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1. Research question and aims

Using data from the 2003 Longitudinal Survey of Australian Youth (LSAY), as planned in the March report 'Patterns and Sequences of Mobility' (Rowe, Corcoran and Bell 2013), this report addresses the third research question of the Australian Research Council (ARC) Linkage project (LP120100212), namely: How do these pathways play out in terms of spatial mobility and what role does mobility play in the choices individuals make? It does so by seeking answers to a common debate in migration studies. Migrants are normally expected to do better than those stayed behind in the home community (Greenwood 1997; Cushing and Poot 2004). Migrants are expected to enjoy higher levels of wellbeing, have higher income, access to better education and employment opportunities, reflecting the individual aspirations underlying the decision to migrate (UN 2009). However, it is less clear if migrants do better than people in the host community (Herzog and Schlottmann 1984; Newbold 2012). Migrants may struggle more as they endeavour to build a social network and to adapt to their new place of residence, but they may also be more motivated and determined to enhance their human capital and labour market outcomes (Herzog and Schlottmann 1984).

To contribute to this debate, we examine differences in the main educational and employment pathways and early labour market outcomes between three groups of school leavers. We first analyse differences between young students starting off in regional Victoria who moved to a major Australian city after leaving school (regional movers), and those who stayed in regional Victoria (regional stayers). We seek to establish whether students moving from regional Victoria do better than those staying on. Second, we explore differences between regional movers and students who started off and stayed in Melbourne (Melbourne stayers) to determine whether regional students moving to Melbourne do better than those locally educated and employed.

2. Data and methodology

Consistent with the two previous reports (Rowe, Corcoran and Bell 2013; Rowe, Bell and Corcoran 2014), we draw on data from the 2003 LSAY. The analysis focuses on the 529 students who started off and stayed on in Melbourne and are classified as 'Melbourne stayers', and on the 218 students with a starting location in regional Victoria in 2003: Of this total, 82 moved to a major Australian city after leaving school and therefore are classified as 'regional movers'; while 136 stayed in regional Victoria and hence are classified as 'regional stayers'. To contextualise the analysis reported here, it is useful to recall that regional Victoria tends to experience large losses of young people through migration, particularly people in the 20-24 age group, and that a very small number of these people return to regional Victoria. When young regional Victorians move back, they tend to be around 23 years old. In contrast, very few young people tend to leave Melbourne. When they do, they are more likely to migrate to another city, rather than to a regional area.

Following the methodological strategy of the previous report (entitled: 'Labour market outcomes and main educational and occupational pathways of young Victorians'), we first examine differences in labour market outcomes in early working life. We use five indicators: (1) full-time employment, (2) unemployment, (3) salary, (4) job satisfaction and (5) occupational status. These indicators are measured using data from the final year of the 2003 LSAY survey, when the median age of students is 23 years. Further details of these indicators are provided in the Appendix A of the previous report.

To determine differences in educational and employment pathways between our three groups of young people, we use LSAY on study and employment situations. We define a variable that records the main activity of young people at each survey year. Individuals are captured as one of these activities: (1) school, (2) Vocational Education and Training (VET), (3) university education, (4) apprenticeship/traineeship, (5) unemployment, (6) part-time employment, (7) full-time employment and (8) inactivity (i.e. not in education and not the labour force).

3. Regional movers and stayers

3.1. Labour market outcomes in early working life

We begin by identifying differences in initial labour market outcomes between regional movers and stayers. Table 1 reports the labour market outcomes of regional movers and stayers at the age of 23, six years after most left school when 75% were actively participating in the labour force. In the previous report, we documented prominent differences in labour market outcomes between young people starting off in Melbourne and those starting off in regional Victoria. Compared to Melbourne students, we showed that young regional Victorians display lower labour participation rates in high skilled managerial and professional occupations and in clerical/sales/personal services positions, but higher participation rates in technical-skilled occupations.

Table 1: Labour market outcomes at the age of 23: Stayers and movers from regional Victoria.

Labour market outcomes	Regional stayers	Regional movers	Difference ^a
Number of students	136	82	
Full-time employment, %	58.8	58.5	0.3
Unemployment, %	4.4	6.1	-1.7
Hourly pay, median	23.4	21.4	2.0
Job satisfaction, range 0-100, mean	78.0	75.6	2.4
Occupation, %			
Managerial and professional	23.7	26.8	-3.1
Technician	24.4	13.4	11.0 *
Clerical/sales/personal services	25.9	36.6	-10.7 *
Plan operator	3.7	2.4	1.3
Labourer	7.4	7.3	0.1
Not working (unemployed or not in the workforce)	14.8	13.4	1.4

a Difference: Stayers minus movers.

Significance: * p-value<0.1, ** p-value<0.05, *** p-value<0.01

Source: Authors' elaboration using 2003 LSAY data.

Table 1 reveals that the distribution of young regional Victorians across occupations largely reflect that of those who stayed on. Regional stayers are more likely to be employed in technical-skilled positions in early stages of working life, whereas those who moved to Melbourne are more likely to have clerical/sales/personal services positions. Table 1 also reveals that differences in labour market outcomes in terms of full-time employment, unemployment, salary and job satisfaction are marginal. In what follows, therefore, we focus on examining the way in which differences in educational and employment pathways lead to the prominent differences in occupational outcomes.

3.2. Educational and employment pathways

Circular plots offer an effective means of graphically representing the main educational and employment pathways of regional movers and stayers. For the purposes of discussion, we focus on identifying the main educational and employment pathways followed by regional movers, and examine how they differ from those undertaken by regional stayers.

3.2.1. Pathways of movers

Figure 1 shows the annual "transitions" of regional movers between the main educational and employment activities from 2005 to 2011. Appendix A and B report the underlying data. Transitions between the first two years in the sample are not shown as most students remained at school. The annual distribution of regional movers across activities is similar to that documented previously for the entire sample of regional Victorians. There is a high concentration of students in university study between 2006 and 2009 after leaving school, with moderate shares of students in apprenticeships/traineeships and in employment and with marginal shares in VET, unemployment and inactivity. From 2009 to 2011, when most people graduate from some form of post-school education, the majority have shifted to full-time employment with smaller proportions in part-time employment and university study. Unemployment, inactivity and VET account for very small shares (less than 0.8%).

Analysing the sequence of transitions reveals that movers tend to follow two main educational and employment pathways. One common pathway comprises the transition from school into university and then into employment, primarily into full-time work. Between 2005 and 2006, when most respondents left school, 27% of movers entered university, while less than 9% undertook apprenticeships/traineeships and less than 12% engaged in VET studies.

The second common pathway was the transition into employment immediately after completion of school. Between 2005 and 2006, 25% of movers found a job after they completed school. They were primarily in full-time employment (15% of movers). Few movers became unemployed (1) or inactive (3) after leaving school. For those movers who transitioned into the workforce immediately after school, there were two common transitions. One was to remain in the labour force and not to undertake any form of post-school education. This pathway accounted for 40% of movers actively participating in the workforce in 2006. Making up a similar proportion (40%), the second involved undertaking some form of tertiary education after having one year of working experience post-school completion. This year can thus be seen as a gap year or deferral of post-school education.

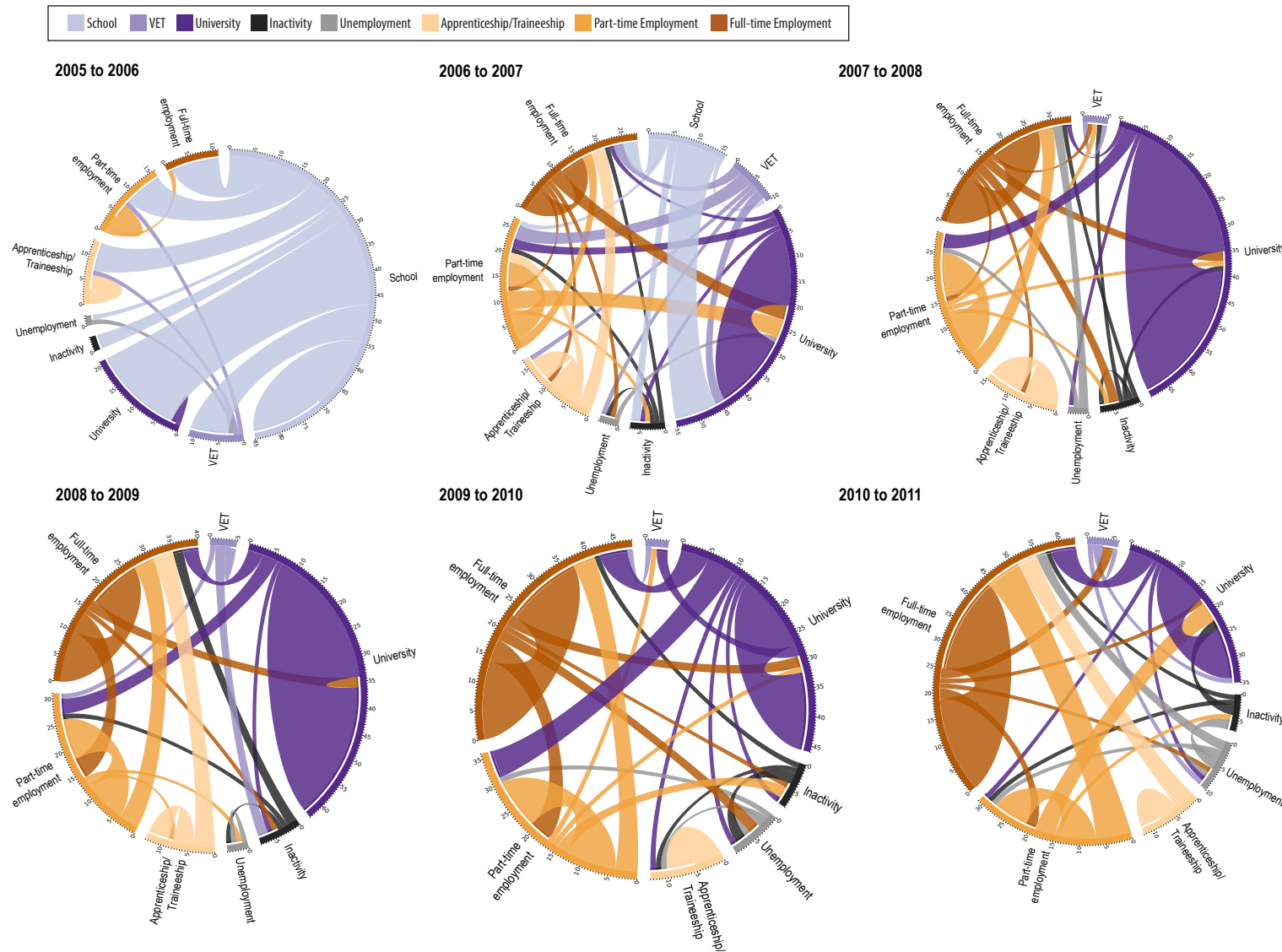


Figure 1: Year-to-year educational and employment transitions of school leavers moving from regional Victoria, 2005 to 2011. Source: Authors' elaboration using 2003 LSAY data.

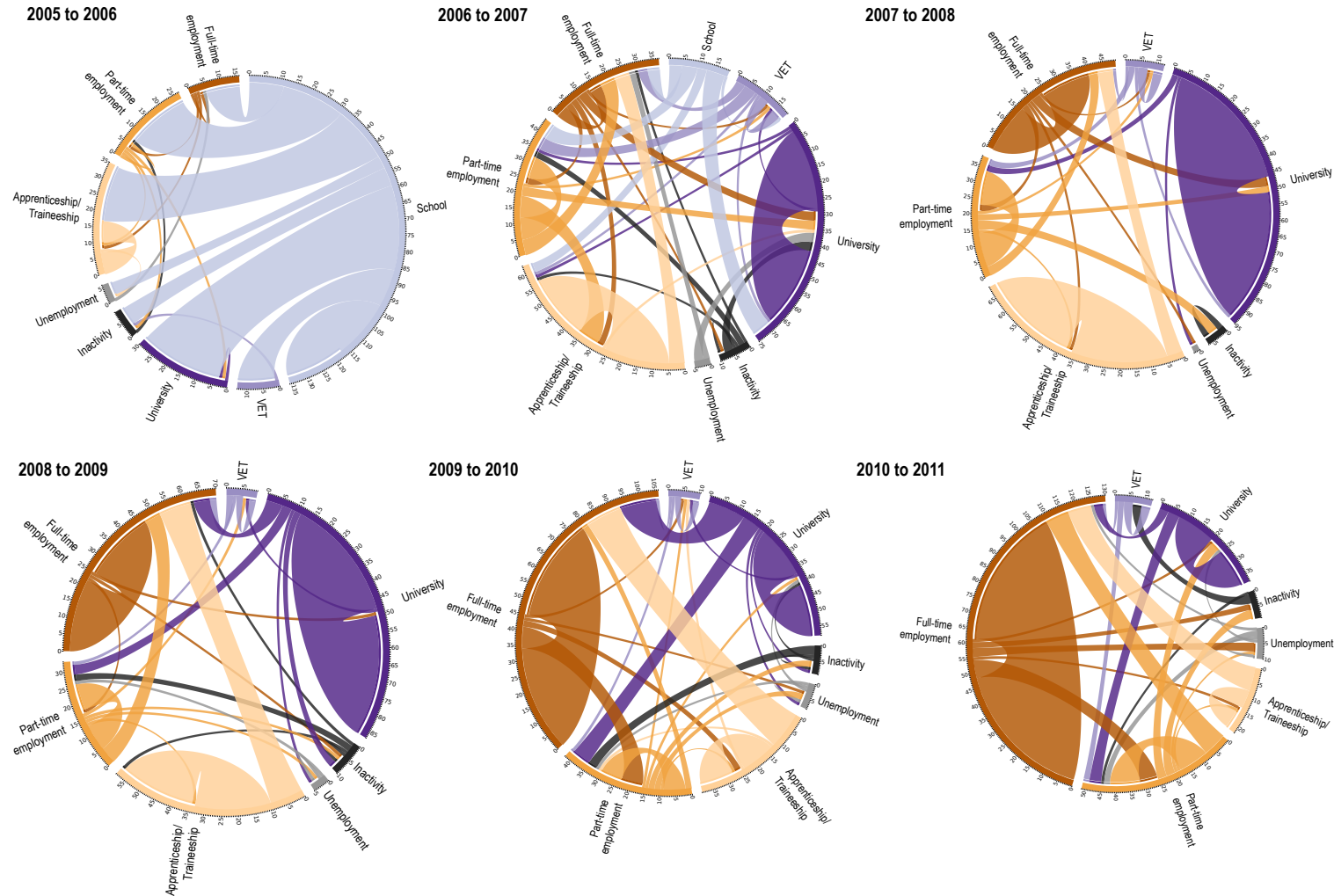


Figure 2: Year-to-year educational and employment transitions of school leavers staying in regional Victoria, 2005 to 2011. Source: Authors' elaboration using 2003 LSAY data.

3.2.2. Differences in educational and employment pathways

As pointed out earlier, the pathways followed by regional stayers largely mirror those documented for the whole sample of young regional Victorians in the previous report (Figure 2). Regional stayers tend to progress through three pathways. The first and most common pathway is the transition from school into university and then into work. The second involves the transition from school into an apprenticeship/traineeship programme and then into full-time employment. The third pathway comprises the progression from school directly into employment, with equal proportions of students (25%) undertaking some form of tertiary education after one year of job experience, and (25%) remaining in employment and not undertaking any form of post-school education.

There appear to be two prominent differences between the pathways followed by regional stayers and movers. The first major difference is that, compared to regional stayers, movers appear to be more likely to enter university after leaving school. While 43% of regional movers in 2007 undertook university education following school completion, just 34% of regional stayers were at university. The second main difference is that regional movers seem to be less likely to undertake apprenticeships/traineeships than regional stayers. In 2007, the percentage of regional movers engaged in apprenticeship/traineeship programmes was only 9%, whereas that of regional stayers was over 26%.

These results reveal that differences in the educational and employment pathways of young regional Victorians and Melbournians are largely a reflection of the educational and employment choices of regional stayers. Regional Victorians who move tend to adopt pathways that are more similar to those transitioned by young Melbournians. In the previous report, we documented that a main difference in the educational and employment pathways followed by young regional Victorians and Melbournians was the higher propensity among the former to undertake apprenticeships/traineeships after leaving school. The analysis reported here indicates that school leavers staying in regional Victoria represent this group of young regional Victorians, with a high preference for apprenticeship/traineeship programmes. It also shows that when young people move from regional Victoria, they are more likely to undertake university studies, pointing to the importance of education as a main reason for migrating.

3.3. Educational outcomes

These differences in educational choices are translated into differences in educational outcomes between stayers and movers from regional Victoria. Table 2 reveals that regional stayers are more likely than regional movers to complete a certificate qualification but less likely to complete a Bachelor degree, reflecting the large proportion of regional stayers who undertake apprenticeship/traineeship programmes. At the same time, this reflects the higher propensity among movers from regional Victoria to engage in university education after leaving school. Table 2 also shows that a larger share of regional movers had not completed an educational qualification over the period of analysis, however, half of this group were still in education in 2011. This suggests that the proportion of regional movers with no educational qualification may become smaller as students complete their study programmes.

3.4. Explaining differences in occupational outcomes

These educational outcomes help explain the differences in occupational status between regional movers and stayers reported in Table 1. Compared to regional movers, regional stayers are more likely to be employed in technical occupations. This appears to be because regional stayers are

more likely to undertake apprenticeship/traineeship programmes that lead to achievement of technical educational qualifications and hence to occupations of a similar nature.

Table 2: Highest educational qualification completed by stayers and movers from regional Victoria, 2011.

	Regional stayers		Regional movers	
	Number	%	Number	%
No qualification	33	24.3	25	30.5
Certificate	49	36.0	23	28.1
Diploma	15	11.0	7	8.5
Bachelor degree	35	25.7	27	32.9
Postgraduate degree	4	2.9	0	0.0
Total	136	100	82	100

Source: Authors' elaboration using 2003 LSAY data.

Regional movers, on the other hand, display a higher propensity to be employed in clerical/sales/personal services positions than regional stayers. While this could be interpreted as a stepping-stone to gain working experience after graduation, inspection of the data indicates that people working in these occupations tend to follow erratic educational and employment pathways. They tend to experience periods of employment, unemployment and varied passages through the educational system. For those moving from regional Victoria, this profile of employment in clerical/sales/personal services positions may well be associated with financial constraints, and the need to cover the costs associated with an educational qualification, rather than being a final outcome of the move to the city.

Taken together, these results suggest that school leavers who migrate from regional Victoria to Melbourne tend to do somewhat better than those who stay put. By relocating to Melbourne, young regional Victorians gain access to educational opportunities that are not locally available and thus are more likely to end up in university education than those who remain behind, but they are also more likely to intersperse this with periods of employment in low status clerical/sales/personal services occupations, possibly to pay for their studies because they are likely to be living outside the parental home and cannot sponge off their parents. The question that follows is: how do regional young migrants do compared to those brought up and educated in Melbourne?

4. Regional movers and Melbourne stayers

4.1. Labour market outcomes in early working life

To address this question, we examine differences in labour market outcomes between regional movers and Melbourne stayers in early working life. Table 3 reveals that differences in labour market outcomes in terms of unemployment, salary and job satisfaction are modest. It also shows that although differences in terms of full-time employment and the profile of occupations are not statistically significant, they are quite pronounced. Whereas young regional movers are less likely to be employed in high status managerial/professional occupations than Melbourne stayers, they are more likely to work in low status labour positions. Young regional movers are also more likely to

be employed in full-time occupations, but they also seem to have a higher likelihood of being out of work. Rather than a high probability of being unemployed (Table 3), this higher likelihood of being out of work seems to be explained by a large share of young people outside the labour force.

Table 3: Labour market outcomes at the age of 23: Melbourne stayers and regional movers.

Labour market outcomes	Melbourne stayers	Regional movers	Difference ^a
Number of students	592	82	
Full-time employment, %	54.6	58.5	-4.0
Unemployment, %	5.2	6.1	-0.9
Hourly pay, median	22.5	21.4	1.1
Job satisfaction, range 0-100, mean	76.1	75.6	0.6
Occupation, %			
Managerial and professional	31.9	26.8	5.0
Technician	11.8	13.4	-1.7
Clerical/sales/personal services	38.5	36.6	1.9
Plant operator	2.0	2.4	-0.4
Labourer	4.9	7.3	-2.4
Not working (unemployed or not in the workforce)	10.9	13.4	-2.5

a Difference: Stayers minus movers. Note that none of these differences were statistically significant at a p-value<0.1.

Source: Authors' elaboration using 2003 LSAY data.

4.2. Differences in educational and employment pathways

Underlying these differences in labour market outcomes are the educational and employment pathways followed by these two groups of school leavers. Figures 1 and 3 reveal key differences in their educational and employment pathways. Young movers from regional Victoria are less likely to transition into university than young people staying in Melbourne, but they appear to be more likely to take up full-time work immediately after leaving school. Between 2005 and 2006, when most students left school, the percentages of regional movers entering university and moving into full-time employment were 27% and 14%, whereas those of Melbourne stayers were 44% and 6% respectively. From those regional movers taking up full-time jobs immediately after school, 36% remained in the workforce and did not engaged in post-school education in subsequent years, while 64% undertook educational training, with the majority entering university. This translated into a high probability among regional movers to transition from full-time employment to university. This probably was consistently higher than that for Melbourne stayers between 2006 and 2010, especially between 2006 and 2007 when the proportion of regional movers moving from full-time employment into university education was twice (27%) that of Melbourne stayers (14%).

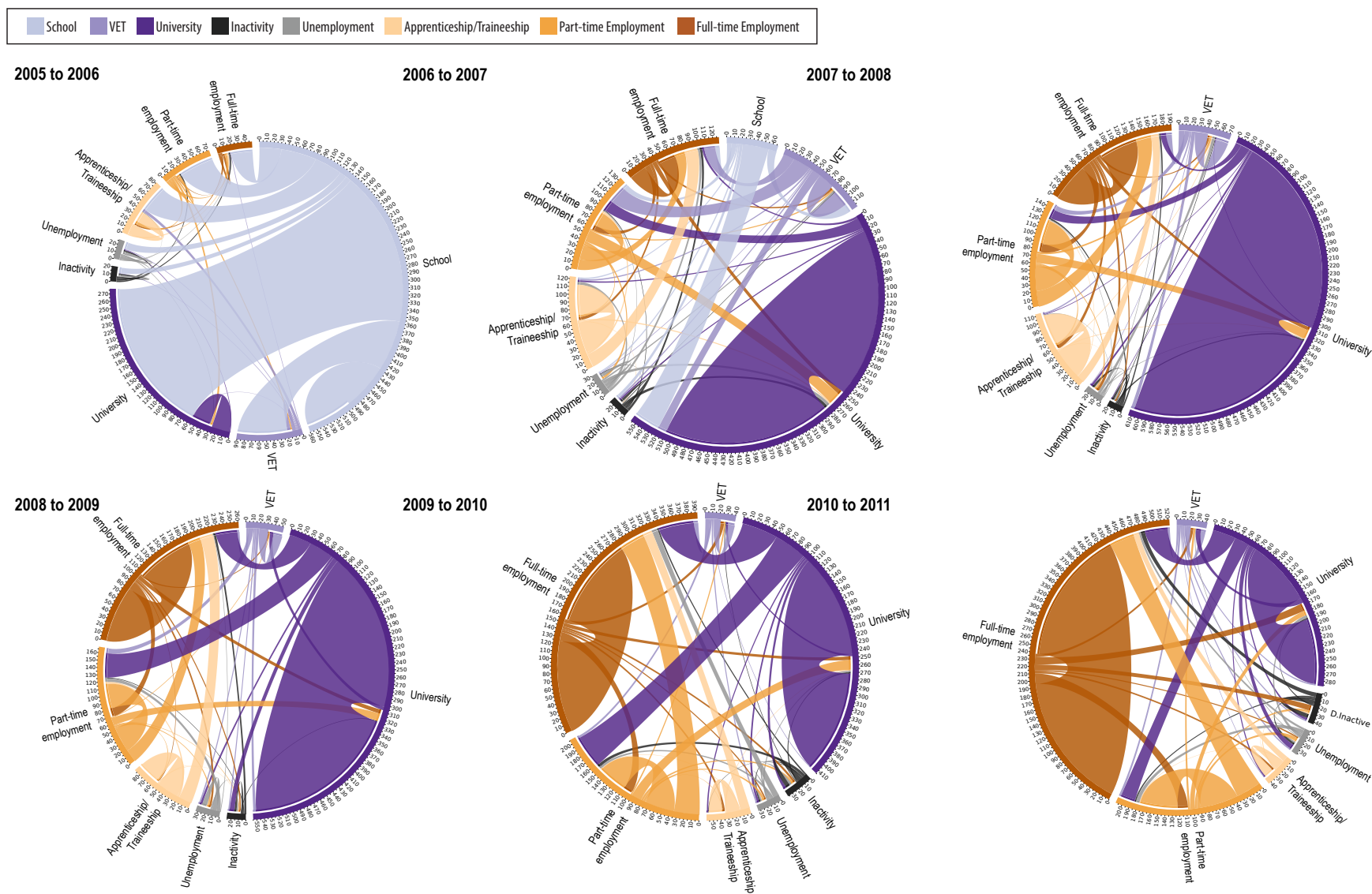


Figure 2: Year-to-year educational and employment transitions of school leavers staying in Melbourne, 2005 to 2011.

Source: Authors' elaboration using 2003 LSAY data. Appendix C reports the underlying transition tables.

Another key difference is in the probability to transition into inactivity. Regional movers are persistently more likely than Melbourne stayers to experience periods of inactivity. Between 2005 and 2008, in the year after leaving school, the percentage of regional movers undergoing a period of inactivity remained over 5%, while that of Melbourne stayers stayed around only 2%. These spells of inactivity represent periods outside the workforce and the education system, probably reflecting the difficulties of young regional Victorians to find employment and to finance their studies after moving to Melbourne.

An additional key difference is in the likelihood to undertake apprenticeship/traineeship programs. Regional movers display a higher propensity than Melbourne stayers to engage in apprenticeships/traineeships. This was particularly evident in 2010 when 10% of all regional movers were formally enrolled in an apprenticeship/traineeship program compared to only 4% of all Melbourne stayers.

4.3. Educational outcomes

These differences in post-school pathways give rise to differences in the educational outcomes between regional movers and Melbourne stayers. Table 4 reveals that Melbourne stayers are more likely to obtain a Bachelor degree, reflecting their higher probability to transition into university education after school. In contrast, regional movers are more likely to complete a certificate degree and are less likely to have completed a post-school educational qualification by the age of 23 years. These educational outcomes echo the fact that regional movers are more likely to experience periods of inactivity (i.e. out of the labour force and the educational system), to transition and remain into full-time employment after school, and to engage in apprenticeship/traineeship programs.

Table 4: Highest educational qualification completed by Melbourne stayers and regional movers, 2011.

Educational qualification	Melbourne stayers		Regional movers	
	Number	%	Number	%
Not qualification	157	26.5	25	30.5
Certificate	121	20.4	23	28.0
Diploma	61	10.3	7	8.5
Bachelor degree	231	39.0	27	32.9
Postgraduate degree	22	3.7	0	0.0
Total	592	100.0	82	100.0

Source: Authors' elaboration using 2003 LSAY data.

4.4. Explaining differences in employment and occupational outcomes

Together, these post-school pathways and educational outcomes offer explanations for the differences in employment and occupational outcomes between regional movers and Melbourne stayers documented in Table 3. Compared to Melbourne stayers, regional movers were found to have a higher propensity to be unemployed or outside the workforce. This may reflect that fact that

regional movers are more likely to undergo periods of inactivity outside the workforce and the education system, probably as a result of difficulties to pay their post-school studies and to adapt to a new lifestyle in Melbourne after migrating.

Regional movers were also found to be more likely than Melbourne stayers to be employed in elementary labour occupations. This appears to be because regional movers are more likely to transition into full-time employment immediately after school and remained in the workforce, without completing any post-school educational qualification. This may represent a major difficulty to acquire relevant educational training for regional movers and to be employable in highly skilled positions.

On the other hand, Melbourne stayers were found to have a higher propensity to work in managerial and professional occupations than regional movers. This appears to be because Melbourne stayers are more likely to complete a university qualification that may comprise an essential requirement to secure a highly skilled managerial and professional position.¹

¹ In the previous report, we argued that understanding the linkages between education and industry sector is critical for economic growth and development. The small size of the data set, when disaggregated across educational fields and industry sectors, precludes more detailed analysis of the pathways followed by young people leaving regional Victoria.

5. Conclusion

Migration is generally perceived as a mechanism to pursue individual aspirations and enhance human capital. As such, migrants are expected to have higher salary, gain access to better educational opportunities and display a greater probability to find suitable employment than those who remained in the home community (Fielding 1992; Pekkala and Tervo 2002; Lehmer and Moller 2008). These positive outcomes of migrants are, however, less clear when they are compared to those of their counterparts in the host community. Migrants are more motivated and driven to develop their professional career and improve their educational qualifications, but they may also experience major difficulties to settle in a new area, living away from family and friends, finding a new job and building a social network to establish a new routine.

The accumulated evidence in this project indicates that migration plays a major role in enhancing the employment and educational outcomes of young regional Victorians. By migrating to Melbourne, they gain access to educational opportunities that are not locally available. This is evidenced by the fact that young school leavers who migrate from regional Victoria are more likely to engage in university education and complete a Bachelor degree than those remaining behind. Nevertheless, the pathway is not always straightforward, since it appears that regional movers are more likely to engage in sales and personal service employment during their studies, possibly because their expenses are higher than locals who are still living at home. Unlike those moving to Melbourne, school leavers who remain in regional Victoria are more likely to undertake apprenticeships/traineeships and complete a certificate qualification, leading to an occupational pathway into a technical-oriented career.

Regional movers, however, experience more difficult pathways than those school leavers brought up and educated in Melbourne. Compared to Melbourne school leavers, movers from regional Victoria are more likely to progress through periods of inactivity outside the workforce and the educational system and are less likely to complete a post-school educational qualification. As a result, regional movers are more likely to experience spells of unemployment and to be employed in low status elementary occupations. In contrast, Melbourne school leavers are more likely to enter university and obtain a Bachelor qualification. This qualification equips students with an array of specialised skills and knowledge to perform complex decision-making and creative tasks, and hence Melbourne school leavers are more often employed in highly skilled managerial and professional positions than regional movers.

It is important to point out, however, that these differences in employment and educational outcomes between regional movers, regional stayers and Melbourne stayers reflect the experiences of school leavers in early working life. They are likely to improve as these people gain working experience, transition into better jobs and escalate up the occupational hierarchy, as documented by Graduate Careers Australia (GCA). Evidence from GCA's Beyond Graduation Survey (BGS) has shown that salaries for bachelor degree graduates grow very strongly after three years post-graduation when these career developments materialise (Carroll and Bryant 2011; Carroll 2013). Salaries grow almost 40 per cent three years after graduation (Carroll and Bryant 2011; Carroll 2013). In a similar fashion, the difficulties experienced by migrants are likely to be temporary. School leavers migrating from regional Victoria to Melbourne are likely to improve their occupational outcomes as they acquire relevant post-school educational training and adapt to a new lifestyle in Melbourne.

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Appendix A. Annual progression between main activities, school leavers staying in regional Victoria, 2003 to 2011.

		2004								
2003		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	127	0	0	0	1	3	1	3	135
	%	94.1	0.0	0.0	0.0	0.7	2.2	0.7	2.2	100.0
Total	N	127	0	0	0	1	3	1	3	135
	%	94.1	0.0	0.0	0.0	0.7	2.2	0.7	2.2	100.0

		2005								
2004		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	116	1	1	1	0	5	1	2	127
	%	91.3	0.8	0.8	0.8	0.0	3.9	0.8	1.6	100.0
VET	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Inactivity	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Unemployment	N	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	100	0	0	0	100
Apprenticeship/train	N	0	0	0	0	0	1	2	0	3
	%	0	0	0	0	0	33.33	66.67	0	100
Full-time employment	N	0	0	0	0	0	0	0	1	1
	%	0	0	0	0	0	0	0	100	100
Part-time employment	N	0	0	0	0	0	2	0	1	3
	%	0	0	0	0	0	66.67	0	33.33	100
Total	N	116	1	1	1	1	8	3	4	135

% 85.9 0.7 0.7 0.7 0.7 5.9 2.2 3.0 100.0

2006										
2005		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	19	12	27	6	4	18	11	20	117
	%	16.2	10.3	23.1	5.1	3.4	15.4	9.4	17.1	100.0
VET	N	0	0	0	1	0	0	0	0	1
	%	0	0	0	100	0	0	0	0	100
University	N	0	0	1	0	0	0	0	0	1
	%	0	0	100	0	0	0	0	0	100
Inactivity	N	0	0	0	0	0	0	0	1	1
	%	0	0	0	0	0	0	0	100	100
Unemployment	N	0	0	0	0	0	0	1	0	1
	%	0	0	0	0	0	0	100	0	100
Apprenticeship/train	N	0	0	0	0	1	7	0	0	8
	%	0	0	0	0	12.5	87.5	0	0	100
Full-time employment	N	0	0	0	0	0	1	1	1	3
	%	0	0	0	0	0	33.33	33.33	33.33	100
Part-time employment	N	0	0	1	1	0	1	0	1	4
	%	0.0	0.0	25.0	25.0	0.0	25.0	0.0	25.0	100.0
Total	N	19	12	29	8	5	27	13	23	136
	%	14.0	8.8	21.3	5.9	3.7	19.9	9.6	16.9	100.0

2007										
2006		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total

School	N	0	1	6	0	0	3	4	5	19
	%	0.0	5.3	31.6	0.0	0.0	15.8	21.1	26.3	100.0
VET	N	0	3	1	0	0	1	3	4	12
	%	0	25	8.33	0	0	8.33	25	33.33	100
University	N	0	1	26	0	0	1	0	1	29
	%	0	3.45	89.66	0	0	3.45	0	3.45	100
Inactivity	N	0	0	3	1	0	1	1	2	8
	%	0	0	37.5	12.5	0	12.5	12.5	25	100
Unemployment	N	0	0	3	0	0	0	2	0	5
	%	0	0	60	0	0	0	40	0	100
Apprenticeship/train	N	0	0	1	0	0	21	5	0	27
	%	0	0	3.7	0	0	77.78	18.52	0	100
Full-time employment	N	0	1	3	1	0	2	4	2	13
	%	0	7.69	23.08	7.69	0	15.38	30.77	15.38	100
Part-time employment	N	0	1	3	0	0	7	5	7	23
	%	0.0	4.4	13.0	0.0	0.0	30.4	21.7	30.4	100.0
Total	N	0	7	46	2	0	36	24	21	136
	%	0.0	5.2	33.8	1.5	0.0	26.5	17.7	15.4	100.0

2008

		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2007										
VET	N	0	3	1	0	0	0	1	2	7
	%	0.0	42.9	14.3	0.0	0.0	0.0	14.3	28.6	100.0
University	N	0	0	43	0	1	0	0	2	46
	%	0	0	93.48	0	2.17	0	0	4.35	100
Inactivity	N	0	0	0	2	0	0	0	0	2
	%	0	0	0	100	0	0	0	0	100
Unemployment	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0

	%	0	0	0	0	0	0	0	0	0
Apprenticeship/train	N	0	0	0	0	0	31	5	0	36
	%	0	0	0	0	0	86.11	13.89	0	100
Full-time employment	N	0	1	3	0	1	1	16	2	24
	%	0	4.17	12.5	0	4.17	4.17	66.67	8.33	100
Part-time employment	N	0	1	2	3	0	1	3	11	21
	%	0	4.76	9.52	14.29	0	4.76	14.29	52.38	100
Total	N	0	5	49	5	2	33	25	17	136
	%	0.0	3.7	36.0	3.7	1.5	24.3	18.4	12.5	100.0

2009

	2008	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	2	0	0	0	0	2	1	5
	%	0.0	40.0	0.0	0.0	0.0	0.0	40.0	20.0	100.0
University	N	0	1	37	2	1	0	5	3	49
	%	0	2.04	75.51	4.08	2.04	0	10.2	6.12	100
Inactivity	N	0	0	0	1	0	1	1	2	5
	%	0	0	0	20	0	20	20	40	100
Unemployment	N	0	0	0	0	1	0	0	1	2
	%	0	0	0	0	50	0	0	50	100
Apprenticeship/train	N	0	0	0	0	0	23	10	0	33
	%	0	0	0	0	0	69.7	30.3	0	100
Full-time employment	N	0	0	1	1	0	0	22	1	25
	%	0	0	4	4	0	0	88	4	100
Part-time employment	N	0	1	0	1	1	1	5	8	17
	%	0	5.88	0	5.88	5.88	5.88	29.41	47.06	100
Total	N	0	4	38	5	3	25	45	16	136

% 0.0 2.9 27.9 3.7 2.2 18.4 33.1 11.8 100.0

2010										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2009										
VET	N	0	2	0	0	0	0	1	1	4
	%	0.0	50.0	0.0	0.0	0.0	0.0	25.0	25.0	100.0
University	N	0	1	17	1	1	0	12	6	38
	%	0	2.63	44.74	2.63	2.63	0	31.58	15.79	100
Inactivity	N	0	0	1	1	0	0	0	3	5
	%	0	0	20	20	0	0	0	60	100
Unemployment	N	0	0	1	0	1	0	0	1	3
	%	0	0	33.33	0	33.33	0	0	33.33	100
Apprenticeship/train	N	0	1	0	0	0	11	12	1	25
	%	0	4	0	0	0	44	48	4	100
Full-time employment	N	0	1	0	0	1	2	34	7	45
	%	0	2.22	0	0	2.22	4.44	75.56	15.56	100
Part-time employment	N	0	1	1	2	2	1	2	7	16
	%	0	6.25	6.25	12.5	12.5	6.25	12.5	43.75	100
Total	N	0	6	20	4	5	14	61	26	136
	%	0.0	4.4	14.7	2.9	3.7	10.3	44.9	19.1	100.0

2011										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2010										
VET	N	0	3	0	0	0	0	1	2	6
	%	0.0	50.0	0.0	0.0	0.0	0.0	16.7	33.3	100.0

University	N	0	0	13	0	0	0	3	4	20
	%	0	0	65	0	0	0	15	20	100
Inactivity	N	0	3	0	0	0	0	0	1	4
	%	0	75	0	0	0	0	0	25	100
Unemployment	N	0	0	1	0	1	0	1	2	5
	%	0	0	20	0	20	0	20	40	100
Apprenticeship/train	N	0	0	0	0	0	6	8	0	14
	%	0	0	0	0	0	42.86	57.14	0	100
Full-time employment	N	0	0	1	2	3	1	48	6	61
	%	0	0	1.64	3.28	4.92	1.64	78.69	9.84	100
Part-time employment	N	0	0	3	3	1	1	8	10	26
	%	0	0	11.54	11.54	3.85	3.85	30.77	38.46	100
Total	N	0	6	18	5	5	8	69	25	136
	%	0.0	4.4	13.2	3.7	3.7	5.9	50.7	18.4	100.0

Appendix B. Annual progression between main activities, school leavers moving from regional Victoria, 2003 to 2011.

		2004								
2003		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	79	1	0	0	1	0	0	0	81
	%	97.5	1.2	0.0	0.0	1.2	0.0	0.0	0.0	100.0
Total	N	79	1	0	0	1	0	0	0	81
	%	97.5	1.2	0.0	0.0	1.2	0.0	0.0	0.0	100.0

		2005								
2004		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	69	2	1	0	1	3	2	0	78
	%	88.5	2.6	1.3	0.0	1.3	3.9	2.6	0.0	100.0
VET	N	0	0	0	0	0	0	1	0	1
	%	0	0	0	0	0	0	100	0	100
Inactivity	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Unemployment	N	0	0	0	0	0	0	1	0	1
	%	0	0	0	0	0	0	100	0	100
Apprenticeship/train	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Full-time employment	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Part-time employment	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Total	N	69	2	1	0	1	3	4	0	80

% 86.3 2.5 1.3 0.0 1.3 3.8 5.0 0.0 100.0

2006										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2005										
School	N	15	8	19	3	1	6	10	8	70
	%	21.4	11.4	27.1	4.3	1.4	8.6	14.3	11.4	100.0
VET	N	0	0	0	0	0	1	0	1	2
	%	0	0	0	0	0	50	0	50	100
University	N	0	0	1	0	0	0	0	0	1
	%	0	0	100	0	0	0	0	0	100
Inactivity	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Unemployment	N	0	1	0	0	0	0	0	0	1
	%	0	100	0	0	0	0	0	0	100
Apprenticeship/train	N	0	0	0	0	0	3	0	0	3
	%	0	0	0	0	0	100	0	0	100
Full-time employment	N	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Part-time employment	N	0	0	0	0	0	0	1	3	4
	%	0.0	0.0	0.0	0.0	0.0	0.0	25.0	75.0	100.0
Total	N	15	9	20	3	1	10	11	12	81
	%	18.5	11.1	24.7	3.7	1.2	12.4	13.6	14.8	100.0

2007										
		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2006										
School	N	0	1	9	2	0	0	3	1	16

	%	0.0	6.3	56.3	12.5	0.0	0.0	18.8	6.3	100.0
VET	N	0	0	2	0	1	1	2	3	9
	%	0	0	22.22	0	11.11	11.11	22.22	33.33	100
University	N	0	0	16	1	0	0	1	2	20
	%	0	0	80	5	0	0	5	10	100
Inactivity	N	0	0	0	0	1	0	1	1	3
	%	0	0	0	0	33.33	0	33.33	33.33	100
Unemployment	N	0	0	1	0	0	0	0	0	1
	%	0	0	100	0	0	0	0	0	100
Apprenticeship/train	N	0	0	0	0	0	5	3	2	10
	%	0	0	0	0	0	50	30	20	100
Full-time employment	N	0	0	3	0	1	1	5	1	11
	%	0	0	27.27	0	9.09	9.09	45.45	9.09	100
Part-time employment	N	0	0	4	1	0	0	2	5	12
	%	0.0	0.0	33.3	8.3	0.0	0.0	16.7	41.7	100.0
Total	N	0	1	35	4	3	7	17	15	82
	%	0.0	1.2	42.7	4.9	3.7	8.5	20.7	18.3	100.0

2008

		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2007										
VET	N	0	1	0	0	0	0	0	0	1
	%	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
University	N	0	0	30	0	1	0	1	3	35
	%	0	0	85.71	0	2.86	0	2.86	8.57	100
Inactivity	N	0	1	1	1	0	0	1	0	4
	%	0	25	25	25	0	0	25	0	100
Unemployment	N	0	0	0	0	0	0	2	1	3
	%	0	0	0	0	0	0	66.67	33.33	100
Apprenticeship/train	N	0	0	0	0	0	7	0	0	7

	%	0	0	0	0	0	100	0	0	100
Full-time employment	N	0	1	2	2	0	1	10	1	17
	%	0	5.88	11.76	11.76	0	5.88	58.82	5.88	100
Part-time employment	N	0	1	1	1	0	0	3	9	15
	%	0	6.67	6.67	6.67	0	0	20	60	100
Total	N	0	4	34	4	1	8	17	14	82
	%	0.0	4.9	41.5	4.9	1.2	9.8	20.7	17.1	100.0

2009

	2008	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	1	0	2	0	0	0	1	4
	%	0.0	25.0	0.0	50.0	0.0	0.0	0.0	25.0	100.0
University	N	0	0	27	1	0	0	3	3	34
	%	0	0	79.41	2.94	0	0	8.82	8.82	100
Inactivity	N	0	0	0	0	1	0	2	1	4
	%	0	0	0	0	25	0	50	25	100
Unemployment	N	0	0	0	0	1	0	0	0	1
	%	0	0	0	0	100	0	0	0	100
Apprenticeship/train	N	0	0	0	0	0	4	4	0	8
	%	0	0	0	0	0	50	50	0	100
Full-time employment	N	0	0	2	1	0	0	10	4	17
	%	0	0	11.76	5.88	0	0	58.82	23.53	100
Part-time employment	N	0	0	0	0	1	1	4	8	14
	%	0	0	0	0	7.14	7.14	28.57	57.14	100
Total	N	0	1	29	4	3	5	23	17	82
	%	0.0	1.2	35.4	4.9	3.7	6.1	28.0	20.7	100.0

2010

		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2009	VET	N	0	0	0	0	0	1	0	1
	%	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
University	N	0	2	14	1	1	1	5	5	29
	%	0	6.9	48.28	3.45	3.45	3.45	17.24	17.24	100
Inactivity	N	0	0	0	0	2	1	1	0	4
	%	0	0	0	0	50	25	25	0	100
Unemployment	N	0	0	0	0	1	1	0	1	3
	%	0	0	0	0	33.33	33.33	0	33.33	100
Apprenticeship/train	N	0	0	0	0	0	5	0	0	5
	%	0	0	0	0	0	100	0	0	100
Full-time employment	N	0	0	2	1	2	0	14	4	23
	%	0	0	8.7	4.35	8.7	0	60.87	17.39	100
Part-time employment	N	0	1	1	2	0	0	4	9	17
	%	0	5.88	5.88	11.76	0	0	23.53	52.94	100
Total	N	0	3	17	4	6	8	25	19	82
	%	0.0	3.7	20.7	4.9	7.3	9.8	30.5	23.2	100.0

2011

		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
2010	VET	N	0	1	1	0	1	0	0	3
	%	0.0	33.3	33.3	0.0	33.3	0.0	0.0	0.0	100.0
University	N	0	0	10	0	1	0	5	1	17
	%	0	0	58.82	0	5.88	0	29.41	5.88	100
Inactivity	N	0	0	2	0	0	0	1	1	4

	%	0	0	50	0	0	0	25	25	100
Unemployment	N	0	0	0	2	1	0	2	1	6
	%	0	0	0	33.33	16.67	0	33.33	16.67	100
Apprenticeship/train	N	0	0	0	0	0	4	4	0	8
	%	0	0	0	0	0	50	50	0	100
Full-time employment	N	0	2	1	0	1	0	19	2	25
	%	0	8	4	0	4	0	76	8	100
Part-time employment	N	0	0	4	1	0	0	7	7	19
	%	0	0	21.05	5.26	0	0	36.84	36.84	100
Total	N	0	3	18	3	4	4	38	12	82
	%	0.0	3.7	22.0	3.7	4.9	4.9	46.3	14.6	100.0

Appendix C. Annual progression between main activities, school leavers staying in Melbourne, 2003 to 2011.

		2004								
2003		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	560	4	0	3	5	6	6	4	588
	%	95.2	0.7	0.0	0.5	0.9	1.0	1.0	0.7	100.0
Total	N	560	4	0	3	5	6	6	4	588
	%	95.2	0.7	0.0	0.5	0.9	1.0	1.0	0.7	100.0

		2005								
2004		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	492	11	24	4	7	6	2	12	558
	%	88.2	2.0	4.3	0.7	1.3	1.1	0.4	2.2	100.0
VET	N	0	1	0	0	1	0	2	0	4
	%	0	25	0	0	25	0	50	0	100
Inactive	N	0	0	0	1	1	1	0	0	3
	%	0	0	0	33.33	33.33	33.33	0	0	100
Unemployment	N	0	1	1	2	0	1	0	0	5
	%	0	20	20	40	0	20	0	0	100
Apprenticeship/train	N	0	0	0	0	0	6	0	0	6
	%	0	0	0	0	0	100	0	0	100
Full-time employment	N	0	0	0	1	0	2	1	2	6
	%	0	0	0	16.67	0	33.33	16.67	33.33	100
Part-time employment	N	0	0	2	0	0	1	0	1	4
	%	0	0	50	0	0	25	0	25	100

Total	N	492	13	27	8	9	17	5	15	586
	%	84.0	2.2	4.6	1.4	1.5	2.9	0.9	2.6	100.0

2006

	2005	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	66	71	219	8	10	39	31	50	494
	%	13.4	14.4	44.3	1.6	2.0	7.9	6.3	10.1	100.0
VET	N	0	5	1	1	1	4	1	0	13
	%	0	38.46	7.69	7.69	7.69	30.77	7.69	0	100
University	N	0	0	26	0	1	0	0	0	27
	%	0	0	96.3	0	3.7	0	0	0	100
Inactive	N	0	0	0	2	2	0	2	2	8
	%	0	0	0	25	25	0	25	25	100
Unemployment	N	0	0	1	2	4	1	1	0	9
	%	0	0	11.11	22.22	44.44	11.11	11.11	0	100
Apprenticeship/train	N	0	0	0	0	0	15	2	0	17
	%	0	0	0	0	0	88.24	11.76	0	100
Full-time employment	N	0	0	0	0	0	2	3	1	6
	%	0	0	0	0	0	33.33	50	16.67	100
Part-time employment	N	0	2	3	0	0	4	3	4	16
	%	0.0	12.5	18.8	0.0	0.0	25.0	18.8	25.0	100.0
Total	N	66	78	250	13	18	65	43	57	590
	%	11.2	13.2	42.4	2.2	3.1	11.0	7.3	9.7	100.0

2007

2006		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
School	N	0	11	35	4	2	2	6	7	67
	%	0.0	16.4	52.2	6.0	3.0	3.0	9.0	10.5	100.0
VET	N	0	22	12	2	1	2	15	24	78
	%	0.0	28.21	15.38	2.56	1.28	2.56	19.23	30.77	100
University	N	0	0	228	2	0	2	3	15	250
	%	0.0	0	91.2	0.8	0	0.8	1.2	6	100
Inactive	N	0	1	4	3	1	0	3	1	13
	%	0.0	7.69	30.77	23.08	7.69	0	23.08	7.69	100
Unemployment	N	0	2	4	1	4	4	3	1	19
	%	0.0	10.53	21.05	5.26	21.05	21.05	15.79	5.26	100
Apprenticeship/train	N	0	0	2	1	0	41	18	3	65
	%	0.0	0	3.08	1.54	0	63.08	27.69	4.62	100
Full-time employment	N	0	3	6	0	0	4	23	7	43
	%	0.0	6.98	13.95	0	0	9.3	53.49	16.28	100
Part-time employment	N	0	2	16	0	3	3	14	19	57
	%	0.0	3.5	28.1	0.0	5.3	5.3	24.6	33.3	100.0
Total	N	0	41	307	13	11	58	85	77	592
	%	0.0	6.9	51.9	2.2	1.9	9.8	14.4	13.0	100.0

2008

2007		School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	18	5	0	1	2	8	7	41
	%	0.0	43.9	12.2	0.0	2.4	4.9	19.5	17.1	100.0
University	N	0	1	280	1	3	1	8	13	307

	%	0.0	0.3	91.2	0.3	1.0	0.3	2.6	4.2	100.0
Inactive	N	0	1	2	3	3	0	2	2	13
	%	0.0	7.69	15.38	23.08	23.08	0	15.38	15.38	100
Unemployment	N	0	4	1	2	1	1	1	1	11
	%	0.0	36.36	9.09	18.18	9.09	9.09	9.09	9.09	100
Apprenticeship/train	N	0	1	1	0	1	43	11	1	58
	%	0.0	1.72	1.72	0	1.72	74.14	18.97	1.72	100
Full-time employment	N	0	3	5	2	4	5	54	12	85
	%	0.0	3.53	5.88	2.35	4.71	5.88	63.53	14.12	100
Part-time employment	N	0	3	13	0	2	3	22	34	77
	%	0.0	3.9	16.88	0	2.6	3.9	28.57	44.16	100
Total	N	0	31	307	8	15	55	106	70	592
	%	0.0	5.2	51.9	1.4	2.5	9.3	17.9	11.8	100.0

2009

	2008	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	13	4	2	2	0	3	7	31
	%	0.0	41.9	12.9	6.5	6.5	0.0	9.7	22.6	100.0
University	N	0	5	226	7	3	0	31	35	307
	%	0.0	1.6	73.6	2.3	1.0	0.0	10.1	11.4	100.0
Inactive	N	0	0	1	3	0	0	3	1	8
	%	0.0	0	12.5	37.5	0	0	37.5	12.5	100
Unemployment	N	0	0	0	2	7	0	1	5	15
	%	0.0	0	0	13.33	46.67	0	6.67	33.33	100
Apprenticeship/train	N	0	0	0	1	1	31	19	3	55
	%	0.0	0	0	1.82	1.82	56.36	34.55	5.45	100
Full-time employment	N	0	2	6	2	3	1	80	12	106

	%	0.0	1.89	5.66	1.89	2.83	0.94	75.47	11.32	100
Part-time employment	N	0	1	11	1	2	2	18	35	70
	%	0.0	1.43	15.71	1.43	2.86	2.86	25.71	50	100
Total	N	0	21	248	18	18	34	155	98	592
	%	0.0	3.6	41.9	3.0	3.0	5.7	26.2	16.6	100.0

2010

	2009	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	9	1	0	2	0	6	3	21
	%	0.0	42.9	4.8	0.0	9.5	0.0	28.6	14.3	100.0
University	N	0	3	142	4	3	2	49	45	248
	%	0.0	1.2	57.3	1.6	1.2	0.8	19.8	18.2	100.0
Inactive	N	0	1	2	6	2	1	2	4	18
	%	0.0	5.56	11.11	33.33	11.11	5.56	11.11	22.22	100
Unemployment	N	0	0	2	3	2	0	8	3	18
	%	0.0	0	11.11	16.67	11.11	0	44.44	16.67	100
Apprenticeship/train	N	0	0	1	0	1	18	13	1	34
	%	0.0	0	2.94	0	2.94	52.94	38.24	2.94	100
Full-time employment	N	0	5	5	3	2	3	125	12	155
	%	0.0	3.23	3.23	1.94	1.29	1.94	80.65	7.74	100
Part-time employment	N	0	2	14	3	3	1	35	40	98
	%	0.0	2.04	14.29	3.06	3.06	1.02	35.71	40.82	100
Total	N	0	20	167	19	15	25	238	108	592
	%	0.0	3.4	28.2	3.2	2.5	4.2	40.2	18.2	100.0

2011

	2010	School	VET	University	Inactivity	Unemployment	Apprenticeship/ traineeship	Full-time employment	Part-time employment	Total
VET	N	0	7	2	2	2	1	3	3	20
	%	0.0	35.0	10.0	10.0	10.0	5.0	15.0	15.0	100.0
University	N	0	7	94	3	7	2	33	21	167
	%	0.0	4.2	56.3	1.8	4.2	1.2	19.8	12.6	100.0
Inactive	N	0	0	2	6	3	0	6	2	19
	%	0.0	0	10.53	31.58	15.79	0	31.58	10.53	100
Unemployment	N	0	1	4	0	2	0	3	5	15
	%	0.0	6.67	26.67	0	13.33	0	20	33.33	100
Apprenticeship/train	N	0	0	0	2	1	13	8	1	25
	%	0.0	0	0	8	4	52	32	4	100
Full-time employment	N	0	4	11	8	2	3	195	15	238
	%	0.0	1.68	4.62	3.36	0.84	1.26	81.93	6.3	100
Part-time employment	N	0	3	7	3	5	0	36	54	108
	%	0.0	2.78	6.48	2.78	4.63	0	33.33	50	100
Total	N	0	22	120	24	22	19	284	101	592
	%	0.0	3.7	20.3	4.1	3.7	3.2	48.0	17.1	100.0