

25 YEARS OF LSAY

The Longitudinal Surveys of Australian Youth (LSAY) track young people as they move from school into further study, work, and other destinations. LSAY provides a rich source of information about young people and their pathways, helping researchers and policy makers make educated decisions about youth policies. Survey participants enter the study when they are about 15 years old and are contacted once a year until they are 25. Groups of survey participants are collectively known as a 'cohort'. LSAY began in 1995 with the Y95 cohort, followed by additional cohorts in 1998 (Y98), 2003 (Y03), 2006 (Y06) and 2009 (Y09). The most recent cohort began in 2015 (Y15).

This infographic explores the first 25 years of LSAY research. In each section you will find snapshots taken from different research studies which are grouped around wider themes: school, VET, university, employment and youth transitions. The first four slides show research using data from a specific cohort, which is represented by the coloured banner. The final slide, Youth Transitions, shows snapshots from studies that feature multiple cohorts or look at pathways more broadly. To show how long LSAY has been around, check out these interesting facts from when the survey was first established:



Pluto was still considered a planet



Kiss From a Rose by Seal was Australia's number one song for 6 weeks



Michael Jordan returned to the NBA



The DVD was first introduced



Toy Story, the first ever wholly computer-generated film hit the cinemas



eBay was launched

[25 YEARS OF SCHOOL]

LSAY allows us to understand how experiences during senior secondary school can affect post-school pathways. Research to date has focused on participation in science, technology, engineering and mathematics (STEM) subjects, Year 12 completion, school effects, and the influence of aspirations and perceived barriers to future outcomes.

Y95

FROM STEM TO LEAF

Anlezark, Lim, Semo & Nguyen
2008

60%

of students undertook 2 or more STEM subjects in Year 12



were in STEM careers (by their mid-twenties)

...indicating most young people choose different areas of study post-school.

WHICH PATHS WORK FOR YOUNG PEOPLE?

Karmel & Liu
2011

Completing Year 12 is no longer sufficient; young people today need to have **Year 12 plus further study** to get them on a path to success.

For males, an apprenticeship after Year 12 is an attractive route, as is university study.

For females, there are significant benefits to university participation.

Y98

PATTERNS OF PARTICIPATION IN YEAR 12

Fullarton, Walker, Ainley & Hillman
2003



84%

studying mathematics



36%

studying advanced mathematics

Low achieving students who recognise the value of mathematics for their future success are more likely to achieve that success.

Y03



AGAINST THE ODDS

Thomson & Hillman
2010

Students, particularly females, who were low-achievers in mathematics and who had not considered their post-school options were less likely to be satisfied with life and fully engaged in education or employment.

Y06

THE IMPACT OF SCHOOLS ON YOUNG PEOPLE'S TRANSITION TO UNIVERSITY

Gemici, Lim & Karmel
2013

Although individual characteristics are the main driver of success,

school attributes

are responsible for almost

20%

of the variation in tertiary entrance scores (TER).

The three most important school attributes for TER are:

Sector
(i.e. Catholic/independent/government)

Gender
(i.e. single-sex vs. co-educational)

Academic
the extent to which a school is 'academic'.

Y09

DEMOGRAPHIC PREDICTORS OF STUDENTS' SCIENCE PARTICIPATION OVER THE AGE OF 16

Cooper, Berry & Baglin
2018



First-generation migrant students

+35%

more likely to participate in science subjects after age 16 than Australian-background students.

Migrant-background students

+68%

more likely to participate in science subjects after age 16 than Australian-background students.



Indigenous students

-53%

less likely to participate in science subjects after age 16.

Y15

GENERATION Z: AT SCHOOL

NCVER
2018

Perceived barriers to completing post-school study at age 16:

33% OWN MOTIVATION

26% FINANCIAL DIFFICULTY

23% ACADEMIC ABILITY

19% PHYSICAL OR MENTAL HEALTH

15% SOCIAL LIFE/ OTHER INTERESTS

12% FAMILY RESPONSIBILITY

11% WHERE YOU LIVE

6% LACK OF FAMILY SUPPORT

[25 YEARS OF VET]

Learning more about the characteristics of students who enrol in vocational education and training (VET) programs and their outcomes, particularly whether it leads to secure employment, is of vital importance. LSAY research in this area has focused on the effects of VET in Schools, pathways from VET to higher education and vice-versa, trade versus non-trade apprenticeships, and VET as an option for early school leavers.

Y95

PARTICIPATION AND ACHIEVEMENT IN VET OF NON-COMPLETERS OF SCHOOL

Ball & Lamb
2001

8%

of school students did not complete Year 12 but did go on to do **post-school VET**

13%

of school students did not complete Year 12 or continue in **some form of other study**

Y98

HAVE SCHOOL VOCATIONAL EDUCATION AND TRAINING PROGRAMS BEEN SUCCESSFUL?

Anlezark, Karmel & Ong
2006

There was a clear positive impact on post-school outcomes for students undertaking VET programs in Year 11 but not going on to Year 12. This impact was stronger for females.

It appears that the VET programs enabled some students to engage with the world of work very successfully, such that they did not return to school for Year 12.

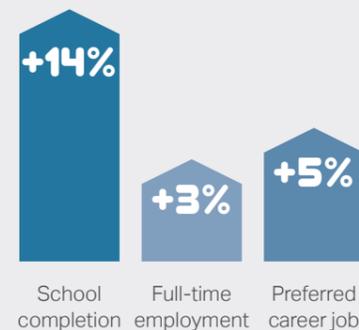


Y03

MAKING IT REAL

Polidano & Tobasso
2014

Participating VET in Schools = higher rates of:



\$25 higher weekly wage

Includes data from Y03 and Y06.

Y06

STUDENT TRANSFER BETWEEN VET AND HIGHER EDUCATION

Curtis
2019

30% of students commencing higher education are expected to drop out. However, LSAY data show that most of those 30% are students who have changed course, institutions, or sector (higher education vs VET).

Y06 COHORT



Y09

EDUCATIONAL OUTCOMES OF YOUNG INDIGENOUS AUSTRALIANS

Mahuteau, Karmel, Mavromaras & Zhu
2015

VET participation for Indigenous students is relatively high.



However once background characteristics and school attended are accounted for, Indigenous students are less likely to attend VET than their non-Indigenous counterparts.

Y15

FROM SCHOOL TO VET

Osborne & Circelli
2018

Intentions at aged 16

	VET	APPRENTICESHIP
FEMALE	10%	2%
MALE	15%	11%



[25 YEARS OF UNI]

LSAY research focussed on university examines the role of aspirations, parental and school influences on undertaking and completing higher education, the university experience, and the financial and labour market benefits.

Y95

COMPLETING UNIVERSITY

Marks
2007

FEMALE STUDENTS
MORE LIKELY
TO COMPLETE
UNIVERSITY
THAN MALES



with females **4 percentage points** more likely to complete a course.

AND GOOD NEWS...

Unemployment among those who do not complete their university course was very low (**2%** in 2004). There are indications that even a partial experience of university assists in avoiding unemployment.

MOVEMENT OF NON-METROPOLITAN YOUTH TOWARDS THE CITIES

Hillman & Rothman
2007

Females who complete a tertiary qualification were less likely to return to non-metropolitan areas.

Y98

THE FIRST-YEAR EXPERIENCE

Hillman
2005



THE FIRST YEAR OF UNIVERSITY CAN HAVE A MAJOR IMPACT ON LATER PARTICIPATION. WHEN STUDENTS WERE ASKED ABOUT THEIR EXPERIENCES IN FIRST YEAR UNIVERSITY:

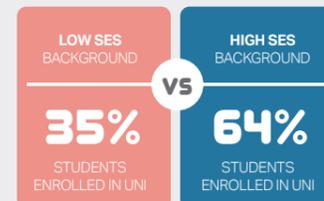


Y03

CAREER GUIDANCE, SCHOOL EXPERIENCES AND THE UNIVERSITY PARTICIPATION OF YOUNG PEOPLE FROM LOW SOCIO-ECONOMIC BACKGROUNDS

Tomaszewski, Perales & Ziang
2017

BY AGE 25



What influences the decision to go to university?

- Positive school experiences e.g. good student-teacher relationships
- Positive learning environment
- Career guidance e.g. talks by TAFE or university representatives, school career advisors

Y06



EDUCATIONAL OUTCOMES

Hamel & Ryan
2014

Aspirations to study at university have an effect on actually doing so in the range of **15% to 20%**. This is larger than the effect of school achievement or family background.

Y09

THE FACTORS AFFECTING THE ASPIRATIONS OF YOUNG AUSTRALIANS

Gemici, Bednarz, Karmel & Lim
2014

Students whose parents expect them to attend university are **more likely to plan to complete Year 12.**

They are also **more likely to plan to go to university** if their friends do.



Y15

GENERATION Z: AT SCHOOL

NCVER
2018

In 2016, more than **50%** of secondary students planned to attend university in the year after leaving school.

PLANNED TO GO TO UNIVERSITY IN THE YEAR AFTER LEAVING SCHOOL:

55%
FEMALE

46%
MALE

[25 YEARS OF EMPLOYMENT]

LSAY data has enabled the investigation of changes in youth circumstances over different economic conditions which provides insight into the social, fiscal and technological impact on youth employment.

Y95

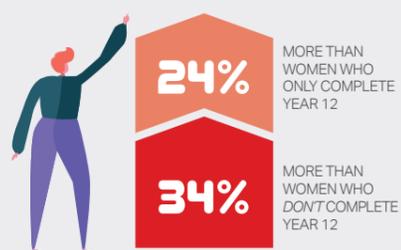
THE ATTAINABILITY OF UNIVERSITY DEGREES AND THEIR LABOUR MARKET BENEFITS FOR YOUNG AUSTRALIANS

Lee 2014

MALE UNIVERSITY GRADUATES EARN:



FEMALE UNIVERSITY GRADUATES EARN:



Y98

STARTING OUT IN LOW-SKILL JOBS

Karmel, Lu & Oliver 2013

HIGH EDUCATION, ABILITY, EXPERIENCE = HIGH SKILL JOBS

Males are more likely to make the transition to high-skill jobs than females. Young people who are part-time workers are likely to remain in low-skill jobs.



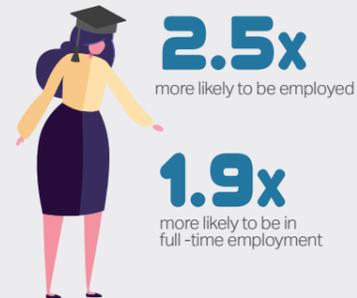
Five years after starting out in low-skill jobs, around a third move to high-skill jobs.

Y03

DO THE LABOUR MARKET RETURNS TO UNIVERSITY DEGREES DIFFER...

Marks 2018

Those with a university degree are...



...compared to those without a university degree.

COMBINING SCHOOL AND WORK

Anlezark & Lim 2011

Around half of senior secondary students combined part-time work and school.



Working 5 hours per week has a positive impact on post-school full-time employment, compared with not working at all.

Y06

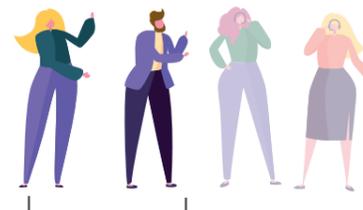
THE NEW WORK REALITY

The Foundation for Young Australians 2018

Among young people who had not gained full-time employment by age 25:



• more than 75% do not believe they have relevant vocational and practical work experience to gain full-time hours.



• 50% of young people believe they do not have the appropriate education.

Y09

ADOLESCENT OCCUPATIONAL EXPECTATIONS

Sikora & Biddie 2015



This is much higher than proportions of the adult populations who actually achieve these jobs.

There is concern that unrealistic plans may generate discontent and high levels of stress. However, being ambitious may encourage young people to aim for university education, which is likely to lead to more positive outcomes in the long-term.

Y15

GENERATION Z: LIFE AT 17

NCVER 2019

8% OF 17YO'S HAD GIG WORK WHILE AT SCHOOL

- PERFORMING ONLINE TASKS
- BABYSITTING
- CLEANING
- GARDENING/LANDSCAPING
- BEING A MUSICIAN
- UMPIRING/COACHING

Gig work is paid per task, with no set hours.

25 YEARS OF YOUTH TRANSITIONS

For young people, pathways from school to employment continue to transform, with the duration of post-school education and training increasing substantially over recent years.

LSAY research has focused heavily on youth transitions. Some key pieces have used sophisticated analysis to examine patterns across multiple cohorts and time periods, focussing on contemporary trends such as gap year taking, young people who are persistently not in education, employment or training (NEET), and the complexity of pathways taken from school into and out of work and study.



www.facebook.com/LSAY15

www.instagram.com/lsay_au

www.lsay.edu.au/subscribe

Y95/Y98

THE VOCATIONAL EQUIVALENT TO YEAR 12

Lim & Karmel
2011

For males, all pathways (including early school leaving with no further VET study) are equivalent to Year 12 completion in terms of employment outcomes. This suggests that equivalence has no meaning in this context.

For females, certificate III, but not certificate II, is equivalent in terms of full-time employment or study.

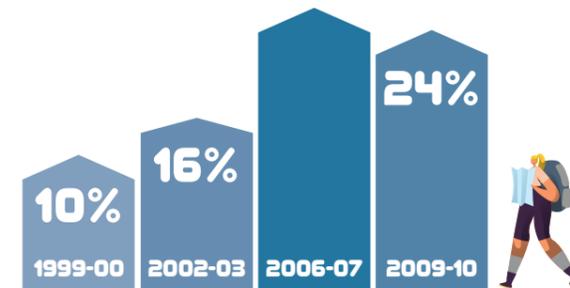
In terms of further study outcomes, neither certificate II or III were equivalent to completing Year 12.



Y95/Y98/Y03/Y06

WHO TAKES A GAP YEAR AND WHY?

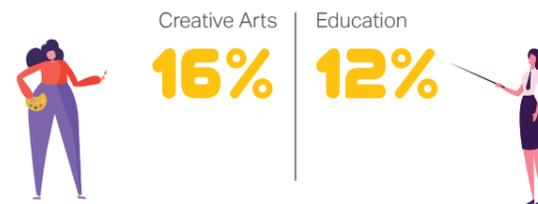
Stanwick & Lumsden
2012



Incidence of gap year over time

There was a greater occurrence of gap-year taking among those who were employed in Year 12 compared to those who were not employed.

Gap year students (Y03) enrolled in:



Y03/Y06

YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

Stanwick, Forrest & Skujins
2017

	NEET AT SOME POINT	NEET 6 MONTHS+
Y03	26%	11%
Y06	39%	17%

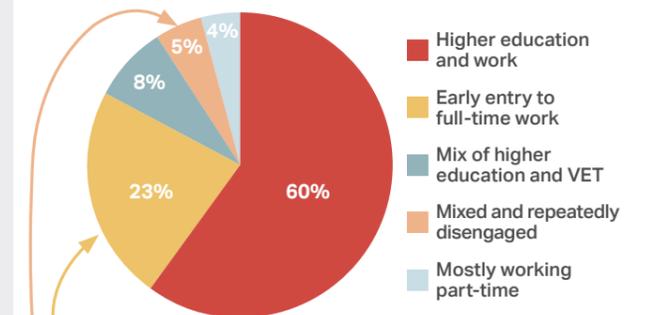
The main risk factors for becoming persistently not in education, employment or training (NEET) were having children, not completing Year 12, coming from low SES backgrounds or provincial regions, being female, or being Indigenous.

Y06

SCHOOL TO WORK PATHWAYS

Ranasinghe & Chew
2019

Five pathways from age 15



Studying vocational subjects in school results in a **13% increase** in following the **early entry to full-time work pathway**. This is also affected by low mathematics achievement (16% more likely) and low reading achievement (10% more likely).

The disengaged pathway was affected by low SES and low mathematics ability.