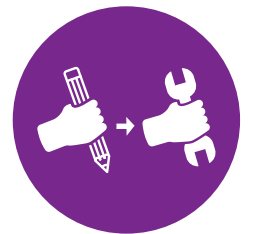# From school to VET: choices, experiences and outcomes

Kristen Osborne & Michelle Circelli
National Centre for Vocational Education Research

INTRODUCTION

This is a summary of recent research by the National Centre for Vocational Education Research (NCVER) about the transition of school students into the vocational education and training (VET) system, including their experiences during, and their outcomes after, engagement with the sector. Data is included from the Longitudinal Surveys of Australian Youth (LSAY), the National VET Provider Collection and the National Student Outcomes Survey (SOS). Connections between the themes identified in the research and the data related to VET students' experiences and outcomes are highlighted.

This summary explores the following questions:

- What influences young people to undertake VET post-school?
- What factors support young people to complete VET?
- What are their outcomes following participation in VET?

OVERVIEW

> **The post-school transition can be a complex process and many recent school leavers struggle to engage with post-school education or find adequate employment.**

The transition from school to further education and work is a milestone in the life of a young person. Many young people go on to further education or training after leaving school, which often leads to viable job opportunities. Of recent school leavers[1] (2016), 11.5% were enrolled in TAFE[2] (technical and further education), while 44.4% were enrolled in higher education institutions (ABS 2017a). In August 2016, 16.6% of 18-year-olds and 19.6% of 19-year-olds were undertaking VET[3], while 32.2% of 18-year-olds and 32.9% of 19-year-olds were enrolled in higher education (NCVER 2018).

The transition from school to VET presents specific issues, and addressing these is a critical part of supporting recent school leavers. The post-school transition can be a complex process and many recent school leavers struggle to engage with post-school education or find adequate employment. Rates of unemployment are much greater among young people than in the older working-age population. While the unemployment rate in Australia for those aged 25 years and over averaged 3.9% in 2016, for 15 to 24-year-olds the rate was an average of 12.7% (ABS 2017b). This disparity highlights the importance of assisting young people to transition successfully from school to work or to further study opportunities that will help them gain a job.

In 2016, over 40% of recent school leavers were not currently enrolled in further study, with approximately 38.5% of these also not employed (ABS 2017a). While a transitionary period of no employment or study is fairly common for young people, those with prolonged periods of this often experience poor employment outcomes (Stanwick, Forrest & Skujins 2017). Recent research has shown that extended periods of not being in education, employment or training (NEET) between the ages of 15 and 19 years is a predictor for further periods of NEET at 20 to 24 years of age (Stanwick, Forrest & Skujins 2017). This makes reducing the number of young people not in education, employment or training an even more important goal, and better understanding the role VET can play in meeting this goal, a vital issue.

1 Defined by the Australian Bureau of Statistics (ABS) as those who were in school at the same time the previous year who were no longer in school at the survey date, with any level of school completed.
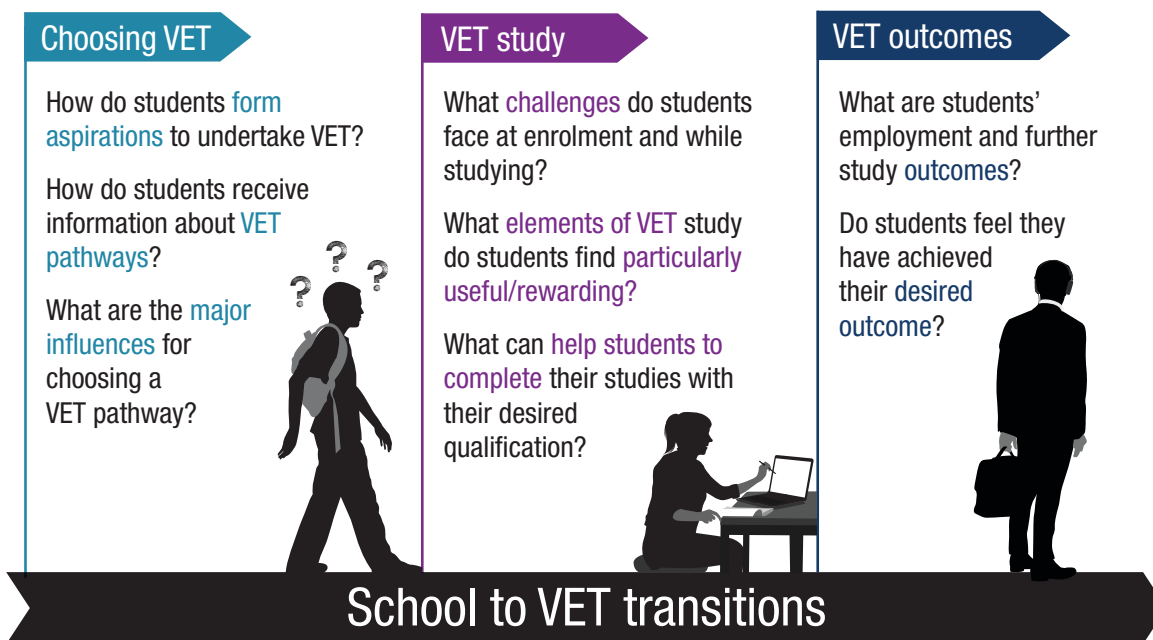
2 The term 'TAFE' was used by the ABS. We cannot be certain how it was interpreted by participants in the survey as referring to private VET providers or community education providers.

3 This does not include those enrolled in VET in Schools.

From school to VET: choices, experiences and outcomes

SCHOOL TO VET TRANSITIONS

The transition of young people from school into and through the VET system can be conceptualised as occurring in three stages: choosing VET, studying VET, and post-study outcomes. By examining the experience of students within each stage, it is easier to address the issues relating to the influences, support and outcomes of young people in the system. Throughout this examination of existing evidence, areas are highlighted where more research is needed in order to support young people in VET.

Figure 1   School to VET transitions

Choosing VET

How do students form aspirations to undertake VET?

How do students receive information about VET pathways?

What are the major influences for choosing a VET pathway?

VET study

What challenges do students face at enrolment and while studying?

What elements of VET study do students find particularly useful/rewarding?

What can help students to complete their studies with their desired qualification?

VET outcomes

What are students' employment and further study outcomes?

Do students feel they have achieved their desired outcome?

School to VET transitions

As shown in figure 1, the first stage, choosing VET, is one of aspiration and information, a period during which the decision to pursue a VET pathway is made. Various influences prompt students to aspire to undertake VET, and they may access various information sources to choose a vocational course of study.

The next stage, VET study, is that of enrolling and undertaking study. Included here are various factors that can support a young person to complete their study, alongside factors that can make study difficult.

The final stage encompasses post-study outcomes. In many cases this is employment, but some may continue to further study. Each stage raises questions about how young people may be best supported to achieve their desired future employment or study aspirations.

Kristen Osborne & Michelle Circelli

CHOOSING VET

A young person's decision to study a VET course begins with the individual having an aspiration or intention which subsequently guides and informs their choices. The related research summary, Hargreaves and Osborne (2017), covers in more detail the research relating to students' post-school aspirations for VET, the factors influencing their choice and how their choice is made. The key factors or reasons for choosing VET study include:

- The perceived status of VET: while VET is positively seen as offering practical and work-related learning to students, a negative view of VET exists at the primary and secondary school levels in relation to its value, prestige and importance (Gore et al. 2017).

- A misunderstanding of the qualifications required for a job: students have a higher interest in VET-related jobs than in VET post-school pathways, indicating a misalignment between their occupational and educational aspirations, with misunderstandings about the role of vocational education (Hargreaves & Osborne 2017).

- Access to study options: choosing a VET course may involve the consideration of location, with many students lacking local study options, as well as access to reliable information (Brown 2017).

- Financial issues: concerns over how to pay up-front fees for the course and support themselves during study are common among young people (Brown 2017).

- Peer influence: research has shown that those with peers of higher academic ability are more likely to choose non-vocational education post-school, after controlling for individual ability. This is likely tied to perceptions that VET is for those of low academic ability (Hedges & Speckesser 2017).

- Gender stereotyping: this issue influences students' ideas about their futures, particularly with regard to career choice (Hargreaves & Osborne 2017). Research has shown that 'traditionally' male and female jobs dominate the career aspiration lists of boys and girls respectively (Gore et al. 2017).

Gender stereotyping is also evident in the post-school plans of participants in the Longitudinal Surveys of Australian Youth (LSAY). LSAY follows young Australians for a period of 10 years, from around 15 years of age to their mid-20s, as they move through school to further study, work and beyond. Students aged 16 years in 2016 reflected these values in their post-school plans (table 1). At the time they were 16, 10% of the female students indicated that after completing school they intended to undertake some form of vocational education and training, while 15% of male students indicated the same. A key difference between female and male students was the percentage

indicating they planned to undertake an apprenticeship; 2% of female students compared with 11% of male students.

Table 1   Post-school plans at 16 years of age, by gender, 2016 (%)

	Females	Males
Go to university	55.0	46.1
Undertake VET study	9.9	15.4
Go to TAFE or private training provider	7.3	4.0
Undertake an apprenticeship	1.9	10.6
Undertake a traineeship	0.7	0.8
Do some other course or training elsewhere	1.3	1.8
Work at a job	9.3	10.1
Take a gap year	11.6	10.2
Have time off (unspecified - including travel)	4.2	2.4
Other	3.0	4.8
Prefer not to say	0.6	0.5
Don't know	5.0	8.8
Total	100.0	100.0

Source: unpublished data, LSAY Y15 cohort, NCVER. Data are weighted.

VET-related occupational aspirations

Personal experience with an occupation or related activities, either formally or informally, is a common reason for aspiring to a VET-related job (Hargreaves & Osborne 2017). For some young people, participating in VET in Schools programs helps to form such aspirations. Having undertaken a vocational certificate or traineeship at school is a significant driver for VET-related aspirations (Hargreaves & Osborne 2017).

An important finding about participation in VET in Schools programs is that the majority of the students are male. The gender gap in enrolments in these programs has been increasing over the past 10 years with over 17 000 more male students than female students in VET in Schools in 2016 (Misko, Korbel & Blomberg 2017). Given the importance of occupational experiences in shaping post-school aspirations, enabling female students to consider more VET-related career options may be enhanced by encouraging female enrolment in VET in Schools programs.

Some VET in Schools students go on to an occupation in the same field as their VET in Schools qualification. This is particularly the case in the technician and trade areas, where approximately half of the students who completed their training and gained a qualification were employed in a related field five years later (Misko, Korbel & Blomberg 2017). For these fields, it seems that the opportunity to experience their preferred occupation through a VET in Schools program has resulted in a continued desire to pursue that occupation.

Personal experience with an occupation or related activities, either formally or informally, is a common reason for aspiring to a VET-related job.

This is not the case for all VET in Schools students, however, with many students going on to pursue an occupation completely unrelated to their VET qualification gained at school (Misko, Korbel & Blomberg 2017). For these students, their VET in Schools study may have helped them to decide that their field of study was not a good fit. Alternatively, they may never have intended to pursue a related career and chose to study a VET in Schools program for other reasons.

> Further research is needed to better understand the influence of VET in Schools on student choice of study and career post-school, using a non-VET in Schools group for comparison.

VET STUDY

After deciding on a VET program, the next steps are VET enrolment and study. NCVER data demonstrate that there are small differences in enrolments by fields of education, for those aged 15 to 19 years who are no longer attending school, when compared with those of older ages (table 2).

Table 2 **VET enrolments, students not currently attending school, by field of education and age, 2016 (%)**

	15 to 19 years	All other ages*
Natural and physical sciences	0.4	0.4
Information technology	2.7	1.7
Engineering and related technologies	13.5	13.4
Architecture and building	10.1	6.5
Agriculture, environmental and related studies	2.4	2.3
Health	5.1	8.5
Education	4.6	6.9
Management and commerce	16.0	21.2
Society and culture	11.1	13.3
Creative arts	3.2	1.3
Food, hospitality and personal services	10.8	4.9
Mixed field programmes	12.0	8.9
Not known	8.1	10.5
Total	**100.0**	**100.0**

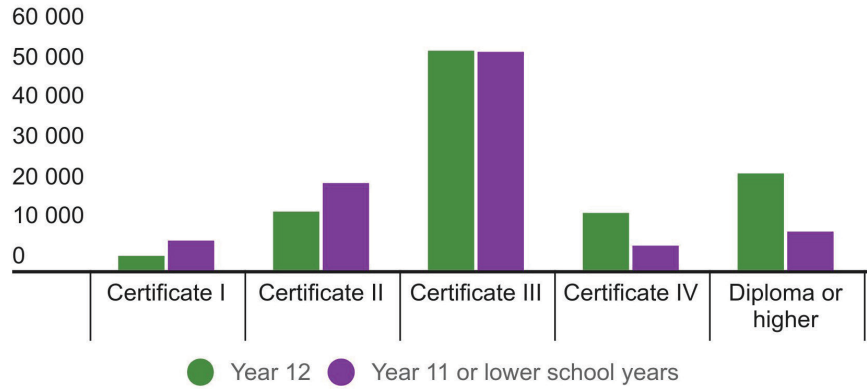Note: These data are from an administrative dataset of the total VET population.
*Includes those aged below 15 years and older than 19 years.
Source: National VET Provider Collection, NCVER.

Those of school leaving age (15 to 19 years) tend to pursue qualifications in 'management and commerce' or 'society and culture' in lower proportions than those of other ages, and higher proportions of these students pursue qualifications in 'food, hospitality and personal services' or 'mixed field programs'. However, these differences are only around 2—4 percentage points, suggesting that the school leaver trend is similar to that of other VET students.

It is also useful to compare the enrolments of recent school leavers (defined here as those aged 15 to 19 years, not attending school *who have completed Year 12*), with those of early school leavers (those aged 15 to 19 years, not attending school *who have completed Year 11 or below*). Figure 2 compares these groups in terms of enrolment numbers.

Figure 2   VET program enrolments for students aged 15 to 19 years, not attending school, by highest previous education level, 2016

Note: These data are taken from an administrative dataset of the whole VET population.
Source: National VET Provider Collection, NCVER.

These data show that at the certificate I and II levels, there are higher numbers of VET program enrolments by students with qualifications at the Year 11 or lower level compared with enrolments by students with Year 12 qualifications. The reverse is true at the certificate IV or higher level, with higher numbers of enrolments by students with Year 12 qualifications in programs at this level. Interestingly, there are very similar numbers of enrolments at the certificate III level for the two groups, with a difference of only 280 students.

Figure 3   VET program enrolments for students aged 15 to 19 years, not attending school, by highest previous education level, 2016 (%)
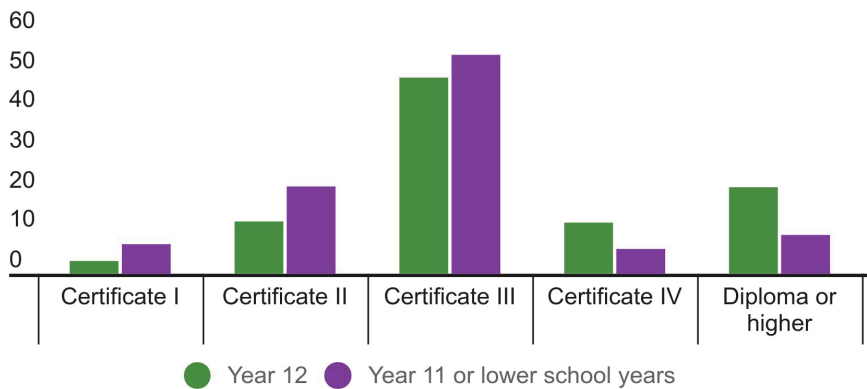
Note: These data are taken from an administrative dataset of the whole VET population.
Source: National VET Provider Collection, NCVER.

A similar trend is present when the same enrolment data are considered in the form of a percentage of all students aged 15 to 19 who are not attending school. However, what the percentages show more clearly than the numbers, is that the proportion of enrolments by students with Year 11 or lower qualifications in programs of the certificate III level is higher than for the Year 12 comparison group (figure 3).

Differences exist between those school leavers who fully complete their schooling (Year 12) and those who leave at lower school levels, which highlights the need to consider these subgroups within the broader category of all school leavers.

Enhancing completion

Once a student has chosen a VET program, research has found that many factors influence their learning experience and whether they ultimately complete a qualification. Students from a range of backgrounds strongly emphasise the importance of a supportive, caring attitude from staff (Brown 2017; Dommers et al. 2017). This begins with students' initial contact during the enrolment process and continues throughout their time with that training organisation. Students value being welcomed as individuals and having staff who engage with their individual needs. Having such an environment can reassure students that they have made the right choice of provider and study option (Brown 2017).

A recent analysis of training organisations in regions with higher participation and completion rates among disadvantaged learners found that these organisations were more likely to provide flexible learning options and work experience opportunities (Lamb et al. 2018). Furthermore, the level of community engagement was also higher in these regions. Strategies such as community partnerships, co-location of education with other community services and delivery of programs in community settings were used by these training organisations. They were also more likely to provide intensive course and career guidance to students and to tailor programs specifically for learners with low skills.

Lamb et al. (2018) additionally identified that these 'high-performing' regions as identified above were more likely to have a whole-of-institution commitment to supporting disadvantaged learners. They found that training organisations in these high-performing regions tended to use tools and strategies to identify their learners' profile and needs systematically (Lamb et al. 2018). Other important strategies included:

● providing 'wrap-around' support in both learning-related and other areas, in a location and format appropriate to the learner, and tailoring staff time and subject delivery to learners' needs

● referring students to external agencies

● providing auxiliary support such as housing and transport assistance

● providing specific support units for particular types of learners

● having specific staff positions dedicated to meeting the needs of particular student populations (Lamb et al. 2018).

These strategies offer a valuable starting point for supporting the increased participation and completion rates of learners from disadvantaged backgrounds.

> **Research has found that many factors, such as provision of flexible learning options or work experience opportunities, influence a student's learning experience and whether they ultimately complete a qualification.**

Various disadvantaged groups who participate in VET may need different types of support – either specific to the course or addressing more general learning needs – during their studies.

However, it is important to recognise that the various disadvantaged groups who participate in VET may need different types of support during their studies, meaning it is necessary to first identify specific groups of students in order to effectively address their needs. Action to support disadvantaged learners more broadly and to understand the needs of particular subgroups may lead to better experiences and outcomes for these students.

Early school leavers (young people who have left school before the completion of Year 12) are particularly vulnerable to being unemployed or not participating in education or training (Stanwick, Forrest & Skujins 2017). Yet many early school leavers do engage in the VET system, meaning VET has the opportunity to assist them to transition from leaving school back to education and eventual employment (Dommers et al. 2017). It is vital that these young people are given the necessary specialised support to gain qualifications. For example, enabling access to transport is a significant factor in assisting early school leavers to engage with VET, particularly those outside inner urban areas (Dommers et al. 2017). Given the age and often limited financial means of this cohort, owning a car is often not an option. This leaves them reliant on whatever public transport services are available to their study location, which in some areas may be very limited (Dommers et al. 2017).

Apart from assistance specific to the course itself, it is important to offer early school leavers support for their general learning needs. Given their disengagement from the schooling system prior to the completion of Year 12, many early school leavers require assistance with literacy and numeracy, as well as other learning needs specific to the individual. To ensure their ongoing engagement, early school leavers also need general wellbeing support, such as in the areas of mental health or finances (Dommers et al. 2017).

Disability support

Recent research has highlighted the challenges faced by students with a disability in VET (Fossey et al. 2015), and these challenges may be exacerbated for recent school leavers with a disability. This is a key issue for VET to address, as post-study employment is lower for students with a disability than for those without, and yet we know that completing a VET qualification strongly improves the chances of people with a disability obtaining and keeping a job (Polidano & Mavromaras 2010; Polidano & Vu 2011). In 2017, of students who were not employed before training, 49.9% of those without a disability were employed post-training, compared with 30.4% of those with a disability (National Student Outcomes Survey, NCVER 2017b, unpublished).

Young people with a mental illness were reported by staff as less likely to disclose their disability status, affecting their ability to access the services that can be made available to individual students (Miller & Nguyen 2008). This is particularly concerning as research has highlighted the need for appropriate support to assist students with a disability to complete their qualifications

(Polidano & Mavromaras 2011). In order for the appropriate support to be available, efforts need to be made to help students feel safe and comfortable about communicating their disability status and their need for services.

Indigenous supports

Unique issues face Indigenous recent school leavers in the VET system. Although Indigenous VET participation rates are higher than those of the non-Indigenous population, the program completion and subject pass rates of Indigenous students remain lower than non-Indigenous students (Windley 2017). In the most recently completed LSAY cohort (Y06), Indigenous people were also more likely to be persistently not in education, employment or training; that is, NEET for six months or greater (Stanwick, Forrest & Skujins 2017).

> Further research is needed to discover how to provide specific support to Indigenous recent school leavers in the VET system.

Multiple support needs

For statistical purposes many students are categorised as belonging to more than one disadvantaged group. A supportive environment that offers the resources students need can make a significant difference to their engagement with VET, and therefore their outcomes.

> Further research is needed to understand how the VET sector can better support students with multiple disadvantages.

Efforts need to be made to help students feel safe and comfortable about communicating their disability status and their need for services.

VET OUTCOMES

Once a recent school leaver has entered a course of study, the focus is on the outcomes to be achieved by that student. With many different ways to define and measure student outcomes, the most common relate to completion, employment outcomes and personal benefits.

VET graduates aged 18 to 19 years report having 'achieved their main reason for doing the training' in similar proportions to older VET graduates (82.3% for 18 to 19-year-olds, and 84.3% for those aged 20 years and older; National Student Outcomes Survey, NCVER 2017b, unpublished). VET graduates aged 18 to 19 years with school-based qualifications more often report personal benefits from training than those of older ages at the same education level, as seen in table 3.

Table 3   VET graduates who received a personal benefit from undertaking the training by highest previous education level and age, 2017 (%)

Highest previous education level	Year 12		Year 11 or below	
Age	18–19 years	20 years and older	18–19 years	20 years and older
		% (Margin of error)		
Got into further study	33.4 (1.5)	23.1 (0.5)	30.2 (1.5)	17.0 (0.5)
Advance my skills generally	72.7 (1.5)	68.4 (0.5)	73.1 (1.5)	64.5 (0.7)
Gained confidence	58.2 (1.6)	49.1 (0.6)	58.8 (1.7)	47.1 (0.7)
Satisfaction of achievement	58.2 (1.6)	52.4 (0.6)	58.9 (1.7)	52.6 (0.7)
Improved communication skills	49.3 (1.6)	37.7 (0.6)	53.0 (1.7)	35.1 (0.7)
Made new friends	48.1 (1.6)	33.0 (0.5)	44.7 (1.7)	31.3 (0.7)
Seen as a role model for others in the community	20.3 (1.3)	17.3 (0.4)	23.0 (1.4)	17.9 (0.6)
Other	0.3 (0.1)	0.4 (0.1)	0.3 (0.1)	0.6 (0.1)
None	4.9 (0.8)	6.8 (0.3)	4.9 (0.7)	8.2 (0.4)

Note: These data are from a weighted-survey dataset. Only respondents reporting school years as their previous highest level of schooling have been included. As this was a multiple response question, the sum of responses in each column may add to greater than 100.
Source: National Student Outcomes Survey, NCVER 2017.

This may indicate that school leavers are seeking more personal benefits from VET than other student groups, such as using VET to attain further study opportunities or to gain confidence.

Perhaps unsurprisingly, graduates in this age group with school-based qualifications more often report the outcome of getting a (new) job rather than an increase in wages or promotion in an existing job, compared with older graduates with the same education level, more of whom would have had existing jobs (table 4).

Table 4   VET graduates who received a job-related benefit from undertaking the training by highest previous education level and age, 2017 (%)

Highest previous education level	Year 12		Year 11 or below	
Age	18–19 years	20 years and older	18–19 years	20 years and older
	% (Margin of error)			
Got a job	41.7 (1.9)	30.6 (0.6)	37.4 (2.0)	29.2 (0.8)
Got a new job/change in job	22.6 (1.7)	20.6 (0.5)	20.8 (1.6)	19.6 (0.7)
Was able to set up/ expand my own business	3.9 (0.7)	7.8 (0.4)	4.1 (0.7)	8.0 (0.5)
A promotion (or increased status at work)	13.3 (1.2)	20.8 (0.6)	18.6 (1.6)	19.3 (0.7)
An increase in earnings	18.5 (1.6)	19.9 (0.5)	18.2 (1.5)	19.6 (0.7)
Continue/keep present job	0.1 (0.1)	0.6 (0.1)	0.1 (0.1)	0.7 (0.1)
Other	0.4 (0.2)	0.5 (0.1)	0.5 (0.3)	0.7 (0.2)
None	35.3 (1.9)	29.8 (0.6)	34.5 (2.0)	30.4 (0.8)

Note: These data are from a weighted-survey dataset. Only respondents reporting school years as their previous highest level of schooling have been included. As this was a multiple response question, the sum of responses in each column may add to greater than 100.
Source: NCVER 2017.

In addition to this, the majority of 18 to 19-year-olds report an improved employment status following their course[4] (NCVER 2017a). Overall, it appears that VET outcomes for school leavers are similar to other graduates, with more differences in job-related areas.

> Further research might aim to better understand the benefits school leavers expect and desire from their VET study to determine whether these match their outcomes.

4 Defined as either employment status changing from not employed before training to employed after training OR being employed at a higher skill level after training OR receiving a job-related benefit.

WHERE TO FROM HERE?

The research presented in this summary paper offers important insights not only into the current experiences of recent school leavers in the VET system, but also highlights future research areas which could further illuminate the best way to engage and support these students.

What do we know influences young people to undertake VET post-school?

Post-school VET choices can be driven by students' personal experiences and VET-related occupational experiences, demonstrating the importance of exposing students to possible VET options in both formal settings (such as VET in Schools) and informal settings (such as classroom activities).

As students begin to formulate their aspirations for VET study, gender stereotyping comes into play, often shaping students' beliefs about a suitable career path. Data from LSAY demonstrate that this gender divide is most prominent in the area of apprenticeships, signalling the importance for active policy to address the lower numbers of women taking up apprenticeships. Waiting until a student is ready to enter the workforce is not necessarily the best or most effective way to encourage girls to take up apprenticeships. Rather, age-appropriate interventions should occur throughout school. Further research could investigate the best way to implement exposure to VET-related occupations for girls, along with evaluating the effectiveness of such programs for engaging girls.

Recent school leavers respond well to the practical, hands-on nature of VET and can find it a secure path to quality employment (Dommers et al. 2017). This contrasts with students also reporting having to overcome the stigma associated with considering VET as a post-school pathway (Gore et al. 2017). Many students are informed by friends, family and even teachers that VET is an option only for low achievers and that university is always preferable. The perceived low status that VET can have in the community as an education option clearly affects the choices of potential students. Future research should investigate the countries or areas where VET is seen as an option equal to university, or where the stigma associated with VET has successfully been eliminated. The policies and implementation processes adopted by these countries may assist in designing policy to address this issue in Australia.

What factors are known to support young people to complete VET?

Supporting recent school leavers in VET begins with the first point of contact they have with the VET system. Students continually underscore the importance of being treated in a welcoming and friendly manner, and being able to connect with staff who have their interests in mind. Students may need a range of individual supports, and having staff with the ability to identify and address

individual needs is important. These needs may be academic in nature, with early school leavers often requiring learning, literacy and numeracy support. For others, needs may relate to their general wellbeing and may require referral to outside services (Dommers et al. 2017). Students also benefit when training providers integrate into the community and existing community services (Lamb et al. 2018).

Further research is still required into VET choice, study and outcomes where these issues relate to specific diverse groups of young people, such as early school leavers, Indigenous students, students with a disability, and gender and sexuality diverse students (also referred to as LGBTQIA+[5]). A recent review of Indigenous VET participation found that Indigenous students need increased support to undertake and complete their studies, which cannot be done without a greater understanding of the support these students actually need (Windley 2017). Although work on the best way to develop vocational training to meet the needs of Indigenous students has been undertaken, a more specific focus on the particular needs of young Indigenous recent school leavers would also be beneficial (Miller 2005).

Importantly, a number of key diversity groups need research attention. For example, almost no information is available on how the needs of gender and sexuality diverse students are or are not being met.

What are the outcomes following participation in VET?

The post-completion outcomes for recent school leavers in the VET system are very similar to the rest of the VET student population, with the majority of recent school leavers reporting employment and personal benefit from completing their VET course.

Valuable insights have been gained historically from participants in LSAY, such as research into the pathways of young people from school to VET or school leaver participation in apprentice and traineeships (Ainley & Corrigan 2005; Curtis 2008). Current cohorts show declining apprenticeships and similar research could do with updates being carried out now.

As a source of quality longitudinal data on school leavers, LSAY continues to be valuable for investigating the outcomes of VET study for this group. Of course, not all LSAY participants transition from school to VET, and those who do may not have completed their course of VET study by the end of their participation in LSAY. It would be valuable for future research on post-VET outcomes for recent school leavers to use a longitudinal approach and/or link available data sources such as LSAY with the measures of later-life outcomes available through Census or Australian Tax Office data.

5   For a full explanation of the acronym LGBTQIA+, see <https://lgbtqia.ucdavis.edu/educated/glossary.html>

REFERENCES

ABS (Australian Bureau of Statistics) 2017a, Education and work, Australia, May 2017, cat.no.6227.0, ABS, Canberra.

—— 2017b, Labour force, Australia, October 2017, cat. no. 6291.0.55.001, ABS, Canberra.

Ainley, J & Corrigan, M 2005, *Participation in and pathways through New Apprenticeships*, LSAY research reports, ACER, Hawthorn, Victoria.

Brown, J 2017, *In their words: student choice in training markets — Victorian examples*, NCVER, Adelaide.

Curtis, D 2008, *VET pathways taken by school leavers*, LSAY research reports, ACER, Hawthorn, Victoria.

Dommers, E, Myconos, G, Swain, L & Yung, S 2017, *Engaging young early school leavers in vocational training*, NCVER, Adelaide.

Fossey, E, Chaffey, L, Venville, A, Ennals, P, Douglas, J & Bigby, C 2015, *Supporting tertiary students with disabilities; individualised and institution-level approaches in practice*, NCVER, Adelaide.

Gore, J, Ellis, H, Fray, L, Smith, M, Lloyd, A, Berrigan, C, Lyell, A, Weaver, N & Holmes, K 2017, *Choosing VET: investigating the VET aspirations of school students*, NCVER, Adelaide.

Hargreaves, J & Osborne, K 2017, *Choosing VET: aspirations, intention and choice*, NCVER, Adelaide.

Hedges, S & Speckesser, S 2017, *Peer effects and social influence in post-16 educational choice*, CVER discussion paper series no. 008, Centre for Vocational Educational Research, London School of Economics and Political Science, London.

Lamb, S, Maire, Q, Walstab, A, Newman, G, Doecke, E & Davies, M 2018, *Improving participation and success in VET for disadvantaged learners*, NCVER, Adelaide.

Miller, C & Nguyen, N 2008, *Who's supporting us? TAFE staff perspectives on supporting students with mental illnesses*, NCVER, Adelaide.

Miller, C 2005, *Aspects of training that meet Indigenous Australians' aspirations: a systematic review of research*, NCVER, Adelaide.

Misko, J, Korbel, P & Blomberg, D 2017, *VET in Schools students: characteristics and post-school employment and training experiences*, NCVER, Adelaide.

NCVER (National Centre for Vocational Education Research) 2018, *Young people in education and training 2016,* NCVER, Adelaide.

—— 2017a, *Australian vocational education and training statistics: VET student outcomes 2017*, NCVER, Adelaide.

—— 2017b, *National Student Outcomes Survey 2017*, unpublished, NCVER, Adelaide.

—— 2016, *Australian vocational education and training statistics: total VET students and courses 2015*, NCVER, Adelaide.

Polidano, C & Mavromaras, K 2011, 'Participation in and completion of vocational education and training for people with a disability', *Australian Economic Review*, vol.44, no.2, pp.137—52.

—— 2010, *The role of vocational education and training in the labour market outcomes of people with disabilities*, NCVER, Adelaide.

Polidano, C & Vu, H 2011, *To gain, retain and retrain: the role of post-school education for people with a disability*, NCVER, Adelaide.

Stanwick, J, Forrest, C & Skujins, P 2017, *Who are the persistently NEET young people?*, NCVER, Adelaide.

Windley, G 2017, *Indigenous VET participation, completion and outcomes: change over the past decade*, NCVER, Adelaide.

This document should be attributed as Osborne, K & Circelli, M 2018, *From school to VET: choices, experiences and outcomes*, NCVER, Adelaide.

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, or state and territory governments.

IMAGES: GETTY IMAGES/ISTOCK

ISBN   978 1 925717 14 3

TD/TNC   131.02