of respondents, although those at university were much more likely to agree with this statement than those who were not at university.

» The comparatively large number of regional young people who have identified overall positive experiences since deferring their course points to their resilience. Only a minority of young people who had negative experiences noted financial restrictions and problems in living (or moving) away from home.

» However, a large proportion of the young people who defer a place at university do not take up that place or, having taken it up, do not remain at university. The data over the past three years suggest that this was the case for approximately three out of every ten deferrers from regional Victoria in the study.

» As the academic profile of non-metropolitan deferrers is at least as strong as that of their metropolitan peers, we cannot explain the non-participation rate of approximately 30 per cent in terms relating to low achievement.

» The deferral rate remains significantly higher for non-metropolitan students, on average twice as high as that of metropolitan students over the years since 2004. We must add to this both the lower rates of school completion and applications to university among non-metropolitan students in Victoria, compared with students from metropolitan Melbourne.

» These factors combined present evidence of cumulative and enduring disadvantage among non-metropolitan school completers in terms of university entry.

» The study also notes the declining importance over time since leaving school of financial barriers for those respondents deferring and not taking up their university offer.

» This clearly indicates that the period just after leaving school is the point at which they need the greatest support and at which both financial and other stresses are most prominent in the thinking of the respondents.

» The authors note that the 2011 report on the destinations of this cohort will provide an important concluding chapter in the study of the pathways of this group of young rural and regional people. This report, which will be prepared after the final contact is made with the respondents in April 2011, will allow us to assess the study, training and employment pathways of the cohort over five years.

» The authors also draw the reader's attention to new research with a new cohort of school completers which is planned to commence in 2011, funded by DIIRD. The key aims of this new component are:

  » *Improved access to university for all students regardless of their home location.*

  » *Improved support services for youth completing school.*

  » *Improved support services for students from disadvantaged backgrounds.*

» This new study, which will report in each of 2011, 2012 and 2013, will aim:

  » *To compare the outcomes of the 2010 Year 12 cohort of metropolitan and non-metropolitan deferrers, in terms of their take-up of their university offer or their transition to other education, training and labour market destinations over a period of two years.*

  » *To compare the outcomes of the 2009 and 2010 Year 12 cohorts of metropolitan and non-metropolitan deferrers, in terms of their take-up of their university offer or their transition to other education, training and labour market destinations over a period of two years.*

» In this new study, young people will be followed up over four years to examine their outcomes, their rate of take-up of university study and their longer-term education, training and employment pathways. Given that this new cohort will be operating under different policy settings to those in the original study, the findings generated by this new study will provide important comparative data, both in contrast to the older non-metropolitan cohort but also in contrast to metropolitan deferrers, who will be included in the new study.

INTRODUCTION

This report is based on research commissioned by the Department of Innovation, Industry and Regional Development (DIIRD) on behalf of the Youth Affairs Council of Victoria (YACVic) and a selection of non-metropolitan Local Learning and Employment Networks (LLENs). It presents the 2010 results from a longitudinal survey of school leavers from the 2006 cohort who, when contacted in 2007, had deferred an offer of a place in university. These school leavers were originally contacted in 2007 as part of the *On Track* survey (Teese, Clarke, & Polesel 2007). *On Track* is a program of annual surveys of school leavers designed to provide broader measures of the success of schools in securing outcomes for their students. It seeks to provide profiles of post-school transition that take into account the range of academic and vocational pathways that young people enter after leaving school. This survey represents the next to last contact of this group, who will be surveyed one final time in early 2011. At that time, a final report will be prepared on the pathways and experiences of this cohort of students from the 2006 Year 12 school year.

The issue which this study has examined is whether deferral constitutes a disadvantage for young people living in non-metropolitan Victoria. For example, do deferrers eventually take up their offer or do they take up a different form of education or training – or none? Are some groups less likely to take it up than others? Of particular interest is the question regarding what barriers might prevent some non-metropolitan groups of deferrers from taking up their place. Do these factors continue to disadvantage young regional deferrers over the years? And how successful are those who enter university? Do they continue in their studies or do they drop out?

The argument that rural communities experience more economic and social hardship than their city counterparts – a phenomenon described as "regional disadvantage" – is commonly found in studies of unemployment, the labour market and investment (e.g., Kilmartin 1994, Western Research Institute 2004). In the Australian context, it has also been applied to educational issues relating to curriculum provision in schools and the need to maximise access to technical and trade training facilities in VET (Parliament of Victoria 2006). With respect to higher education, research has found that students from rural and remote settings who move away from home to attend university need additional support (Australian Vice Chancellors Committee 2007) and that they face higher costs of university study, compared with metropolitan students (Parliament of Victoria 2006). The combined impact of low socio-economic status and rurality on rates of university participation was also emphasised in a review of higher education in Australia (Department of Education, Employment and Workplace Relations 2008). Most recently, Dow et al. (2009) found that there is "an appreciable gap in participation and attainment levels between large parts of inner and middle metropolitan Melbourne, outer urban Melbourne and regional Victoria (2009:16).

Related research suggests that these disadvantages have their origins in the higher per-student costs of delivering university courses in non-metropolitan settings, a factor which leads to diminished and limited provision in these communities (University of Ballarat 2007, LaTrobe University 2006). In response to these findings, the Victorian State Government has recently called on the Commonwealth to recognise these higher costs and to allocate greater numbers of university places to regional campuses of universities (Parliament of Victoria 2006). It should also be noted that, in general, university participation in rural communities has long been known to be lower than that in metropolitan areas (Stevenson et al. 1999, Marks et al 2000). Moreover, recent Australian Commonwealth Government data suggest that the gap between the proportions of metropolitan and non-metropolitan people with tertiary qualifications has been increasing, with the lowest proportions in the most remote areas of Australia (Australian Bureau of Statistics 2008). These issues present major challenges in the context of the findings of and targets set in the *Review of Australian Higher Education* (2008), otherwise known as the Bradley Review.

Nevertheless, the role of deferral within the broader context of low university participation in rural communities has received relatively little attention. This is partly due to the fact that published data outlining the extent of the phenomenon of deferral has only recently become available. School leaver tracking studies in Queensland and Victoria have only recently allowed the calculation of reliable estimates of deferral for metropolitan and non-metropolitan school completers. In other states, tracking studies are largely absent or relate

to sample studies, such as recent New South Wales studies comparing samples of school completers (e.g. Helme et al. 2007) or to sector-specific cohorts, such as the Western Australian tracking program which focuses on state school students only.

In Victoria, an analysis of Department of Education and Early Childhood Development (DEECD) tracking data confirms the greater propensity for school completers from rural and provincial regions of Victoria to defer a university place, compared with school completers from the state capital city of Melbourne. Moreover, the authors have found that the rate of deferral has risen since tracking of school completers first began in Victoria in 2004, and that the rate of deferral amongst regional young people has been consistently higher than that of their Melbourne metropolitan counterparts over the five years in which they were surveyed (see Figure 1).

In regional Victoria this rate has risen from 9.9% in 2004 to 15.2% in 2010, with the rate reaching as high as 21.6% in 2009. Recent tracking work carried out in Queensland (e.g. Department of Education Training and the Arts 2010) also confirms the tendency of non-metropolitan school completers

to defer university places at a higher rate and suggests that the phenomenon of higher rates of deferral amongst non-metropolitan school completers may be a widespread occurrence across rural Australia.

The peak in 2009 raises some interesting questions, which cannot be answered from the data generated by this project. However, they merit some brief discussion. Feedback from LLEN Executive Officers suggests that imminent policy changes to Youth Allowance regulations may have influenced higher rates of deferral among non-metropolitan school completers hoping to achieve the income threshold required to secure Youth Allowance – before the changes took place. Although the rate of deferral fell back in the current year, it should also be noted that it has remained consistently and significantly higher than the rate of metropolitan school completers.

The current study is funded by the Department of Innovation, Industry and Regional Development (DIIRD) and is co-ordinated by the Youth Affairs Council of Victoria (YACVic). Participating LLENs are listed in Figure 2 on the following page.

Figure 1 Growth in deferral rate (metropolitan and non-metropolitan) 2004-2010

metropolitan

non-metropolitan

Source: DEECD

	2004	2007	2008	2009	2010
metropolitan	5.5%	6.4%	8.2%	8.7%	7.8%
non-metropolitan	9.9%	15.7%	15.9%	21.6%	15.2%
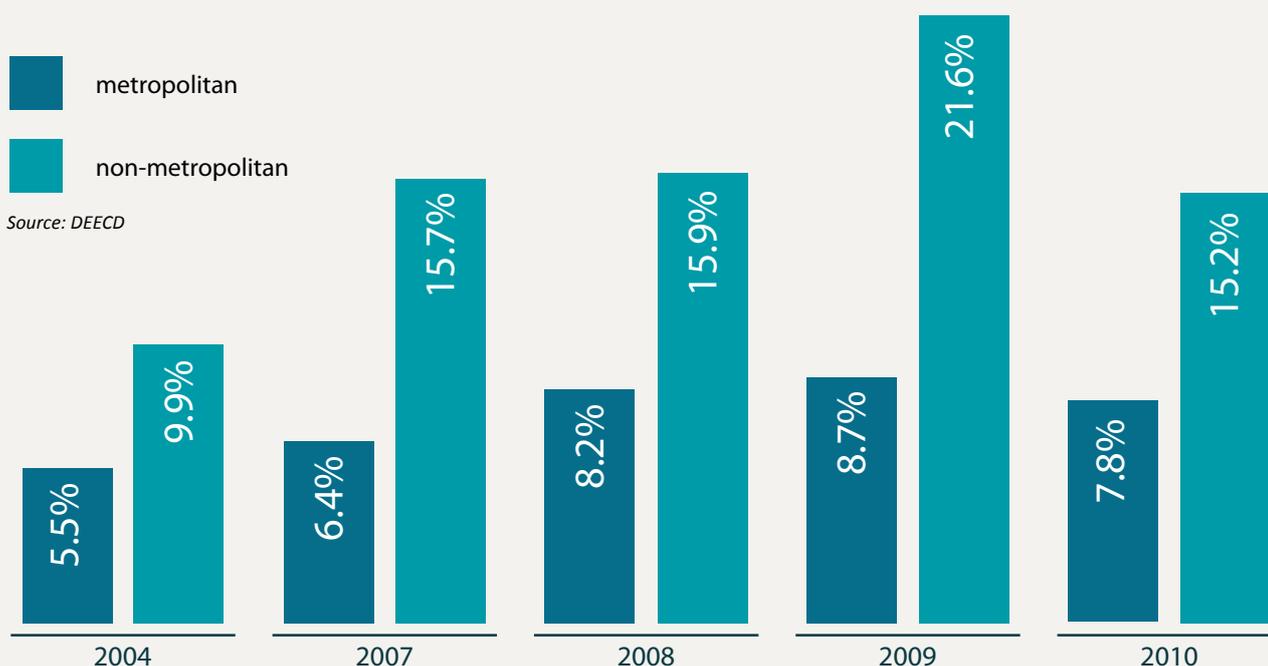
Figure 2 Participating Local Learning and Employment Networks
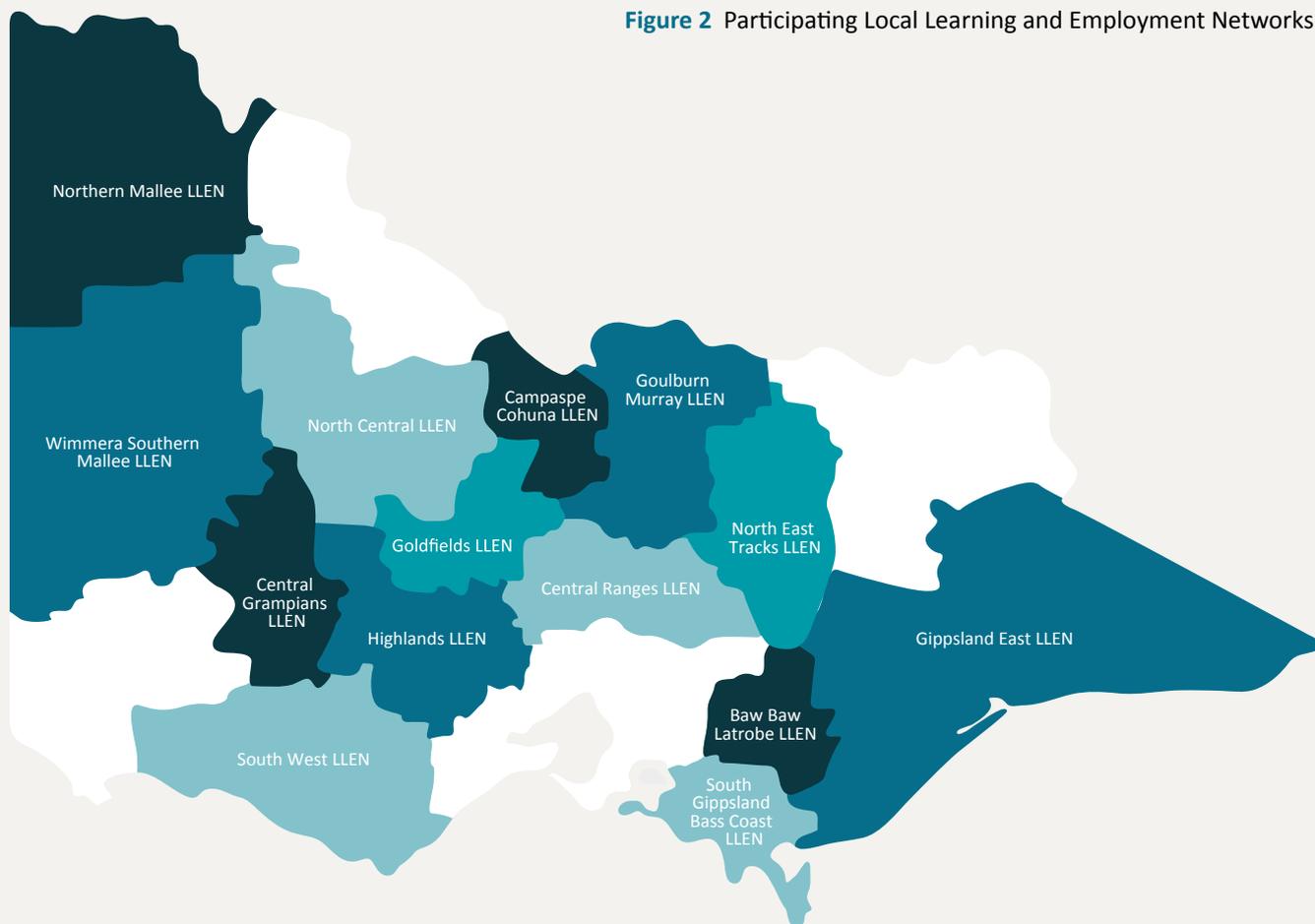
The study of the original 2006 cohort has the following aims:

1. To recruit 2006 Year 12 completers during the 2007 *On Track* survey from non-metropolitan Local Learning and Employment Networks (LLENs) for a study of deferment in non-metropolitan Victoria.

2. To survey non-metropolitan deferrers in 2008 and 2009 to determine their post-schooling destinations and pathways.

3. To analyse data and provide a written report on the destinations and pathways of deferrers in 2008, with data broken out by participating LLEN.

4. To analyse data and provide a written report on the destinations and pathways of deferrers in 2009, with data broken out by participating LLEN.

5. To analyse data and provide a written report on the destinations and pathways of deferrers in 2010, with data broken out by participating LLEN (current report).

6. To analyse data and provide a written report on the destinations and pathways of deferrers in 2011, with data broken out by participating LLEN (2011 report).

Deferral study survey sample

The survey was designed to capture the transition experiences over a four year period of regional school completers who had deferred a place at university. In broad terms, the target sample was school completers from the 2006 Year 12 cohort who were located in non-metropolitan Victoria and who had deferred a university offer in 2007. For the purpose of this survey, the sample was defined as consisting of Year 12 school completers, who:

» Identified as deferrers when contacted during the 2007 *On Track* survey

» Attended a school located in one of the 14 LLENs participating in the study

» Agreed to be recontacted as part of the longitudinal deferral study.

Table 1 presents the designed and achieved sample sizes, broken out by LLEN. The "deferrals" column reports the number of school completers who identified as deferrers when contacted as part of the *On Track* survey in 2007. The next column reports the proportions of deferrers who were recruited (i.e. who agreed to be recontacted as part of the deferral study in 2008), while the "surveyed in 2008" column reports the numbers of actual participants in the survey in 2008. The final four columns report participation in the survey numerically and as a proportion of all possible deferrers as identified in the "deferrals" column for the years 2009 and 2010.

Both the recruitment and participation rates for the study were very high. Of the 930 deferrers identified in 2007, 96.5% agreed to be recontacted for the 2008 survey (897 recruits). Of this group, 89.9% were contacted and participated in the study in 2008 (806 respondents). Overall, 86.7% of the eligible cohort took part in the first survey, with rates of participation varying from 80.4% to 94.7% across individual LLENs. Of these 806 respondents, 705 were contacted in the second survey in 2009 and 569 were surveyed in 2010, resulting in over three-fifths of the original cohort of deferrers remaining in the survey until the current year.

While these survey participation rates point to a robust and reliable sample for the purposes of this analysis, they should not be taken as an accurate indicator of the dimensions of the phenomenon of early leaving. The numbers above almost certainly underestimate the original numbers of deferrers in each LLEN. *On Track* studies typically survey approximately only 70% of the eligible school completer cohort, suggesting that there were considerably more than 930 deferrers from the original 2006 Year 12 cohort in the 14 participating LLENs.

Table 1 Designed and achieved samples for the longitudinal study: 2007 to 2010

Organisation	Deferrals in 2007	Recruited to study 2007	Surveyed in 2008	Surveyed as % of cohort# 2008	Surveyed in 2009	Surveyed as % of cohort# 2009	Surveyed in 2010	Surveyed as % of cohort# 2010
Baw Baw Latrobe	69	69	62	89.9%	53	76.8%	43	62.3%
Campaspe Cohuna	31	30	28	90.3%	21	67.7%	16	51.6%
Central Grampians	24	24	20	83.3 %	18	75.0%	17	70.8%
Central Ranges	63	60	53	84.1%	44	69.8%	39	61.9%
Gippsland East	68	61	55	80.9%	49	72.1%	34	50.0%
Goldfields	148	137	119	80.4%	104	70.3%	84	56.8%
Goulburn Murray	94	90	76	80.9%	67	71.3%	56	59.6%
Highlands	126	125	112	88.9%	99	78.6%	83	65.9%
North East Tracks	79	77	73	92.4%	64	81.0%	52	65.8%
North Central	6	6	5	83.3%	4	66.7%	4	66.7%
Northern Mallee	37	37	32	86.5%	31	83.4%	23	62.2%
South Gippsland Bass Coast	62	60	56	90.3%	52	83.9%	43	69.4%
South West	95	93	90	94.7%	77	81.1%	56	58.9%
Wimmera	28	28	25	89.3%	22	78.6%	19	67.9%
Total	**930**	**897**	**806**	**86.7%**	**705**	**75.8%**	**569**	**61.2%**

Cohort# is defined as 2007 On Track respondents identifying as deferrers

Table 2 Comparison with 2007 deferrers from participating LLENs

		2007 non-metro* deferrers	2010 achieved sample
Gender	Male	42.5%	43.2%
	Female	57.5%	56.8%
Achievement	Lowest quartile	13.9%	10.9%
	Next lowest quartile	24.6%	21.0%
	Next highest quartile	35.7%	40.3%
	Highest quartile	25.8%	27.8%
Socio-economic status	Lowest quartile	45.1%	45.9%
	Next lowest quartile	36.9%	36.0%
	Next highest quartile	15.9%	16.3%
	Highest quartile	2.2%	1.8%

* from participating LLENs

Characteristics of the sample

Compared with the original cohort of non-metropolitan deferrers

It is important to examine the achieved sample in terms of its achievement, gender, and socio-economic status (SES) profiles. Table 2 compares these characteristics of the survey respondents contacted in 2010 with those of all the deferrers in the participating LLENs identified in the 2007 *On Track* survey. It can be seen that on all the measures reported, the final achieved sample is very similar to the original cohort of deferrers identified in the *On Track* survey. This reduces the likelihood of bias in the outcomes reported for the respondents in 2010 and strongly suggests that the final survey sample is representative of the broader cohort of non-metropolitan deferrers identified in 2007.

Compared with all deferrers

The final achieved sample can also be usefully compared with all deferrers across Victoria in 2007. Table 3 illustrates the broader comparison, drawing on all deferrers of year 12. Once again, in terms of gender, the two groups are very similar. In terms of achievement, which is based on a composite measure of General Achievement Test (GAT) scores, the two groups are also very similar, suggesting that the non-metropolitan deferrers in our final achieved survey sample have a very similar achievement profile to the broader population of deferrers across Victoria. However, the final factor, socio-economic status (SES), which is based on a SEIFA (socio-economic index for addresses) value based on their home address, shows significant differences between the final achieved sample and the broader population of deferrers, as identified in the 2007 *On Track* survey. While deferrers in the broader population are more evenly dispersed across the four SES categories, those in the sample are heavily concentrated in the two lowest SES categories, with nearly half (45.2%) of the group in the lowest SES quartile. More than eight in 10 (81.9%) are in the two lowest quartiles of socio-economic status. This suggests that non-metropolitan deferrers, as represented by the respondents in this study, are more likely to come from a much lower socio-economic status background.

This important finding highlights the greater economic vulnerability of non-metropolitan deferrers. It also suggests that the higher deferral rates evident amongst non-metropolitan students may be influenced by the impact of socio-economic status on the decisions taken by this group of school completers, particularly as this relates to the costs of living away from home, course fees and costs of travel.

Weighting

The final achieved sample in 2010 has been weighted to reflect the original destinations entered by the deferrers in 2008, in order to avoid bias.

Table 3 Comparison with all 2007 deferrers

		2007 all deferrers	2010 achieved sample
Gender	Male	41.9%	43.2%
	Female	58.1%	56.8%
Achievement	Lowest quartile	14.7%	10.9%
	Next lowest quartile	23.2%	21.0%
	Next highest quartile	32.6%	40.3%
	Highest quartile	29.5%	27.8%
Socio-economic status	Lowest quartile	25.6%	45.9%
	Next lowest quartile	25.8%	36.0%
	Next highest quartile	25.1%	16.3%
	Highest quartile	23.6%	1.8%

Structure of the report

Chapter 1

Examines the study and labour market situation of respondents in 2010, including the destinations of those who began university in 2008.

Chapter 2

Examines the respondents' satisfaction with their choices and provides an overview of the respondents' reported views of their work and study choices.

Chapter 3

Contains concluding remarks and looks forward to future components of the study.

Appendix 1

Reports detailed 2010 destination data broken out by participating LLEN.

CHAPTER 1
MAIN ACTIVITIES IN 2010

This section examines the main destinations of Victorian regional school completers from the 2006 Year 12 cohort, in their fourth year out of school. Young people participating in the survey were asked detailed questions regarding both their study and their labour market situations. These were used to construct "main" destinations, for example university student or apprentice or full-time worker. These are reported in Table 1.1. University and VET students may also be in the labour market, usually as part-time workers, but sometimes seeking work. Some respondents were neither studying nor in the labour market, i.e. not studying, not working and not seeking work. These more detailed destinations, which illustrate both the labour market and study and training destinations of our respondents, are presented in Table 1.3.

Main activities in 2008, 2009 and 2010

For a detailed discussion of the activities and views of the cohort in 2008 (in their second year out of school) and 2009 (in their third year out of school), please see the previous reports (Polesel 2008 and Polesel 2009).

This section presents a summary of the destinations in 2008, 2009 and 2010 of regional deferrers who completed Year 12 in 2006 (see Table 1.1). This table shows that 69.9% of the group were attending university in 2008. A further 9.3% were in a VET program and 3.1% were combining employment with training as apprentices or trainees. In total, 82.3% were in some form of recognised education or training.

The remaining respondents were not in education or training of any kind. Most were working full-time or part-time – 16.2%. Few were unemployed (1.0%), and a very small group (0.5%) was inactive, i.e. they were not in education or training and were neither working nor looking for work.

The activities of this group of young people in 2009 were not dissimilar. Almost the same proportion (68.7%) were in university as the year before, although some of the previous year's university students had discontinued and other new students had commenced in 2009. The proportion in VET had fallen slightly to 7.0%, but the proportion in apprenticeships and traineeships had risen to 7.2%. Overall, the proportion in education or training was marginally higher than in the previous year - 82.9%. The proportions in the various labour market destinations were very similar to the previous year.

In 2010, the picture is once again very similar. A slightly greater proportion of respondents (70.0%) were in university, although again some of the previous year's university students had discontinued and other new students had commenced in 2010. The proportion in VET fell again, to 5.0%, as did the proportion in apprenticeships and traineeships – to 5.8%. Overall, the proportion in education or training was lower than in the previous year – 80.7%, with a higher proportion of respondents now working and very few unemployed or inactive. Gender differences are reported in Table 1.2.

Table 1.1 Main destinations in 2008, 2009 and 2010

	2008 Destination		2009 Destination		2010 Destination	
	#	%	#	%	#	%
University	563	69.9	553	68.7	565	70.0
VET Cert 4+	58	7.2	49	6.0	32	4.0
Entry-level VET	17	2.1	8	1.0	8	1.0
Apprenticeship	10	1.2	26	3.2	26	3.3
Traineeship	15	1.9	32	4.0	20	2.5
Working full-time	92	11.4	85	10.5	102	12.7
Working part-time	39	4.8	32	4.0	43	5.3
Unemployed	8	1.0	12	1.5	9	1.1
Inactive	4	0.5	9	1.1	2	0.2
Total	**806**	**100.0**	**806**	**100.0**	**806**	**100.0**

Table 1.2 Main destinations in 2010 by gender

	Males		Females	
	#	%	#	%
University	230	65.9	334	73.1
VET Cert 4+	9	2.6	23	5.0
Entry-level VET	4	1.1	4	0.9
Apprenticeship	23	6.6	3	0.7
Traineeship	9	2.6	11	2.4
Working full-time	50	14.3	52	11.4
Working part-time	18	5.2	25	5.5
Unemployed	6	1.7	3	0.7
Inactive	0	0.0	2	0.4
Total	**349**	**100.0**	**457**	**100.0**

Table 1.3 Main destinations in 2010 (%)

2008 Activity	University	VET Cert IV+	Entry-level VET	Apprenticeship	Traineeship	Full-time work	Part-time work	Unemployed	Inactive
University	89.5	1.4	0.5	0.5	0.7	4.1	2.3	0.9	0.0
VET Cert 4+	29.3	10.3	1.7	0.0	6.9	34.5	17.2	0.0	0.0
Entry-level VET	31.6	26.3	10.5	10.5	10.5	0.0	10.5	0.0	0.0
Apprenticeship	0.0	0.0	0.0	80.0	0.0	20.0	0.0	0.0	0.0
Traineeship	31.3	12.5	0.0	0.0	0.0	43.8	12.5	0.0	0.0
Full-time work	22.6	8.6	0.0	12.9	7.5	40.9	2.2	3.2	2.2
Part-time work	28.2	5.1	5.1	5.1	5.1	23.1	28.2	0.0	0.0
Unemployed	0.0	25.0	0.0	0.0	0.0	25.0	50.0	0.0	0.0
Inactive	0.0	0.0	0.0	0.0	25.0	75.0	0.0	0.0	0.0

Table 1.4 Study and labour market destinations 2010

	University degree		VET		Not in education or training		All
	#	%	#	%	#	%	#
Not in the labour force	153	27.1	8	9.2	2	1.3	163
Apprentice/trainee	0	0.0	17	19.5	0	0.0	17
Working full-time	31	5.5	39	44.8	102	65.4	172
Working part-time	320	56.6	16	18.4	43	27.6	379
Unemployed	61	10.8	7	8.0	9	5.8	77
Total	565	100.0	87	100.0	156	100.0	808

The 2010 destinations can also be examined in terms of progression from the activity which respondents reported when surveyed in 2008. Such a view is summarised in Table 1.3. The 2010 destinations of the cohort are shown on the basis of their 2008 main activity. The table presents row percentages, which are the proportions of each group identified in 2008. For example, the first row shows that, of the deferrers who entered university in 2008, 89.5 per cent were still in university, while 4.1 per cent were working full-time. Similarly, of the respondents who were apprentices when surveyed in 2008, 80.0% were still apprentices in 2010.

Respondents who took up their deferred university place in 2008 and stayed on at university through 2009 will in many cases have entered their final year in 2010. In 2011, we would expect to see a decrease in the proportion of respondents in university and a corresponding increase in respondents working full-time as the university graduates make the transition into the full-time labour market. Decreases from 2009 to 2010 in the proportion of respondents in traineeships and studying at VET Certificate IV level or above may be attributed to the short cycle nature of these destinations, with most programs completed after 1-2 years.

Table 1.4 presents a cross-tabulation of study level and labour market destinations, providing a more nuanced picture than that presented in Table 1.1. For example, while university degree students were previously presented as a single category, it is possible to see now their labour market destinations – working full-time or part-time, unemployed or not in the labour market. This is also the case for young people in other study destinations. This shows that the proportion of young people in the labour market is actually much higher than shown in Table 1.1. For example, the number of part-time workers and the number of young people seeking work is much higher than can be gleaned from the summary destinations, even though most of these are university or VET students, whose labour market status may not constitute their primary activity or focus.

Similarly, the large number of respondents who are not in the labour market is almost entirely made up of university students, who are not working and not seeking work. Once again, this data closely resembles the situation of the respondents when surveyed in 2009, although, as noted, the number of respondents not in education or training has risen marginally.

The University Students

The 2008 survey of deferrers found that the most likely outcome for a regional deferrer two years out from school was the commencement of the university course they deferred or of another university course. In all, 563 of our 806 deferrers took up a place at university in that year. Of these, most (458) took up the course they had deferred the previous year, with a further 105 taking up a different university course. This section examines the pathways of the 563 young people who commenced university in 2008.

In 2010, approximately nine in 10 (89.5 per cent or 504) of the 563 who commenced university in 2008 were still at university. A small number – eight students or 1.4 per cent of this group – reported that they had completed their course within two and a half years of commencement. A further 51 (9.1 per cent) had discontinued their course. Table 1.5 reports the summary destinations for those who commenced university in 2008.

As this section is concerned only with those respondents who were at university in 2008, it does not include respondents who commenced in 2009 or 2010. It should be noted, however, that a further 39 respondents had commenced university in 2009 (of whom 2 had discontinued when contacted in 2010) and a further 24 commenced university studies in 2010.

The main reason given for not continuing was that they did not like their course (59.1 per cent).

Table 1.5 2010 destination of 2008 university commencers

Destination	#	%
Still at university	504	89.5
Completed university	8	1.4
Discontinued university - other study / training	18	3.2
Discontinued university - not in study / training	33	5.9
Total	**563**	**100.0**
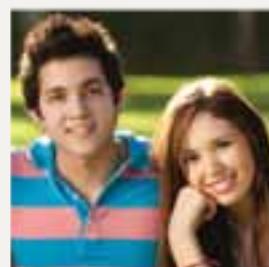
CHAPTER 2
SATISFACTION WITH CHOICES

This project has focussed on regional school completers from the 2006 Year 12 cohort. These school completers had all deferred an offer of a university place when first contacted in 2007. This report, the third of four arising from this project, seeks to provide detailed data on the study and labour market destinations of these young people four years out of school.

As noted, approximately seven in 10 took up a place at university in 2008, with a similar proportion at university in 2009 and in 2010. Many have taken up apprenticeships and traineeships since they were contacted in 2008. Overall, 80.8 per cent were in education or training in 2010, with a further 12.7 per cent engaged in full-time work.

As was the case in past years, the study has generated data which indicates that, of those in education or training, most were satisfied with their study and training options since leaving school – see Figure 2.1.

Figure 2.1 Satisfaction since leaving school with education and training options (2010 destination and % satisfied or very satisfied)

94.3%	97.5%	92.3%	85.0%
University students	VET students	Apprentices	Trainees
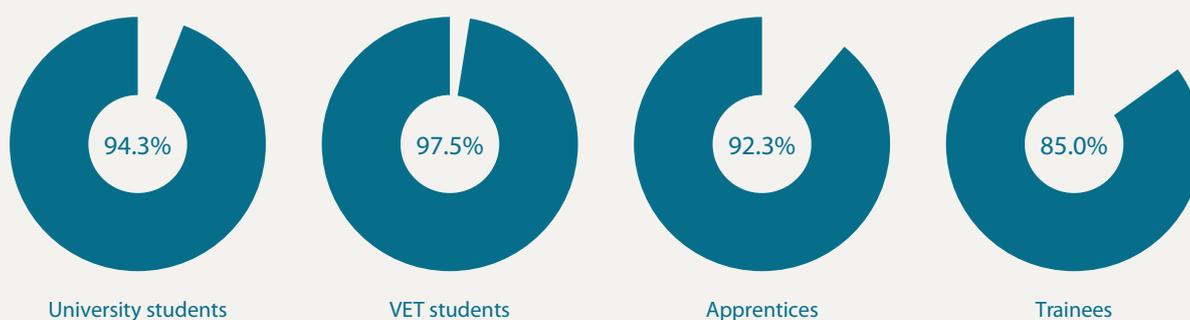
A majority of the respondents in study and training also reported being satisfied with the way their school had prepared them for further study – see Figure 2.2.

Figure 2.2 Satisfaction with how school prepared me for further study (2010 destination and % satisfied or very satisfied)
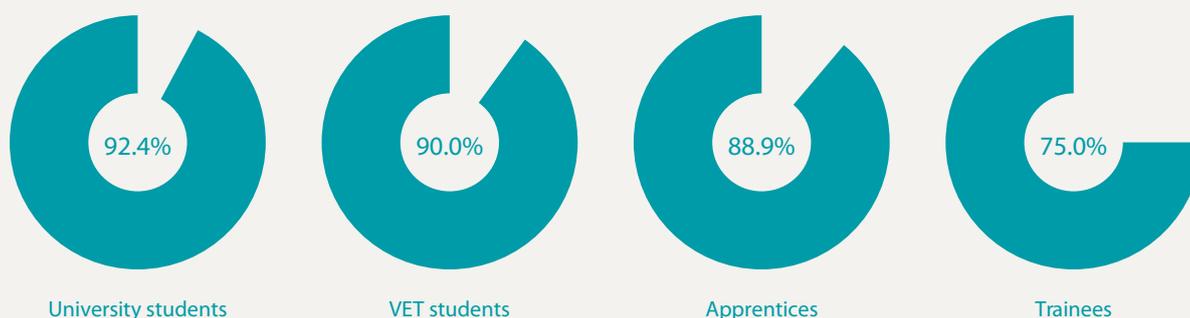
92.4%	90.0%	88.9%	75.0%
University students	VET students	Apprentices	Trainees

Amongst those respondents who were not in education or training, levels of satisfaction, both with their work options and with the preparation they felt they had received at school, varied somewhat. In general, levels of satisfaction were highest among apprentices and almost as high amongst those working (both full-time and part-time). They were, however, much lower for trainees and, as might be expected, lowest amongst those who were unemployed – see Figures 2.3 and 2.4.

Figure 2.3 Satisfaction with work options (2010 destination and % satisfied or very satisfied)

Full-time workers	Part-time workers	Apprentices	Trainees	Unemployed
85.3%	86.0%	96.2%	63.2%	44.4%

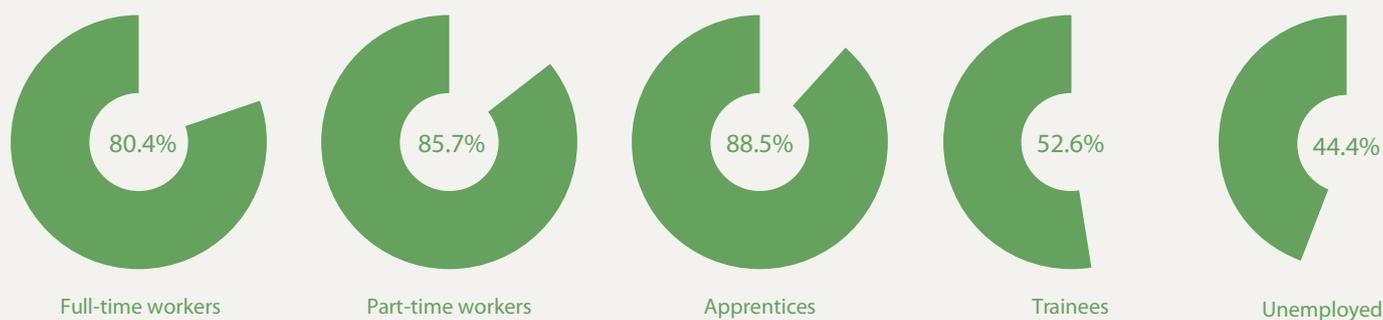**Figure 2.4** Satisfaction with how school prepared me for work (2010 destination and % satisfied or very satisfied)

Full-time workers	Part-time workers	Apprentices	Trainees	Unemployed
80.4%	85.7%	88.5%	52.6%	44.4%

Satisfaction with life in general

It might also be noted that a general question on the respondents' satisfaction with "life in general" at the time of the survey elicited a positive response from 96.6% of the survey respondents, with very minor differences between students in different study or labour market destinations.

Similarly, a question asking respondents whether "things worked out how you wanted them to" elicited a positive response from 86.9 per cent of respondents, although those at university were much more likely to agree with this statement than those who were not at university – see Table 2.1.

In 2010, participants were also asked to comment on the ways in which things had worked out or not worked out since leaving school. The two following sections examine the reasons given by respondents for saying that things had or had not worked out the way they wanted them to do so.

Table 2.1 'Things worked out the way you wanted since leaving school'

Destination	YES		NO		Total	
	#	%	#	%	#	%
Not at university in 2010	110	71.0	45	29.0	155	100.0
At university in 2010	388	93.7	26	6.3	414	100.0
Total	**498**	**86.9**	**71**	**13.1**	**569**	**100.0**

 # = unweighted 2010 survey participant numbers

Those for whom "things worked out"

The main category of factors mentioned by participants who reported that things had worked out well might be described as course-related factors. Overall, approximately 341 participants reported course-related experiences as at least one of the factors that contributed to their positive experience. They were sometimes cited with employment-related experiences, independence-related experiences, and/or both experiences. Positive experiences were classified as course-related when participants mentioned that they were enjoying their course, doing the course they wanted (one of their top preferences) and/or it lived up to their expectations, having academic success, completing their course, or enjoying being at university. Some examples of positive course-related experiences include:

> *"I'm on track with my course"*
>
> ***"Doing the course that I wanted to do" or "getting into my first preference at university"***
>
> *"Going well in my course"*
>
> ***"I always wanted to go to uni so I'm glad I ended up doing that"***
>
> *"I am doing a degree that I like and it is preparing me for what I want to do in the future"*
>
> ***"I am still at uni and passing…"***
>
> *"I changed my course and now I'm doing a different course and I really like it"*
>
> ***"I was only an average student at school and I've won 6 awards since I've been at uni, I got into what I wanted and I'm absolutely loving it…"***
>
> *"I'm definitely in the right course that I should be in, and I'm going well with study…"*
>
> ***"I am happy with the subjects I am currently doing and the progression that I have shown in the last couple of years"***

Overall, approximately 219 participants reported employment-related factors as at least one of the elements that contributed to their positive experiences since deferring. Some sixty-four participants cited solely employment-related positive experiences, and some participants also noted course-related experiences, independence-related experiences, and/or support-related experiences. Positive experiences were classified as employment-related when they were related to employment success, career pathway development or progression, or their career living up to their expectations. Some examples of these experiences include:

> *"I am working"*
>
> ***"I am working in the career I wanted to work in so I can't complain about that…"***
>
> *"I got the job that I want"*
>
> ***"I have an income"***
>
> *"I have the job I was hoping to get and work with good people and good employees"*
>
> ***"I stumbled into the career that I didn't know existed and I loved it and it's perfect for me… I'm working a fulltime career"***
>
> *"I suppose I've got direction and a planned career"*
>
> ***"… I have a job in a relevant industry…"***
>
> *"I'm doing what I want to do and I'm getting paid to do it; I want to be a coach and I'm getting promoted in my coaching jobs at a fast rate"*

Overall, approximately 137 respondents reported independence-related factors as at least one factor that contributed to their positive experiences since deferring. Approximately twenty-one participants cited solely independence-related positive experiences, while others also cited course-related experiences, and/or employment-related experiences. Positive experiences were classified as independence-related when they were related to being able to choose what they were doing, living away from home and/or moving to Melbourne (including happy living arrangements), being financially stable, receiving Youth Allowance or other financial assistance. The latter two were included because being financially stable is part of being independent and receiving Youth Allowance or other assistance is intended to assist independence while studying, particularly living away from home.

As illustrated below, sixteen people specifically mentioned moving to Melbourne as a positive experience:

"…I moved down to Melbourne and am happy living down here"

"… The move down to Melbourne was an experience in itself; the independence, making a new social scene and having your own responsibilities"

"… I'm from Phillip Island and I got to live in the city for a couple of years and it was good to get away for a couple of years"

"…I love living here in Melbourne and am doing really well so no complaints"

"… Being from the country, I feel like moving to Melbourne has opened up some opportunities for me and gave me the opportunity for a different lifestyle"

"… I'm living how I want to live; I've got a house that I'm renting in the city and I've moved out of home and still got enough money to survive"

"…I am living in Carlton so I am happy to be here rather than some rural location…"

"…Living independently is working really well for me and since moving to Melbourne it has been great"

"… I guess I have formed good friendship networks since I've come to Melbourne"

"… I grew up in the country and wanted to move to Melbourne and I've done that…"

"… The move to Melbourne has been great…"

"… I moved from a small country town to Melbourne city and that was a fantastic move"

"… generally moving to Melbourne, finding a job, staying in the job. Pretty smooth transition I suppose"

"…I got into a university college which is what I wanted when I moved from the country to the city and got my scholarship to help support myself and youth allowance… when you move in you move in with another 100 first year students so straight away you have a network of friends in the city without having to go out and find them on your own"

"… I moved out of home to Melbourne and I have managed to support myself whilst studying and help with Centrelink"

"Course is going well and I'm not broke. Melbourne's good. Nothing bad has happened"

Some more general examples of positive independence-related experiences are illustrated below:

"I am doing everything because it is my choice and I haven't had limited options at all"

"I am about to buy my first house…"

"…studying what I want to study and moved away from home and just enjoying everything"

"…out on my own and not relying on my parents and am independent"

"I'm not a poor student; I don't have to rely on my parents for financial assistance"

"I had the opportunity to buy a house; basically I moved out of home and became self sufficient"

"Survived living independently, am on track to complete my course at the end of this year"

"…living where I want to/away from home…"

"I've completed a course and moved away from my home town and also travelled…"

"I've moved out of home since high school and have been able to fully support myself"

"I've moved to a different location which brought a lot of challenges and opportunities as well, like meeting new friends and finding who I am as an adult and seeking new endeavours and challenges"

"… I am not broke and I have somewhere to live"

"I am studying at university; I have grown up a little bit and I am somewhat independent"

Approximately thirty-five participants said they were generally happy. Positive experiences were classified as generally happy if participants were "happy with life" and/or positive about unspecified experiences. One participant similarly mentioned good health. For example:

"Well I am pretty happy with life at the moment. I am enjoying where I am living. Enjoying friends. I have no real complaints"

Approximately thirty-seven felt support was at least one factor contributing to their positive experiences. It was often mentioned together with course-related factors, employment-related factors, or both. Positive experiences were classified as support-related if they were related to relationships with friends, family and/or partners, and support from their high school or employer. Some examples of this include:

> *"…the whole university experience: the social interaction, the hours and the student relationships"*
>
> ***"…I've got support networks…"***
>
> *"I am getting married in 14 weeks…"*
>
> ***"…my high school gave me direct links in regards to education and work opportunities"***
>
> *"…family and friends supporting me in whatever I choose to do"*
>
> ***"I'm about to finish my degree and I've been really happy with it, mainly the support networks that are available whenever I need them and they are easily accessible"***
>
> *"I have made many friends since leaving school"*
>
> ***"…I have maintained a good relationship with the people in my life that are important"***
>
> *"With the advice I have received in both my current employment and in school; they have been able to tailor what I am doing now to what I have wanted to do since school"*
>
> ***"…school prepared me for working and being out on my own"***
>
> *"…finding new contacts…"*

Approximately sixteen mentioned their GAP year or travel experiences as contributors to their positive experiences and approximately seven similarly attributed them to personal development. Apart from travel experiences, some other examples of positive experiences from a gap year include:

> *"I'm successfully studying, having a good time. I'm not hating what I'm doing. I think deferring set me up very well for grounding my personality, I think that was very good for me and ultimately changed my career. And that flowed into my further study and tertiary education, gave me a better outlook on where I'm going and why I'm doing things"*
>
> ***"I think I'm a lot more ready for the nursing I'm doing now rather than if I jumped straight into it. It just worked out well"***
>
> *"Having the gap year, being able to get independent was good, I was able to get enough money to do school, it worked out"*
>
> ***"…I had a year off and the job I was working prepared me well for the course I'm studying, I'm glad I took that time because it really enforced for me what I wanted to do, and the job allowed me to get youth allowance which has made it easier for me financially"***

Those for whom "things did not work out"

In contrast to those who had positive experiences since deferring, only seventy-one participants identified negative experiences of deferring, and nine of them framed it in a somewhat positive light. The majority attributed their negative experiences to unexpected changes or changing plans (N=23) or to being in the wrong course. Eleven cited employment issues as reasons for their negative experiences.

Most of those participants (N=13) who attributed their negative experiences to unexpected changes or changing plans were disappointed because they expected to be studying or to have finished studying. Two of them referred to "unexpected living things" or "life in general". One person found the difference between tertiary education and Year 12 to be different from what they expected; one person lost their license and therefore could not follow their intended career pathway, while another had not really known what they wanted to do since before they had left school.

Three people had positive experiences arise out of their unexpected and initially somewhat negative ones; "I had no intention of working in IT when I was at school, which I am working in now, but I am not unhappy to be working in IT", "This isn't what I saw myself doing, but now that I'm doing it I like it", and "I will be trying new things so who knows for the future". Similarly, one person noted that "things change and you just go with the flow" and another noted that it was "hard to say" since "you can't really predict how things are going to work out".

Of those who attributed their negative experiences to being in the wrong course, six indicated that they realised they were doing the wrong course and were looking relatively positively towards the future by starting or searching for a new course or career path (getting back on track). Three participants found that the course they were in wasn't as interesting or enjoyable as they expected it to be. Two felt they had wasted money on their course, two were worried that their course did not have good employment prospects, two did not achieve the required ENTER score for their preferred course and two others did not get into the course they wanted for undisclosed reasons. Finally, one other person regretted not having been given better advice at school about making "back up plan[s]".

The majority of those with employment issues (N=8) had issues relating to not being in (or able to find employment in) the field they wanted or intended, although two of them were looking positively at the future: "but I will be trying new things so who knows for the future" and "I've got the course lined up to do next August". Two were unhappy because they would have preferred to be studying instead of working; however in one case this was due to employment success as they had been offered a promotion that they didn't feel they could refuse. Finally, one indicated that they would have preferred more permanent and stable employment rather than "getting little bits of freelance work as it is rather unreliable".

Reasons for negative experiences that were cited by fewer participants included: financial restrictions, illness or injury, distance or living away from home, being behind same aged peers who didn't defer, and insufficient career guidance at school. General or unspecified disappointment was also noted. Only seven cited financial reasons or restrictions, two of which included financial and other difficulties living away from home and/or transport. One person noted that distance was one factor stopping them from going to university (the other being medical reasons). Overall a small number cited illness (N=5), including mental illness or injury (N=1) as contributing to negative experiences. Four people cited being behind peers who didn't defer, three cited having a lack of a plan or direction, and two cited insufficient career guidance at school. Two noted unspecified disappointment such as "different circumstances for different things" and "I don't know, they just haven't [worked out]".

Of those who mentioned financial restrictions, one respondent had to "have a two year break between school and university due to financial restrictions", another couldn't return to university "because of financial problems and doing full time work" and another "didn't want to be dropping so much of [their] course in favour of work so soon but [they] needed to earn more money than [they] could make while studying full time". Similarly, after moving to Melbourne one person had to work instead of study because of government support and no family support, and two couldn't find employment after deferring and at least one found studying harder because this meant that they didn't earn enough to receive youth allowance. One noted that they would have been doing their course earlier if it wasn't for money, and another noted "difficulties with finding and keeping work, living arrangements and transport".

Four people stated illness meant they had to change their plans, one noted that they had an injury which "didn't help", and another one noted "problems with mental illness and stuff like that". One from the former category noted distance as well as illness and another noted studying off campus and losing motivation after getting sick, then deferring and missing "the cut off date to get back in". The respondent with 'mental illness problems' also noted "unexpected living things".

One person wanted to study, but when they relocated to Melbourne to do the course she found that "with government support and no family support [they] had to work". Another person noted that they wished they had "been more prepared for living with other people (flatmates)" as "no one ever warns you about living with other people, it's hard". Finally, one person noted distance as one of the barriers to going to university.

The comparatively large number of those young people who have identified overall positive experiences since deferring their course compared with those who identified overall negative experiences, as well as the positive framing of many negative experiences, points to their resilience. Encouragingly, only a minority of young people who had negative experiences noted financial restrictions and problems in living (or moving) away from home, and many of the young people who had positive experiences attributed them to gaining independence by living away from home (often specifically in Melbourne), and being able to support themselves financially.

CHAPTER 3
CONCLUDING REMARKS

What we have learned about the 2006 Year 12 cohort

In examining the situation of these young people four years out of school, the high proportion in education or training or full-time work is a very positive sign. Relatively few (only 6.6 per cent) were situated in what might be classified as an at-risk destination (working part-time, unemployed or inactive). Further evidence that, at this point in time, the transition may be described as successful may be found in the high proportion of respondents who indicated that their post-school trajectory had worked out in a positive way. Moreover, when probed regarding the quality of their current situation, most respondents painted a picture of a settled and predominantly positive set of circumstances surrounding their educational, training and occupational situation.

Having said this, it is important to keep in mind that the data presented in this year's report needs to be placed in the context of destinations data and attitudinal data generated over the course of the study. Firstly, it needs to be recalled that a large proportion of the young people who defer a place at university do not take up that place or, having taken it up, do not remain at university. The data over the past three years suggests that this was the case for approximately three out of every ten deferrers from regional Victoria in the study. To assess the significance of this finding, two important factors need to be emphasised.

Firstly, the academic profile of non-metropolitan deferrers is at least as strong as that of their metropolitan peers, so we cannot explain the non-participation rate of approximately 30 per cent in terms of low achievement. Unfortunately the rate of take-up among metropolitan deferrers, which might provide a comparison, cannot be estimated as this group was not included in the study. However, a sample of metropolitan deferrers has been drawn for inclusion in the cohort study commencing in 2011. Secondly, the deferral rate remains significantly higher for non-metropolitan students, on average twice as high as that of metropolitan students over the years since 2004. We might add to this the lower rates of school completion (DEECD 2010) and lower rates of application to university (Parliament of Victoria 2010) among non-metropolitan students in Victoria, compared with students from metropolitan Melbourne. These factors combined present evidence of cumulative and enduring disadvantage among non-metropolitan school completers in terms of university entry.

However, the findings generated by this study over the years since this cohort completed school also draw attention to another important phenomenon. Figure 3 shows the declining importance of financial barriers for those respondents deferring and not taking up their offer. In their first year out of school (2007) almost two thirds (64.5%) of deferrers identified difficulty in supporting themselves as the main reason for not taking up their university offer. The following year, the proportion nominating this as the main reason declined to one in five (21.0%). Similarly, the proportion of respondents nominating 'financial pressure on family' and 'costs of study' as the main reasons for not taking up their offer decreased from more than half in their first year out (53.5% and 55.4% respectively) to less than one in ten in the second year out (3.5% and 4.9% respectively). All three items decline further in importance by the time these young people are four years out of school.

This finding indicates clearly the point at which financial and other stresses are most prominent in the thinking of the respondents, as seen in their survey responses. It may also indicate a need for greater support in the years before leaving school – a time during which decisions regarding course and career choices are made. The case for early intervention and support in the study and career situations of young people has been made convincingly in other contexts. For example, a recent study of young apprentices found that the most vulnerable period in terms of risk of dropping out was in the first three to six months and that therefore this was the period in which early intervention to provide support services was most needed (Clarke & Lamb 2009).

Finally, we draw attention to the fact that the 2011 report on the destinations of this cohort will provide an important concluding chapter in the study of the pathways of this group of young rural and regional people. This report, which will be prepared after the final contact is made with the respondents in April 2011, will allow us to assess the study, training and employment pathways of the cohort over five years. It will provide an estimate of the proportion of university entrants (who entered in 2008) who completed their degree. It will provide an overview of the long-term success (or otherwise) with which young people implemented their deferral strategy when they completed their schooling at the end of 2006.
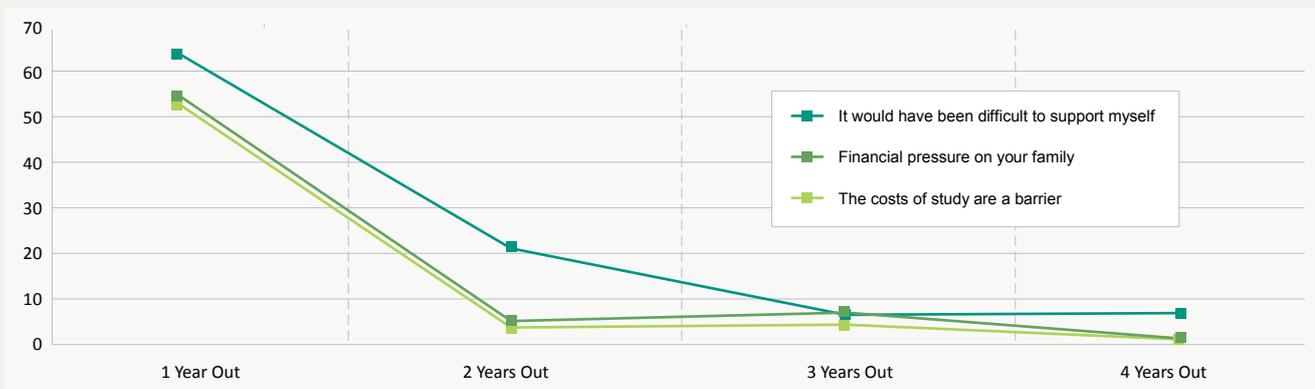
Figure 3 Reasons for not taking up university offer, by year

The new research

We also draw the reader's attention to new research with a new cohort of school completers which is planned to commence in 2011, funded by DIIRD. The key aims of this new component are:

» Improved access to university for all students regardless of their home location.

» Improved support services for youth completing school.

» Improved support services for students from disadvantaged backgrounds.

The new component involves:

» A longitudinal survey of a new cohort (Cohort 2) of all non-metropolitan deferrers and a representative sample of metropolitan deferrers (based on gender and DEECD regions) in 2011 and 2012 from the 2009 Year 12 cohort.

» A longitudinal survey of a new cohort (Cohort 3) of all non-metropolitan deferrers and a representative sample of metropolitan deferrers (based on gender and DEECD regions) in 2012 and 2013 from the 2010 Year 12 cohort.

This new study, which will report in 2011, 2012 and 2013, will aim:

» To compare the outcomes of the 2010 Year 12 cohort of metropolitan and non-metropolitan deferrers, in terms of their take-up of their university offer or their transition to other education, training and labour market destinations over a period of two years.

» To compare the outcomes of the 2009 and 2010 Year 12 cohorts of metropolitan and non-metropolitan deferrers, in terms of their take-up of their university offer or their transition to other education, training and labour market destinations over a period of two years.

It should be noted that the context for the study of regional deferral has undergone important policy changes in the last two years, the most notable of which is the change in the requirements for qualifying for Youth Allowance. While deferral provided an opportunity for young people to accumulate financial resources and to qualify for future Youth Allowance support in the past, it may be that this is a less important factor in the motivation of young people to defer. Other changes have provided a framework of support for young people relocating from rural and regional areas to attend tertiary education courses in the city. These include changes to the Parental Income Test for dependent rural students from July 2010 and the phasing in of a lowered age of independence relocation scholarships for eligible university students relocating to take up study. These changes of course have not affected the cohort which forms the basis of the current study.

However, they will be an important factor in the new study of the 2009 Year 12 cohort of deferrers identified in the 2010 *On Track* survey. In this study, which commences in 2011, these young people will be followed up over four years to examine their outcomes, their rate of take-up of university study and their longer-term education, training and employment pathways. Given that this new cohort will be operating under different policy settings to those in the original study, the findings generated by this new study will provide important comparative data, both in contrast to the older non-metropolitan cohort but also in contrast to metropolitan deferrers, who will be included in the new study. The study also provides the opportunity to probe deferrers more deeply regarding their reasons for not taking up their university offer immediately, an important issue given their continuing high rate of deferral compared with their Melbourne peers.

DESTINATIONS BY LLEN

Table A1 2010 Weighted destinations by LLEN

		Inactive	University degree	VET Certificate IV+	VET entry-level
Baw Baw Latrobe	#	0	42	4	1
	%	0.0%	7.4%	12.5%	14.3%
Campaspe Cohuna	#	0	19	0	0
	%	0.0%	3.4%	0.0%	0.0%
Central Grampians	#	0	15	0	0
	%	0.0%	2.7%	0.0%	0.0%
Central Ranges	#	0	32	3	0
	%	0.0%	5.7%	9.4%	0.0%
Gippsland East	#	0	34	0	0
	%	0.0%	6.0%	0.0%	0.0%
Goldfields	#	0	76	4	4
	%	0.0%	13.5%	12.5%	57.1%
Goulburn Murray	#	0	56	0	1
	%	0.0%	9.9%	0.0%	14.3%
Highlands	#	2	88	7	0
	%	100.0%	15.6%	21.9%	0.0%
North Central	#	0	4	0	0
	%	0.0%	0.7%	0.0%	0.0%
NE Tracks	#	0	53	0	1
	%	0.0%	9.4%	0.0%	14.3%
Northern Mallee	#	0	24	2	0
	%	0.0%	4.3%	6.3%	0.0%
South Gippsland Bass Coast	#	0	43	4	0
	%	0.0%	7.6%	12.5%	0.0%
South West	#	0	59	6	0
	%	0.0%	10.5%	18.8%	0.0%
Wimmera Southern Mallee	#	0	19	2	0
	%	0.0%	3.4%	6.3%	0.0%
TOTAL	**#**	**2**	**565**	**32**	**8**
	%	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Apprentice	Trainee	Work full-time	Work part-time	Unemployed	TOTAL
2	2	7	2	0	60
7.4%	9.5%	6.8%	4.8%	0.0%	7.4%
0	0	2	1	0	22
0.0%	0.0%	1.9%	2.4%	0.0%	2.7%
3	1	3	1	0	23
11.1%	4.8%	2.9%	2.4%	0.0%	2.9%
5	0	8	4	3	55
18.5%	0.0%	7.8%	9.5%	37.5%	6.8%
2	3	3	6	0	48
7.4%	14.3%	2.9%	14.3%	0.0%	6.0%
3	0	23	8	1	119
11.1%	0.0%	22.3%	19.0%	12.5%	14.8%
2	4	11	6	0	80
7.4%	19.0%	10.7%	14.3%	0.0%	9.9%
2	3	9	9	2	122
7.4%	14.3%	8.7%	21.4%	25.0%	15.1%
0	2	0	0	0	6
0.0%	9.5%	0.0%	0.0%	0.0%	0.7%
1	0	14	3	1	73
3.7%	0.0%	13.6%	7.1%	12.5%	9.1%
0	2	1	1	1	31
0.0%	9.5%	1.0%	2.4%	12.5%	3.8%
2	3	7	1	0	60
7.4%	14.3%	6.8%	2.4%	0.0%	7.4%
5	0	10	0	0	80
18.5%	0.0%	9.7%	0.0%	0.0%	9.9%
0	1	5	0	0	27
0.0%	4.8%	4.9%	0.0%	0.0%	3.3%
26	**20**	**102**	**43**	**9**	**806**
100.0%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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